

Teaching Methods in Physical Education 2 (Rhythmic Activities) Among College Freshmen Students

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Abstract: This research aimed to evaluate the teaching methods in Physical Education 2 at Don Honorio Ventura State University. To achieve the purpose of the study, the descriptive research design was used. The total number of respondents was 345 sampled composed of 10 P.E. Instructors and 335 P.E. 2 students. Results revealed that the respondents belonged to the typical age for college students, Physical Education teachers are qualified to teach the subject in terms of their educational qualifications, students and instructors have the same preference in terms of teaching methods, they also strongly agreed that demonstration method is the most effective, therefore teaching methods can become an aid in developing and improving on teaching style, and the respondents both expressed their agreement towards teaching method as a helpful tool in teaching and learning process. Furthermore, there was no significant relationship between the responses of the teachers and the students as what methods are effective for them. Respondents state the effectiveness of teaching methods applied by teacher Whole/Part Method has a significant relationship on the educational attainment. Finally, Based on the findings, it is suggested that teachers should earn more units in Physical Education and attend training/short courses and continuing advance education.

Keywords: College Freshmen Students, Physical Education, Rhythmic Activities, Teaching Methods

1. Introduction

Teaching is a type of strategy and delivery used for instruction. There are many types of teaching methods, depending on what information or skills the teacher is trying to convey. Class demonstration, recitation, and memorizations are some of the teaching methods being used. When an instructor is deciding on what method to use, he or she needs to be flexible and willing to adjust style according to their type of Student success in the classroom is largely based on effective teaching methods. For effective teaching to take place, a good method must be adopted by an instructor. An instructor has many options in choosing a style when teaching; he or she may write course outline, search online or read within books for lesson plans. When deciding what teaching methods to use, an instructor needs to consider students' background knowledge, environment, and learning goals. Instructors are aware that students learn in different ways, but almost will respond well to praise; students have different ways of observing information and demonstrating their knowledge. Instructors often use techniques which cater to multiple learning styles to

help students retain information and strengthen their understanding. A variety of methods are used to ensure that all students have equal opportunities to learn. [2] A method of teaching is a general way of guiding and controlling learning experiences. As methods they are broken down into small ways of teaching, they are called techniques. This is not and should not be anything consecrate about any method of teaching. As such, devices as television, tape recording machines, lapel, LCD projector, computer audio devices and other attention – getting devices are invented, teaching methods will and should incorporate those that aid teaching. In Physical Education Rhythmic activities and dance with an ice breaker, quieting, cool down activities help children what they need to know how to socialize before they can dance together, Socialization comes from positive interaction in a nurturing environment with and the students [4]. Dissemination of Physical Education staff development program in sports, play and active recreation for kids. The study found out that teachers were highly supportive of both the staff development sessions and the program after having it implemented for at least six months. The results of the SPARK program were

effective and that the current staff development strategies provided a viable model for disseminating proven programs [5]. Teaching standards, or methodology, is a narrower field. Skinner, Vygotsky, Gardner, Piaget, and Bloom are all names you've probably heard if you have a teaching degree. If you don't recognize their names, you should be familiar with their theories that have become instructional methodologies [10]. One of the academic trends that found particularly distributing today is the de-emphasis on physical education in the school. Today, unfortunately, fewer and fewer students experience the feeling of the highest rank among their most memorable experience of the youth that is, taking physical education subjects [11].

This study intended to find out if there is a significant connection between teaching methods and strategies towards physical education.

Objectives.

The study attempted to look into the teaching methods of physical education at Don Honorio Ventura State University. To answer the following question.

- 1) What is the profile of the respondents?
- 2) How may the methods in teaching rhythmic activities be described by the respondents in terms of preference?
- 3) How often are the teaching methods preferred by the teachers being applied / used?
- 4) How often are the teaching methods preferred by the students being applied/ used?
- 5) How may the teaching methods be described in terms of effectiveness?
- 6) Is there a significant difference between the responses of the teachers and the students as to what methods are effective?
- 7) Is there a significant relationship between the effectiveness of methods applied and the educational attainment of the teacher-respondents?

2. Research Methodology

This study used the descriptive design. Its objective is to describe systematically a situation, condition or area of interest factually and accurately. Descriptive designs include observation, surveys and interviews, standardized tests, and case studies. Under descriptive method, correlational research is commonly employed. In correlational research, the aim is to describe the strength of relationship between two or more events or characteristics [6]. This was used to describe the evaluation of teaching methods in Physical Education by the freshmen students and Physical Education instructor of Don Honorio Ventura Technological State University. The correlation method was used to determine the significant difference between methods preferred by the teachers and those by the students; the significant difference between the responses of the teachers and students as to what methods are most effective.

2.1. Research Instruments

The researcher used a structured questionnaire as the tool

in gathering information. In constructing the questionnaire, the researcher made intensive reading of educational journals, books, magazines which are relevant to the subject under study. More information was also gathered from interviews with physical education teachers and students and actual observation during physical education classes, also provided significant inputs in preparing the draft of the questionnaire. The respondents of the study were requested to answer one set of questionnaires primarily prepared to elicit data in order to answer problems divided into three parts for teachers and three parts for students such as the different methods in teaching rhythmic activities preferred by the teachers, The different methods the teachers believed to be the most effective in teaching rhythmic activity, teaching methods employed by the teachers preferred by the students, and the different teaching methods the students believed to be the most effective.

2.2. Validation of Questionnaires

The initial draft of the questionnaire was validated by physical education teachers and students. From the collected comments, corrections and suggestions, the author enabled him to improve the draft. The revised instrument was shown to 14 P.E teachers and 20 students for further comments and suggestions.

3. Results and Discussion Profile of the Respondents

The age of the respondents is presented in the Table 1 the mean age of the instructor respondents was 36.30; minimum age was 29, and maximum age was 60. And six or 60% of the instructors were females. Four or 40% were males. This simply shows that the majority of the teaching staff were female, generally young and productive. This may be also a manifestation that females are more inclined to teach.

Table 1. Teacher-respondents' Age and Sex.

	F	%	Min.	Max.	Mean
Age					
Male	4	40%	29.00	60.00	36.00
Female	6	60%			
Total	10	100%			

The majority of the teachers are graduates of a baccalaureate degree, Bachelor of Secondary Education major in Physical Education. One teacher earned a certificate in Physical Education. This shows that the teachers are competent and are qualified to teach the subject and had surpassed the qualification for Physical Education teachers as reflected in Article VIII Section 35, 1.2 "For Physical Education: A holder of a degree in Bachelor of Science in Physical Education, or Bachelor of Science in Education, with major or minor in Physical Education or any other bachelor degree with a certificate in Physical Education "as stated in commission on higher education [7].

Table 2. Frequency and Percentage Distribution of the Instructors Degree/Course.

Course	Frequency	Percentage
BSED (PEHM)	1	10%
BSED (PE)	4	40%
BSED (MAPEH)	3	30%
CPE	1	10%
Total	10	100%

All the instructor-respondents are taking up graduate courses. Three or 30% of the teachers were graduate of Master of Arts in Education, and two or 20% finished the academic requirements leading to MAEd, two or 20% Masters of Arts in Education major in Physical Education, and two or 20% finished the academic requirements leading to MAEd P.E., one or 10% with academic requirements leading to a Ph.D. Majority of the instructors are pursuing graduate studies not in line with their field of specialization. This implies that the university administrators should implement relevant programs to upgrade the level of competencies of the Physical Education instructors.

Table 3. Frequency and Percentage Distribution of the Instructors Graduate Courses.

	Frequency	Percentage
MAEd	3	30%
MAEd (academic requirements)	2	20%
MAEd PE	2	20%
MAEd PE (academic requirements)	2	20%
Ph.D. (academic requirements)	1	10%
Total	10	100%

The mean age of the student-respondents. Data reveal the mean age to be 17.17; minimum age was 16.00, and maximum age was 24. This means that the respondents belonged to the typical age for freshmen. 169 or 50.4% of the students are male, 166 or 49.9% are female.

Table 4. Student-respondents' age and sex.

	F	%	Min.	Max.	Mean
Age			12.00	14.00	13.13
Male	169	50.4%			
Female	166	49.6%			
Total	335	100%			

Table 5. Teaching Methods Preferred by the Student-respondents in teaching Rhythmic Activities.

Methods	N	Mean	Descriptive Rating
Inductive method	335	3.30	Most preferred
Deductive method	335	3.40	
Drill method	335	3.90	
Review method	335	3.50	
Demonstration method	335	4.00	
Whole/Part method	335	3.80	Occasionally preferred
Lecture method	335	3.89	
Part/Whole method	335	3.10	
Socratic method	335	2.60	
Peer teaching	335	3.50	

Demonstration method was the most preferred method with a mean of 4.00, closely followed by the drill method with a mean of 3.90. Whole/part method and part/whole

method each had mean of 3.80. The Socratic Method, with a mean of 2.60 was rated as occasionally preferred. This implies that instruction in physical education is perceived to be more effective when demonstration is provided.

The weighted mean given by the students which is 3.53, with a descriptive rating of most preferred is the demonstration method. And 3.03, which is preferred is the lecture method. This means that students experience a direct relationship to skills through demonstrations provided by teacher it enhance learning or retention. Demonstration technique is a practical way of teaching in which a teacher does an action to teach a topic to his pupils. This occurs frequently when students struggle to relate theories to actual practice and when students are unable to comprehend theories and their applications [8].

Table 6. Descriptive ratings on the methods employed by the teachers preferred by the students.

Methods	N	Mean	Descriptive Rating
Inductive method	10	3.32	Most preferred
Deductive method	10	3.04	
Drill method	10	3.04	
Review method	10	3.47	
Demonstration method	10	3.53	
Whole/Part method	10	3.32	Preferred
Part/Whole method	10	3.23	
Lecture method	10	3.03	
Socratic method	10	3.16	
Peer teaching	10	3.22	

The computed mean of 4.00 which is described as most effective is the demonstration method. And 2.70 which were describing effective is the Lecture method. This implies that skills foster and more effective when student are shown how the skills is done by demonstrating. Lecture method presents Factual materials in a direct, logical manner may provide experiences that inspire useful large group's most efficient way to convey teacher's spoken information. Demonstrations can be effective if they are well-planned, according to the current study. Serve as a useful platform for improving students' comprehension of specific skills concepts.

Increase their enthusiasm and interest in learning skills by teaching them new topics [3]. On the other hand, the lecture technique is often considered to be the most widely employed teaching method in educational institutions of all levels. In simple terms, this is the process by which instructors convey information to students in the form of lesson plans and academic concepts in the classroom [8].

Table 7. Descriptive ratings on the effectiveness of teaching methods.

Methods	N	Mean	Descriptive Rating
Inductive Method	10	3.10	Most effective
Deductive Method	10	3.30	
Drill Method	10	3.60	
Review Method	10	3.50	
Demonstration Method	10	4.00	
Whole/Part Method	10	3.80	Effective
Part/Whole Method	10	3.90	
Lecture Method	10	2.70	
Socratic Method	10	2.80	
Peer Teaching	10	3.50	

The highest computed mean of 3.54 was described to be most effective is the demonstration method. And 3.10 which were describing effective is the deductive method. This means that method of instruction for teaching skill – type subject is the demonstration method. It covers all the steps that students need to learn a skill in an effective learning sequence. And deductive method is a more teacher-centered model of teaching that is rule driven. Some of the positives of this method are that it is time saving and gets to the point of the lesson easily. Demonstration teaching is an effective teaching strategy employed in experiments involving the use of complicated, sensitive, and expensive materials and equipment that the teacher cannot afford to leave in the hands of untrained students for fear of damage [13]. Furthermore, students' understanding of subject fundamentals improved as a result of lecture-based learning, as did their enjoyment of the subject. Lecture based was able to accomplish the objectives with minimum resources, and it can be used to improve the effectiveness of lectures [1].

Table 8. Descriptive ratings on the effectiveness of teaching methods.

Methods	N	Mean	Descriptive Rating
Inductive Method	335	3.30	Effective
Deductive Method	335	3.10	
Drill Method	335	3.22	
Review Method	335	3.45	Most effective
Demonstration Method	335	3.54	
Whole/Part Method	335	3.41	
Part/Whole Method	335	3.21	
Lecture Method	335	3.16	
Socratic Method	335	3.17	
Peer Teaching	335	3.27	

Teaching, methods with a mean average of 4.00 was describing Always is the demonstration method. And 2.60 which are often is the Socratic Method. This simply shows that in teaching through demonstration, students are set up to potentially conceptualize the steps or skills more effective. While Socratic Method requires a clear and defined goal, which finds it beneficial to the students. It encourages creativity and critical thinking as well as helping increase confidence. A teaching demonstration is a method of instructing students on how to complete a task using real-world objects. The number and composition of the audience can have an impact on the demonstration's effectiveness [12].

Table 9. Descriptive ratings on the teaching methods preferred by the teachers being applied/used.

Methods	N	Mean	Descriptive Rating
Inductive Method	10	3.10	Always
Deductive Method	10	3.10	
Drill Method	10	3.40	
Review Method	10	3.40	
Demonstration Method	10	4.00	
Whole/Part Method	10	3.80	
Part/Whole Method	10	3.80	Often
Lecture Method	10	3.10	
Socratic Method	10	2.60	
Peer Teaching	10	3.30	

The computed mean of 3.51 which is described as Always is the demonstration method. And 3.07 which are Often is the Socratic Method. This implies that Students will learn and retain even more by seeing and practicing a process rather than simply talking about it. An effective way to hold attention, arouse interest of the students, keep the topic or problems in mind, serve to ascertain the extent of knowledge, and promote discussion in the effective use of the question and answer or Socratic method.

Table 10. Descriptive Ratings on the teaching methods preferred by the students being applied/used.

Methods	N	Mean	Descriptive Rating
Inductive Method	335	3.29	Always
Deductive Method	335	3.11	
Drill Method	335	3.19	
Review Method	335	3.44	
Demonstration Method	335	3.51	
Whole/Part Method	335	3.43	
Part/Whole Method	335	3.21	Often
Lecture Method	335	3.21	
Socratic Method	335	3.07	
Peer Teaching	335	3.24	

There is no significant relationship between the responses of the teachers and the students as what methods is/are effective for them. This simply implies that the (10) instructors and (335) student respondents were not proportioned.

Table 11. The significant difference between the responses of the teachers and the students as to what methods are effective.

Methods	N	Mean
Inductive Method	335	.722
	10	1.28
Deductive Method	335	.73
	10	.82
Drill Method	335	.73
	10	.69
Review Method	335	.70
	10	.70
Demonstration Method	335	.66
	10	.00
Whole/Part Method	335	2.28
	10	.42
Part/Whole Method	335	.77
	10	.31
Lecture Method	335	.86
	10	1.05
Socratic Method	335	.78
	10	1.31
Peer Teaching	335	.78
	10	.84

9 out of 10 methods did not give significant relationship between the effectiveness of methods applied and the educational attainment or degree earned, except for Whole/Part Method.

Table 12. P-Value on the significant relationship between the effectiveness of methods applied and the educational attainment of the teacher-respondents.

	P-Value	Remarks
Degree earned & Inductive Method	.336	No Sig. Relationship
Degree earned & Deductive Method	.139	No Sig. Relationship
Degree earned & Drill Method	.461	No Sig. Relationship
Degree earned & Review Method	.291	No Sig. Relationship
Degree earned & Demonstration Method	.10	No Sig. Relationship
Degree earned & Whole/Part Method	.040	Significant Relationships
Degree earned & Part/Whole Method	.165	No Sig. Relationship
Degree earned & Lecture Method	.187	No Sig. Relationship
Degree earned & Socratic Method	.139	No Sig. Relationship
Degree earned & Peer Teaching	.232	No Sig. Relationship

4. Conclusions

From the results of the study, the following conclusions were drawn:

- 1) With the mean age of 13.13, the respondents belonged to the typical age for college students.
- 2) Physical Education teachers are qualified to teach the subject in terms of their educational qualifications.
- 3) Numerically, students and instructors have the same preference in terms of teaching methods.
- 4) Since students and instructors strongly agreed that demonstration method is the most effective, therefore teaching methods can become an aid in developing and improving on teaching style.
- 5) Since the respondents both expressed their agreement towards teaching method as a helpful tool in teaching and learning process.
- 6) Results show that there is a significant difference in the effectiveness of the method on the responses of teachers and students.
- 7) The effectiveness of teaching methods applied by teacher Whole/Part Method has a significant relationship on the educational attainment.

5. Recommendations

From the aforementioned findings and conclusions, the following recommendations are hereby forwarded:

- 1) To enhance their knowledge and skills in the field, teachers should take more units in Physical Education and attend more training/short courses while they are still young.
- 2) Teachers should apply other teaching methods and should not be satisfied using only one or two methods.
- 3) Continuing advanced education for Physical Education teachers should be implemented to upgrade the level of competencies.
- 4) Future researchers should conduct a study regarding the teaching methods in Physical Education using this as a tool in gathering additional information.

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