

# **IMPLEMENTATION OF TEACHING PHYSICAL EDUCATION AT INSTITUTE OF SPORTS TEACHER EDUCATION**

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## **ABSTRACT**

*This study is about implementation of teaching physical education at institute of sports teacher education (ISTE). Based on the study, the objectives are looking at the teaching of physical education and its impact on the students learning. This study might also provide policy makers with ideas about relevant competencies to the teaching of physical education. This study adopts a descriptive survey with fifty (50) physical education students, thirty (30) physical education lecturers, fifteen (15) head departments and three (3) campus directors. Next, researchers used frequencies and percentages to analyze data from the respondents. Data collected were grouped according to each response and percentage was used for comparison of responses. Based on the findings, the researchers concluded that there was some needs to improve the teaching of physical education in theory and practical lessons. This research revealed that there was no supervision in the ISTE as far as the teaching of physical education was concerned. It was also noted that those lecturers who taught the subject needed to have some interest in the subject. It was also concluded that physical education students must complete teacher education programs and focused on a health and fitness-related subject.*

**Keywords: physical education; institute of sports teacher education**

## **INTRODUCTION**

### **Background of the Study**

Physical education is a unique subject and teaching of physical education at institute of sports teacher education (ISTE) is a necessity to develop an individual to become a better physical education teacher at primary school (Burcher & Reade, 2011). There had been much research and discussion stressing on teaching of physical education at ISTE. Burcher (2009) stated that real change could only occur in the lecturers' service with a radical shift towards better leadership and increase physical education teaching in three difference zones of ISTE. This research was a positive transformational physical education teaching adopted by physical education lecturers at ISTE. It was anticipated that the findings will provide encouragement and inspiration for lecturers to teach students in physical education subject. This research might also highlight to what facilities and equipment lecturers use in the teaching of physical education in the ISTE.

### **Statement of the Problem**

People in this country do not attach any importance of implementation of physical education teaching at schools (Lumpkin, 2008). Due to that, this study looks at how the teaching of physical education is implemented at ISTE.

### **Purpose of the Study**

The purpose of the study is to examine the teaching of physical education within three ISTE. It is also to find out what facilities and equipment that lecturers use in teaching the subject.

### **Significance of the Study**

This study is geared looking for teaching of physical education and its impact on the students learning. This study may also provide policy makers with ideas about relevant competencies to the teaching of physical education in the ISTE and it may also form a basic for improvement in the subject.

### **Research Questions**

The following questions guided the study;

1. What is the nature of physical education programme at ISTE?
2. Do lecturers teach physical education in ISTE?
3. Do lecturers have resources and materials for teaching Physical Education?
4. Do director campuses supervise the teaching of physical education in the ISTE?
5. What support do lecturers need to teach physical education?

## **Limitations**

The study is limited due to time and material resources. Limited time and transportation constrains researchers to use all the 27 institutes of teacher education in Malaysia as this may affect results of the study.

## **LITERATURE REVIEW**

The purpose of this research work is to examine the teaching of physical education at ISTE's in Malaysia. The purpose of education is to provide students with the essential skills attitude and knowledge necessary for an effective and enjoyable life. Therefore, it is very imperative that every effort is made to help students develop a healthy body. Physical education has been defined in many ways by various writers and physical educationists. Physical education according to Mosston and Ashworth, (2012), is an integral part of the total education process. It is a field of endeavour of human performance through the medium of physical activities that have been selected with a view of realizing this outcome. Based on the reasons, this section is divided into nature of physical education in ISTE's, characteristics/ needs in the ISTE's and physical education teaching subtopics.

### **Nature of Physical Education in ISTE's**

ISTE's accountability, a major trend of the 1990s, has driven the need for national assessment (testing) and standards (Pangrazi & Dauer, 2005). This trend has become an issue and has created debate throughout education, including physical education. Proponents on both sides have valid points to make. Those who oppose national testing point out the need for people to enjoy physical activity. They believe that testing does not foster the desire for lifelong participation. In contrast, proponents of testing think it would parallel work completed in other disciplines, such as math and science, while helping students gauge their progress towards a national standard for fitness and/or skill competence. The National Association for Sport and Physical Education has provided guidelines in the form of grade-level benchmarks, as well as an operational definition of the physically educated person. Such a person is skillful in a variety of physical activities, physically fit, participates regularly in physical activity, knows the benefits of physical activity, values physical activity and its contributions to a healthy lifestyle, respects diversity, and acts in a socially responsible manner (Pufaa, 2006).

### **Characteristics/ Needs in ISTE's**

In many ISTE programs, the term of wellness has replaced fitness and health. In general, this term refers to optimal health and well-being, but it has been broadened to include the dimensions of emotional, mental, spiritual, social, and environmental well-being in ISTE's (Schmottlach & McManama , 2007). There are many issues that are of interest to all educators, issues that pose a challenge to all of those who seek to teach students. These include discipline

problems, student drug abuse, violence, insufficient resources, lack of parental support for education, large classes, lecturer burnout, and perhaps most importantly, a concern for the health and well-being of all students.

## **METHODOLOGY**

This study is on the teaching of physical education at ISTE in Malaysia. It focuses on the nature of physical education, resource materials and support to lecturers, the level of supervision and how teaching of physical education can be improved (Wuest & Bucher, 2005). The study present views of students, lecturers, head departments, and campus directors are implemented to improve and uplift the image of the subject. This study highlights and describes the procedure through which the study is done. It involves population, sample and sampling procedure, research design, instrument for data collection, data collection procures and data analysis.

### **Research Design**

This study adopts a descriptive survey. Burcher and Reade (2011) explain that descriptive survey as a method of investigation which attempts to describe and interpret what existed at present in the form of teaching, resource materials, support and supervision of the teaching of physical education in ISTE. Researchers visited three ISTE in three different zones such as north zone, south zone and Sarawak zone to observe the teaching of physical education in its natural state. This was done without prior information given to the visited ISTE. It was done to ascertain first-hand information on teaching of the subject.

### **Population**

The target population for this study is students, lecturers, head departments and campus directors of ISTE in Malaysia.

### **Sample**

A sample of fifty (50) physical education students, thirty (30) physical education lecturers, fifteen (15) head departments and three (3) campus directors were used for the study. This included thirty (30) males and twenty (20) females who were students; fifteen (15) male and fifteen (15) female lecturers; and twelve (12) male and three (3) female head departments. Besides, all the campus directors are males.

### **Purposive Sampling**

Researchers used a stratified sampling of students, lecturers, head departments, and campus directors in the study. All of them were selected randomly. Next, the researchers used a purposive or non-probability sampling for students.

## Research Instrument

Instrument for this study is a set of questionnaire. The questionnaires were designed for students, lecturers, head departments, and campus directors. They were required to respond to questionnaires that demand a “yes” or “no” response. Therefore, the researchers tried to limit the intensity of this problem by carefully explaining each item to the respondent to enable them gives valid responses to the items.

## Data Collection Procedure

Questionnaires were distributed personally by researchers to all respondents by hand. Generally, respondents were contacted personally through their ISTE. Much more pieces of information were gathered through the interactions with those individuals.

## Data Analysis

In this study, researchers used frequencies and percentages to analyze the responses received from the respondents. All the questions were grouped under the various headings and analyzed. Each question was analyzed independently.

## ANALYSIS OF DATA AND PRESENTATION OF FINDINGS

### Introduction

The study is to look at the teaching of physical education in ISTE in three different zones. There are seventy eight (78) questionnaires administered to the three ISTE into the research area. The questionnaires are given to four (4) categories of respondents namely students, lecturers, head departments, and campus directors. The table below shows the information on the questionnaire and the number of respondents

**Table 1: Profile of Questionnaire Administered**

<i>Respondents</i>	<i>Questionnaire sent out</i>	<i>Number retrieved</i>	<i>Percentage returned</i>
Campus Director	3	3	100%
Head Department	15	15	100%
Lecturer	30	30	100%
Student	50	50	100%
<b>Total</b>	<b>78</b>	<b>78</b>	<b>100%</b>

Based on Table 1, all respondents returned the questionnaires with a total of 100%. Due to that, an analysis can be done smoothly by researchers.

## The Teaching of Physical Education in ISTE

This part is designed to seek information on the teaching of physical education in ISTE. Questionnaire for all the respondents are made up of dichotomous “yes” or “no” responses.

### Research Questions

The study is guided by five research questions. Frequency and percentages distribution are used to elicit answers to those questions.

#### Research Question One (1)

##### What is the nature of Physical Education Programme in ISTE?

This question is designed to seek information from students, lecturers, head departments, and campus directors to identify whether there is teaching of physical education in the ISTE. The structure includes the following:

1. Physical education is taught in ISTE.
2. Practical lessons are taught in physical education.
3. Theory lessons are taught in physical education.
4. The ISTE engages in sports and games.

##### Nature of Physical Education Programme in ISTE.

The first statement elicits the views as to the teaching of physical education in ISTE. The responses are represented in Table 2.

**Table 2: Views on whether physical education is taught in ISTE**

<i>Response</i>	<i>Students</i>		<i>Lecturers</i>		<i>Head Departments</i>		<i>Campus Directors</i>	
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
Yes	17	34	21	70	11	73.3	3	100
No	33	66	9	30	4	26.6	-	-
<b>Total</b>	<b>50</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>3</b>	<b>100</b>

The analysis in Table 2 indicates that twenty-one (21) lecturers representing 70%, eleven (11) head departments representing 73.3%, and three (3) campus directors representing 60% respond “yes” meaning that physical education is taught in ISTE. So, if lecturers, head departments and campus director say physical education is taught in ISTE and thirty-three (33) of the students representing 66% said physical education is not taught.

**Practical Lessons are taught in Physical Education.**

The second statement seeks respondents’ views on whether or not practical lessons are taught in ISTE

**Table 3: Views on whether practical physical education lessons are taught in ISTE**

<i>Response</i>	<i>Students</i>		<i>Lecturers</i>		<i>Head Departments</i>		<i>Campus Directors</i>	
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
Yes	29	58	26	86.6	12	80	3	100
No	21	42	4	13.3	3	20	-	-
<b>Total</b>	<b>50</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>5</b>	<b>100</b>

Table 3 shows that twenty-six (26) lecturers representing 86.6%, twelve (12) head departments representing 80%, four (4) campus directors representing 80% and twenty-nine (29) students representing 58% all say “yes” to the teaching of practical physical education lessons in ISTE. Researchers would recall in Table 2 that sixty-six percent (66%) of the students say “no” to the teaching of physical education in the ISTE. It is very possible that students are confused about physical education and sports. Therefore, it is very important to let students differentiate between physical education, sports and games.

**Theoretical Physical Education lessons are taught in ISTE.**

The third statement intends to find out from respondents whether theoretical physical education lessons were taught in ISTE.

**Table 4: Views on the teaching of theoretical physical education lessons in ISTE**

<i>Response</i>	<i>Students</i>		<i>Lecturers</i>		<i>Head Departments</i>		<i>Campus Directors</i>	
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
Yes	13	26	17	56.6	9	60	3	100
No	37	74	13	43.3	6	40	-	-
<b>Total</b>	<b>50</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>3</b>	<b>100</b>

The analysis on Table 4 shows that seventeen (17) lecturers representing 56.6%, and nine (9) head departments representing 60% say “yes” to the teaching of theoretical physical education lessons while thirty-seven (37) of the students representing 74% and three (3) campus directors representing 100% say “yes” to whether theory lessons were taught in physical education. Is very possible that the lecturers and head departments say “yes” for fear of been vindicated by their campus directors.

### ISTEs engaged in Sports and Games.

The fourth statement elicits responses as to whether students participated in sports and games in the ISTEs. The responses are analyzed in Table 5.

**Table 5: Views on whether students engage in sports and games**

<i>Response</i>	<i>Students</i>		<i>Lecturers</i>		<i>Head Departments</i>		<i>Campus Directors</i>	
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
Yes	39	78	26	86.6	15	100	3	100
No	11	22	4	13.3	-	-	-	-
<b>Total</b>	<b>50</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>3</b>	<b>100</b>

The analysis in Table 5 indicates that students engage in sports and games. This is because, 39 (78%) students, 26 (86.6%) lecturers, 15 (100%) head departments, and 3 (100%) campus directors all say “yes” on the students engagement in sports and games.

### Research Question Two (2)

#### Do lecturers teach physical education in ISTEs?

This action has three statements that seek information on the teaching of physical education in ISTEs.

#### Do lecturers prepare lesson notes to teach physical education?

This first statement elicits responses as to whether lecturers prepare lesson notes on physical education.

**Table 6: Views on whether lecturers prepare lesson notes in physical education**

<i>Response</i>	<i>Students</i>		<i>Lecturers</i>		<i>Head Departments</i>		<i>Campus Directors</i>	
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
Yes	-	-	17	56.6	11	73.3	-	-
No	-	-	13	43.3	4	26.6	3	100
<b>Total</b>	<b>-</b>	<b>-</b>	<b>30</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>3</b>	<b>100</b>

From the responses in Table 6, students are left out from this statement. This is because it would be difficult for a student to tell whether lecturers prepare lesson notes or not. Based on the analysis on views as to whether lecturers prepare lesson notes, seventeen (17) lecturers representing 56.6% and eleven (11) head departments representing 73.3% say “yes” indicating

that they prepared lesson notes on the teaching of physical education. However, four (4) circuit supervisors representing 80% say “no” indicating that lecturers do not prepare physical education lessons notes in ISTE’s.

**Students take examination in physical education.**

This statement elicits responses as to whether students write examinations in physical education. The responses are analyzed in Table 7.

**Table 7: Views as to whether students write examinations in physical education**

<i>Response</i>	<i>Students</i>		<i>Lecturers</i>		<i>Head Departments</i>		<i>Campus Directors</i>	
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
Yes	29	58	17	56.6	9	60	0	0
No	21	42	13	43.3	6	40	3	100
<b>Total</b>	<b>50</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>3</b>	<b>100</b>

From the analysis in Table 7, twenty-nine (29) students representing 58%, seventeen (17) lecturers representing 56.6% and nine (9) head departments representing 60% say “yes” because students take examination in physical education. However, three (3) campus directors representing 100% say “no” to students writing examination in physical education.

**Adequate time provided for the teaching of physical education.**

The third statement seeks views as to whether adequate time was provided for the teaching of physical education. The responses are analyzed in Table 8.

**Table 8: Views on adequate time provided for the teaching of physical education**

<i>Response</i>	<i>Students</i>		<i>Lecturers</i>		<i>Head Departments</i>		<i>Campus Directors</i>	
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
Yes	16	32	23	76.6	14	93.3	3	100
No	34	68	7	23.3	1	6.6	-	-
<b>Total</b>	<b>50</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>3</b>	<b>100</b>

The analysis of data in Table 8 shows that 23 (76.6%) of lecturers, 14 (93.3%) and 3 (100%) campus director say “yes” on the views on adequate time provided for the teaching of physical education. Besides, 34 (68%) of students say “no” as to the time provided for teaching of the subject. This is due to physical education lectures at the ISTE’s are not well in teaching.

### Research Question Three (3)

#### Do lecturers have resources and material for teaching?

This section seeks information on the impact of resource materials in the teaching of physical education in ISTE's. There are four (4) statements provided for the adequate trained physical education lecturers to teach physical education. The first statement under Research Question Two seeks the views of participants on whether trained physical education lecturers teach physical education. The responses are analyzed in Table 9.

**Table 9: Response on whether trained physical education lecturers teach physical education**

<i>Response</i>	<i>Students</i>		<i>Lecturers</i>		<i>Head Departments</i>		<i>Campus Directors</i>	
	No.	%	No.	%	No.	%	No.	%
Yes	18	36	7	23.3	-	-	-	-
No	32	64	23	76.6	15	100	3	100
<b>Total</b>	<b>50</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>3</b>	<b>100</b>

The analysis of Table 9 indicates that, 32 (64%) of students, 23 (76.6%) of lecturers, 15 (100%) of head departments and 3 (100%) of campus directors said “no” to trained physical education lecturers teaching physical education at the ISTE's. The percentages of both the head departments and campus directors are 100% because they play a supervisory role in the teaching in the ISTE's and they know the facts of the matter. There are simply no trained physical education lecturers to teach the subject.

#### Modules to teach Physical Education Lessons

The second statement elicits responses on whether there are modules for the teaching of physical education. The results of the analysis are shown in Table 10.

**Table 10: Response on modules for the teaching of Physical Education**

<i>Response</i>	<i>Students</i>		<i>Lecturers</i>		<i>Head Departments</i>		<i>Campus Directors</i>	
	No.	%	No.	%	No.	%	No.	%
Yes	7	14	-	-	-	-	-	-
No	43	86	30	100	15	100	3	100
<b>Total</b>	<b>50</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>3</b>	<b>100</b>

The analysis of Table 10 shows all the respondents say “no” to the availabilities of modules for the teaching of physical education. The following percentages are represented, 43 (86%) students, 30 (100%) lecturers, 15 (100%) head departments, and 3(100%) campus director. The responses seem to suggest that there are no modules for the teaching of physical education in ISTE.

### Syllabus for teaching Physical Education in ISTE.

This statement which is the third, sought participants views on whether there are syllabus for the teaching of physical education. The analysis is presented in Table 11.

**Table 11: Views on whether there is syllabus for the teaching of physical education**

<i>Response</i>	<i>Students</i>		<i>Lecturers</i>		<i>Head Departments</i>		<i>Campus Directors</i>	
	No.	%	No.	%	No.	%	No.	%
Yes	-	-	17	56.6	9	60	-	-
No	-	-	13	43.4	6	40	3	100
<b>Total</b>		<b>100</b>	<b>30</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>3</b>	<b>100</b>

Students do not respond to the analysis on Table 11 because they have nothing to do with syllabus of physical education. The table shows that whilst 17 (56.6%) of lecturers, and 9 (60%) of head departments respond “yes”, while 3 (100%) of campus directors say “no” to the syllabus of the subject.

### Adequate facilities and equipment for the teaching of physical education in the ISTE.

The fourth statement seeks participant view on whether there are facilities and equipment in the ISTE. The responses are analyzed in Table 12.

**Table 12: Views on facilities and equipment**

<i>Response</i>	<i>Students</i>		<i>Lecturers</i>		<i>Head Departments</i>		<i>Campus Directors</i>	
	No.	%	No.	%	No.	%	No.	%
Yes	21	42	12	40	7	46.6	-	-
No	29	58	18	60	8	53.3	3	100
<b>Total</b>	<b>50</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>3</b>	<b>100</b>

The analysis in Table 12 shows clearly that the situation about facilities and equipment is nothing to write home about. There are 29 (55%) of students, 18 (60%) of lecturers, 8 (53.3%) of head departments and 3 (100%) of campus directors all say “no” to facilities and equipment. For

effective and efficient teaching of physical education, they should be adequate facilities and equipments in the ISTE. This would go a long way to improve the teaching of physical education in ISTE as a whole.

#### Research Question Four (4)

##### Do campus directors supervise the teaching of physical education in the ISTE?

This question is designed to seek information from students, lecturers, head departments and campus directors to identify whether campus directors supervise the teaching of physical education in the ISTE. Three statements are provided for this research question. The first statement seeks the views of participants on whether campus directors supervise their physical education lecturers on teaching. The responses are analyzed in Table 13.

**Table 13: Responses on whether campus directors supervise the teaching of physical education**

<i>Response</i>	<i>Students</i>		<i>Lecturers</i>		<i>Head Departments</i>		<i>Campus Directors</i>	
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
Yes	17	34	11	36.6	6	40	3	100
No	33	60	19	63.3	9	60	-	-
<b>Total</b>	<b>50</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>3</b>	<b>100</b>

From the responses in Table 13, there is indication that, physical education teaching has a problem when it comes to supervision. Based on the table, thirty-three (33) students representing 60%, nineteen (19) lecturers representing 63.3% and nine (9) representing 60% head departments said “no” to authorities supervision of the teaching of physical education and three (3) campus directors representing 100% said “yes”. To improve the teaching of physical education in the ISTE, it is very imperative for campus directors, head departments and other authorities to enhance supervision of the subject. Some head departments are not trained physical educators and thus it would be very difficult for him/ her to supervise the subject.

##### Adequate visits by Campus Director

This second statement elicits responses to identify whether campus directors visit for supervision in the teaching of physical education. The responses are analysed in Table 14.

**Table 14: Views on whether campus director supervises the teaching of physical education**

<i>Response</i>	<i>Students</i>		<i>Lecturers</i>		<i>Head Departments</i>		<i>Campus Directors</i>	
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>

Yes	9	18	6	20	3	20	3	100
No	41	82	24	80	12	80	-	-
<b>Total</b>	<b>50</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>3</b>	<b>100</b>

Table 14 indicates that 41 (82%) of students, 24 (80%) of lecturers, and 12 (80%) of head departments say “no” to campus directors supervise the teaching of physical education.

## **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

### **Introduction**

The purpose of the study was to improve the teaching of physical education in ISTEes with particular reference to the Institute of Teacher Education Malaysia (ITEM). The research was to find out strategies that could help to improve the teaching of the subject at the basic level of education, in order to ensure that the students develop appreciably in terms of cognitive, affective emotional, social and psychomotor skills at their early developmental stages at the ISTEes (Burcher, C.A & Reade, 2011). Literature was reviewed on the physical education personnel of the basic education level, type of facilities and equipment used in the ISTEes, type of rewards and incentive, and methodology used in teaching physical education at the ISTEes. Theories of other renewed physical educationist were also reviewed. Physical education lecturers play a very important role in the educational sector as they help in the academic preparation of students for the future. The quality and effectiveness of teachers are determined by the process of their education-content of their subject matter knowledge.

### **Discussion**

Data collected were grouped according to each response and percentage was used for comparison of responses in the analysis (Mosston & Ashworth, 2012). Based on the findings, the researchers concluded that there was some needs to improve the teaching of physical education in theory and practical lessons (Burcher, 2009). The research revealed that there is no supervision in the ISTEes as far as the teaching of physical education was concerned. It was also noted that those lecturers who taught the subject needed to have some interest in the subject. Besides, it was also stated that the sports males and females were adequately rewarded when they excelled in sporting activities, it would go a long way to motivate them to do better.

It was also concluded that physical education students must complete teacher education programs and focused on a health and fitness-related subject (Pangrazi & Dauer, 2005). The physical educator need to provide maximum physical activity time within the class period, teaching skills and activities that transfer into physical activity outside of physical education class (Rink, 2008). If students are to receive the amount of physical activity they need each day, other opportunities to be physically active within the school day must be provided. Physical education lecturer has unique responsibilities in the school physical activity program to ensure that students are physically active within the physical education class. Next, physical education lecturer also needs to have the responsibility to help direct and guide opportunities for physical

activity within the ISTE outside the physical education class (Wuest & Bucher, 2009). Physical education programs have the responsibility to teach skills that students will need to participate in physical activity outside of the physical education class and skills they will need for a lifetime of physical activity.

## **Conclusion**

In conclusion, it was found out that most of the lecturers did not concentrate on their teaching in ISTE. Though there was syllabus available, most of the lecturers concentrate on the practical lessons since there was no module and other reference books to ascertain facts for teaching the subject. In a nutshell, there was the need to look seriously for of the subject in ISTE. Physical education was an integral part of the total education of every student in ISTE. Quality physical education programs were needed to increase the physical competence, health-related fitness, self-responsibility and enjoyment of physical activity for all students so that they could be physically active for a lifetime. In a nutshell, physical education programs could only provide these benefits if they were well-planned and well-implemented.

## **Recommendations**

There are a few recommendations for further study such as syllabus in the ISTE should be conceptualized to help the teacher trainees to acquire the requisite skills in knowledge and skills to handle the physical education subject. Next, physical education lecturers need to equip students with knowledge and skills to plan and teach physical education properly. This will enable them provide students with a variety of activities. Physical education modules and other reference books on the subject should be made available to ISTE, so that lecturers can fall on them any time they need be. The teaching of physical education should be compulsory at all teacher institutes. Besides, there should be a national curriculum to measure the activities of physical education teachers in ISTE. The Ministry of Education (MOE) and other philanthropists should come and see all facilities, equipment and condition in the three ISTE.

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