Frequency of Physical Education Teachers Referring to NPE, APE, OPE, CPJ, and EPE in Implementing the Form Four Physical Education Curriculum (Physical Fitness)

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ABSTRACT

The purpose of this research is to identify the frequencies of Physical education teachers referring the National Philosophy of Education (NPE), Aims of Physical Education (APE), Objectives of Physical Education (OPE), Content of Physical Education Curriculum (OPE) and Evaluation of Physical Education (EPE) aspect in the implementation of the Malaysian Form 4 Physical Education curriculum (Physical Fitness); to identify the extent to which Physical Education teachers refer to NPE, APE, OPE, CPE curriculum, and EPE aspect; to identify the significant difference between teaching experience with the frequencies of referring to these aspects. This study used the survey method. Questionnaire is the instrument to collect the data related to Physical Education teachers referring to NPE, APE, OPE, CPE, and EPE aspects. The level of frequencies of teachers referring to all aspects (NPE, APE, OPE, CPE, EPE) is moderate (M=2.98; SD=.68). From that, the level of frequencies of teachers referring to the OPE (M=4.38; SD=.57) and the CPE (M=4.30; SD=.65) is high. Meanwhile, the level of frequencies of teachers referring to the NPE (M=1.78; SD=.65) and the EPE (M=1.34; SD=.72) is low. Beside that, the level of frequencies of teachers referring to the APE (M=3.10; SD=.79) is moderate. The objectives and content of Physical Education are two aspects that the teachers have to consider before implementing the Form 4 Physical Education curriculum (Physical Fitness) in secondary school. The Objectives and Content of Physical Education are very important in assisting teachers to make good preparation before they undertake the process of teaching and learning of Physical Education.

Keywords: Physical education, implementation of physical education curriculum

INTRODUCTION

In implementation of the Malaysian Physical Education curriculum is still facing a number of obstacles even though it is core subject. A report by the Curriculum Development Centre (5) based on a study of some schools in Kelantan and Sabah indicates that half of the Physical Education teachers i) do not follow the lesson plans; ii) do not write the lesson plan as it should be written; iii) train school teams in games and sports in inappropriate time; iv) irritate the students while the class is only; and v) allow the hours allocated to Physical Education to be used for teaching other subjects.

The implementation of Physical Education curriculum should be based on the National Philosophy of Education (NPE), Aim of Physical Education (APE), Objectives of Physical Education (OPE), Content of Physical Education Curriculum (CPE) and Evaluation of Physical Education (EPE). These are valuable resources and could serve as important guidelines for the preparation of Physical Education lessons to be used in their process teaching and learning of Physical Education at secondary schools.

According to Abdullah Sani et al. (2), teachers should comprehend and take note of what is stated in the curriculum and its needs, understand the Education Philosophy, aims and objectives involved so that they will effectively enhance the learning experiences in Physical Education for students in secondary schools.

Hence this research aim to investigate the extent to which Physical Education teachers refer to the NPE, APE, OPE, CPE, and EPE in implementing the Form 4 Physical Education curriculum (physical fitness) at secondary schools in Malaysia.

MATERIAL AND METHOD

This research is designed to use the quantitative method and a questionnaire is constructed as the research instrument to collect data pertinent to this study. Several secondary schools in Gombak District, Selangor, are involved in this study. This district is chosen because it is identified as the education district which has the highest number of trained teachers in Physical Education.

The purposive sampling technique is used as it is the accepted sampling technique in either qualitative or quantitative research (6). To a large extent it is important to sample the right number of right respondents for the purpose of the study. A purposive sample provides an information rich case