

Teachers' Best Practices in Teaching University Students

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Abstract

This study was therefore designed to analyze the best practices of 36 selected teachers teaching college physical education. the study used descriptive survey design. Systematic random sampling and purposive sampling were used to select the teacher-respondents. Data were collected and generated through the questionnaire, interview and observation techniques. Frequency tables, graphs and descriptive statistics were used to present quantitative data while qualitative data was presented as transcripts and in themes. The study established that the respondents' ages are still at their young age of below thirty years old. There is an almost equal distribution of the number of male and female teacher respondents with 16 males and 20 females. Majority of the respondents had 5 to 10 years of teaching experience. Teacher respondents met the minimum requirements of a college instructor of having master's degree. Majority of the respondents always observed the different best practices considering the area of class management and instruction. There is a high percentage or majority of the respondents are fully aware and always observed the best practices as far as the utilization of equipment and facility is concerned. There are almost 40% of the respondents who seldom follow the best practices as far as the technology used is concerned. The investigation suggests educators ought to persistently and dependably keep themselves side by side with the ongoing accepted procedures in teaching physical education. It is likewise imperative that physical educators will ceaselessly turn out to be progressively exploratory as far as how they will make the classroom condition increasingly favorable and pleasant to the student.

Keywords: best practices, physical education, teachers, management, assessment

Introduction

Physical education is an imperative piece of well-being and health. Remaining fit can enable individual to ward off juvenile stoutness, which is a developing issue today. As an essential piece of the instructive procedure, physical education gives chances to understudies to take part in exercises that advance well-being (Epstein, 2018). Thus, as physical educators, teachers have great role to play in sharing and imparting the necessary knowledge and skills that our students needs in the area of achieving a healthy and active lifestyle. It is a fact that utilizing different teaching practices in the teaching of physical education will contribute to the continuous understanding and acquiring knowledge of a healthy active lifestyle, emphasizing safe and cooperative physical activity practices. It is imperative that every physical educator knows a developmentally appropriate physical activity designed for every student from the physically gifted to the physically challenged.

The aim or objective is to give understudies everything being equal and interests with the establishment of development encounters that will in the long run lead to dynamic and sound ways of life. Physical Education ought to provide instructive encounters that are development based and that will add to the understudies' thorough well-being status. With all this expectations, adjustments in teaching practices to educate students must continuously be expected and accepted as a variable, which will influence student's results (Basch, 2011).

The term best practices have become standard nomenclature pervading the teaching and learning discipline. As educators, it refers to best practices as the toolkit of classroom activities, strategies, and techniques developed over years of honing the craft and sharing the expertise with colleagues. Armed with exemplary teaching practices, teachers usually strive to motivate learners and enhance the enjoyment and effectiveness of learning (Wlodkowski & Ginsberg 2017).

Stone (2015) teaching tools usually the central theme on professional development and at workplace. Teachers need to engage in the continuous exploration and experimentation of best teaching practices that will define excellence in the teaching profession as teachers grow in age. These best practices will help teachers plan for a safe, positive and effective learning environment for students. Inherent in the term best practices is the assumption that once learning activities are earmarked as outstanding teaching tools, based on either personal experiences or that of colleagues, it earn the right to be embedded in the repertoire of teaching techniques (Hopkins, 2014). Routinely, these are resurrected in the lesson with the expectation that the encore appearance will once again enrich and engage the learners.

Gurl, Caraballo, Grey, Gunn, Gerwin, & Bembenutty (2016) teaching-learning process is more about significant change in the relationship to increase the faculty accountability, addressing backgrounds, learners' needs, and how to comply with the curriculum revisions, responding to pressures and opportunities. As these pervasive and persistent changes descend, reliance on standard classroom practices as the magic ingredients for achieving excellence in teaching and learning is questionable. Standard curriculum practices may not be adept at meeting the demands of a fluid learning environment.

Henson (2015) a practice that is valued in one setting will be valued differently in another setting where there are different constraints, limitations, and circumstances. Apparently how we learn and what we learn shift as the context of learning changes. Draves (1997) argued there are no best teaching techniques, but variety of experimentation as the primary tool.

With the magnitude of change permeate the learning environment, physical educators must be challenge to continuously explore and discover best practices in instructional design and delivery and redefine how these can be integrated in the curriculum. Best practices should stretch beyond the collection of teaching activities more so it should also prioritize strategies that will enable physical educators to identify and respond to the myriad of changes that affect learning. Physical educators are not being asked to dismiss the portfolio of classroom activities, but must learn how focus on factors that shape the learning climate so that even more informed decisions can be made regarding what teaching interventions best suit the learning (Tomlinson, 2014).

In this light, the researchers determined the current best practices employed by the Physical Education teachers. The practices include the areas in management, instruction, facilities and equipment and technology usage. Incorporating these areas into practice intends to guide physical educators through the process of identifying the needs and remain anchored to the changing learning environment. The objectives of the study specifically sought to answer the following questions: how the physical education teachers were characterized in terms of the demographic profile: age, gender, educational attainment and teaching experience. It also dealt with how the best practices in teaching physical education of the respondents were described considering the areas of management, instruction, technology usage, facilities and equipment. Thus, the suggested best practices in teaching physical education conceptually presented in figure 1 of this study.

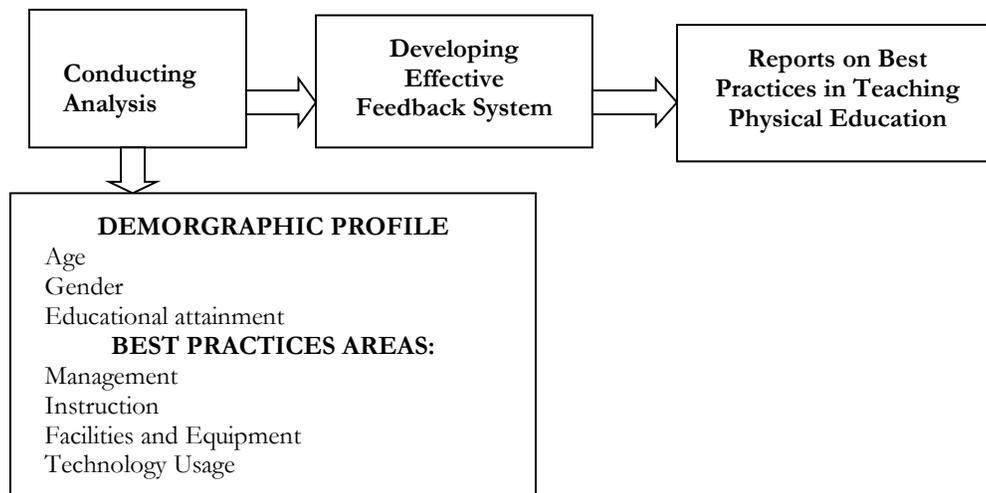


Figure 1: Best Practices in Teaching Physical Education

Related Literature

The concept of developing best practices at the same time being aware with the current best practices in teaching physical education will serve as guidelines for improved effectiveness as part of quality improvement initiatives in teaching physical education. Getting familiar and properly oriented with the practices will improve the teaching and learning process in the field of physical education. It will also improve teaching services and increase the value of giving importance in the subject both for the teachers and students. This will also paved the way for the teachers to plan for a safe, positive, and effective learning environment for students.

However, for school administrators to facilitate and create impact on teacher professional development a shift in thinking that goes beyond the acquisition of new skills and knowledge to helping teachers rethink their practice is required. Based on review of the professional development literature and our own continued observations of professional development, this study synthesizes findings and presents core features of effective professional development, including what those features might look like in practice. Strategies for teachers, administrators, and schools to begin to engage in meaningful professional development experiences are presented and discussed (Patton, Parker, & Tannehill, 2015).

Tsangaridou (2008) stated that in exploring the complexity of teaching, scholars have suggested that greater attention needs to be paid to the teachers' thoughts and actions and to how these affect quality teaching. Up to today, very few studies have investigated the relationship between teachers' beliefs and practices even though it has an important role to play in teaching. While general research on teachers in physical education has been conducted, no research has yet specifically described trainee teachers' beliefs and practices about physical education.

In addition, what teachers need to know to be successful is invisible to lay observers, leading to the view that teaching requires little formal study and to frequent disdain for teacher education programs. The weaknesses of traditional program models that are collections of largely unrelated courses reinforce this low regard. Darling-Hammond (2006) affirmed that teachers have learned a great deal about how to create stronger, more effective teacher education programs. Three critical components of such programs include tight coherence and integration among courses and between course work in schools, extensive and intensely supervised work integrated with course work using pedagogic that link theory and practice, and closer, proactive relationships with schools that serve diverse learners effectively and develop and model good teaching. The study also urges that schools of education should resist pressures to water down preparations, which ultimately undermine the preparation of entering teachers, the reputation of schools of education, and the strength of the profession.

Memmert et al (2015) established adoptable research questions related to teaching games for understanding with the objective of both developing the model itself and fostering games for understanding, tactical decision making, and game-playing ability. In the study,

existing scientific approaches and different disciplines used to enhance game play. Integration of state-of-the-art technology, complexity thinking to shape day-to-day physical education and coaching practices and game making/designing emergent learning were helpfully utilized.

Powell (2015) analyzed the act of re-appropriating physical education (PE) exercises to outer games associations and drew systematic structure of the collection to look at how the double thoughts of the in expert classroom instructor and the master instructors outside merged with the talk of physical education .It was proposed that further research is important to make how the different components can be made to hold together. The thought that outside physical education instructors and classroom educators are inexpert is a basic part of the collection that ought to be tested and stood up to.

Methods and Procedures

This research employed descriptive method. The primary objective of this kind of research is to portray the information and attributes about what is being considered. Enlightening strategy for research includes gathering numerical information to respond to questions concerning flow status (Thomas, Nelson, & Silverman, 2018). The thought behind this sort of research is to ponder frequencies (Adewale, Joshua & Oluyinka, 2019, Oluyinka, Shamsuddin, Wahab, Ajagbe, & Enegbuma, 2013), midpoints, and other measurable figuring. In spite of the fact that this study is exceedingly precise, it doesn't accumulate the causes behind a circumstance.

This study consolidates a view configuration to decide and investigate the best practices of the teachers in teaching college physical education. The study investigated the demographic profiles of the respondents such as gender, age, educational attainment and teaching experience. The best practices practiced by of the physical education teachers in the area of management, instruction, facilities and equipment and use of technology were given much emphasis.

To draw the pertinent data and information needed to answer the specific problem, the researchers utilized the following tools: Questionnaire- The questionnaire was used to determine the best practices in teaching physical education in the area of management, instruction, facilities and equipment and technology usage. Interviews have been done to clarify pertinent data to support the responses on the questionnaire (Agapay, Bingcang, & Endozo 2013).

Results and Discussions

Table 1 presents the distribution of the respondents' age. As can be depicted from the table, majority had an age of less than thirty years old with a percentage of 55.56%.It can be seen from the table that there were 33.33% fall under the range of 31-40 years while there was 11.11% had a more than 50 years of age.

Table 1: Respondents Age

Age	Frequency	Percentage
0 <30	20	55.56
31-40	12	33.33
41-50	0	0.00
50>Ab	4	11.11
Total	36	100.00

Table 2 shows the respondents’ gender. As can be gleaned from the table, there were 55.56% female respondents while there were 44.44 percent males. The data shows that there was an almost equal ratio of the number of male and female teacher respondents

Table 2: Respondents gender

Gender	Frequency	Percentage
Female	20	55.56
Male	16	44.44
Total	36	100.00

Table 3 shows the respondents years of teaching experience. The data reflected that there were 33.33% of teachers who had less than five years teaching experience, 44.44% had six to ten years of teaching experience while there was only one who had 10-20 years and more than 20 years teaching respectively.

Table 3: Respondents Teaching Experience.

Years of Teaching	Frequency	Percentage
0 <5 years	12	33.33
6-10 years	16	44.44
10-20 years.	4	11.11
20> + years	4	11.11
Total	36	100.00

Table 4 presented the highest educational attainment of the respondents. The data shows that there were 88.89% of the respondents have degree masters certificate while there was 11.11% who had a doctoral degree already. It implies that the teacher respondents meet the minimum requirements of the college instructor of having master’s degree. Similar study conducted by Schwarzer and Hallum (2008) discovered that individual differences in demographic profiles such as gender ethnicity, socioeconomic status (SES), age, and education affected teachers' attitudes toward their careers in teaching.

Data were collected on demographic variables, individual, job and career factors, and two measures of satisfaction. Findings indicated that the majority of all teachers, in all subgroups, were satisfied with every job factor except student motivation and regarded teaching as a satisfactory job when judged on a daily basis. However, more than half of the teachers were dissatisfied with teaching as a career, stressing the importance of status, pay,

and power. It is suggested that aspects of teaching discourage highly qualified college graduates from entering or staying in the profession.

Table 4: Highest Educational Attainment

Educational Attainment	Frequency	Percentage
Bachelor’s Degree	0	0
Master’s Degree	32	88.89
Post Graduate	4	11.11
Total	36	100

Table 5 shows the best practices areas in the teaching of physical education. As what reflected on the graph, the respondents always observed the content stipulated in the area of management. With 88.89% of the respondents answered that they always engaged in the supervision of students, aware of the extraordinary medical conditions, articulated the proper safety instructions and appropriate behavior for each activity, and documented attendance, safety instructions and appropriate behavior. The respondents also established learning environment that is appropriate for each activity, establish daily routines for attendances, routines and at the same time were able to always reinforce rules and procedures while only 11.11 % who seldom observed the content areas of management in teaching of physical education. The data suggest that majority of the respondents go after with the different best practices in teaching physical education considering the area of management of class.

In the area of instruction, there were 93.06% who answered that the respondents always create safe environment for effective instruction, ensure that detailed planning is completed before each lesson, group students appropriately for each activity by considering physical size, psycho motor ability and gender, know the curriculum and nature of the activity, plan instruction so that it is developmentally appropriate to the needs of all students and is taught in sequential manner, prepare students for each activity by gradually increasing the intensity of the activity as the lesson progresses, check for student understanding of the safety factors and potential risk, actively monitors students, provide students with positive, specific and corrective feedback, employs a wide range of instructional styles and strategies, plans for organization ,management, task appropriateness, safety inclement weather to maximize instructional time, provides students with opportunity to develop movement concepts and skills as well as perform a variety of motor skills. It was also stated that the respondents always provide opportunities for students to develop the social and cooperative skills. Respondents also help students understand and value the important concepts of physical fitness and contribution they make to a healthy lifestyle.

Moreover, the respondents were also amenable that attitudes towards achieving lifetime fitness were strengthen and provided venue for students to enjoy. Respondents also teach appropriate exercises designed to improve the skills and fitness levels of the students. Formative assessment to improve student’s learning and instruction was also utilized. Students get involved in activities that will give them the chance to remain continuously active. The respondents also ensures that the learning is hands on, relevant and student

centered. Students were allowed to form teams or group in a way that will preserve dignity and self-respect of the students. It was also found out that students have thorough preparation by having numerous practice opportunities, treat all students equitably and use statements that are considered gender neutral.

On the other hand, as what have reflected on the graph, there were only 6.94% of the answers were respondents seldom follow some of the content areas reflected in the area of instruction. This implies that the respondents always follow the different best practices in the area of instruction in the teaching of Physical Education. Patton, Parker & Tannehill (2015) synthesized findings and presented core features of effective professional development, including what those features might look like in practice. Further, study stated that to facilitate impact on teacher professional development, a shift in thinking that goes beyond the acquisition of new skills and knowledge to helping teachers rethink their practice is required.

Considering the area of equipment and facility, it is clearly stated that there were 79.63% answered that they always follow the best practices in terms of equipment and facility, 18.52% who answered that they seldom follow while there was 1.85% that they never follow some of the best practices stipulated in the area of facility and equipment. Majority of the respondents stated that they always allow access and use of equipment only when supervised or with teacher permission, conduct detailed inspection of the equipment and facilities on the regular basis, configure equipment so that unsafe conditions will be prevented, ensure that equipment is appropriate for the students and is used for its intended purpose, use appropriate safe equipment for the activity and use caution in asking questions to move the equipment. The data simply suggest that there is a high percentage or majority of the respondents are fully aware and always observed the best practices in teaching physical education as far as the utilization of equipment and facility is concerned.

Appropriate teaching and learning resources compromised the effectiveness of classroom management and content delivery. There were positive and significant correlation between most of the teaching and learning resources and level of classroom management and content delivery. It is recommended that increase allocation of critical teaching learning resources such as audiovisual resources, library facilities and computers in order to facilitate effective teaching and learning not only in the study locale to ensure the acquired teaching and learning resources are equitably distributed in schools across the country on time to facilitate timely implementation of curriculum (Bizimana & Orodho 2014).

With regards to the adherence of the best practices in terms of technology, the data showed that there were 61.11% of the respondents that they use technology in unique and creative ways, invent new ways to use existing technologies to meet classroom objectives, seek out technology solutions to improve student learning, engaged students in technology-enriched learning activities, consistently and weaves technology into many learning situations. It was also reflected from the data that there were 38.89% stated that they seldom follow the content of the best practices in teaching physical education as far as technology is concerned. The data suggest that there are almost 40% of the respondents who seldom

follow the best practices in teaching physical education as far as the technology is concerned.

Cheong, Shuter and Suwinyattichaiporn (2016) affirmed that technology usage in the classrooms significantly related to regulating students’ off-task and multitasking behaviors facilitated by digital media. The study investigated the communication practices that constitute professorial authority to manage college students’ digital distractions in that classroom. Findings from interviews illustrated how they constitute authority through distinct communication strategies including the enactment of codified rules, strategic redirection, discursive sanctions, and deflection. Furthermore, results highlighted the multiple constraints and tensions in instructor communication to manage digital distractions in everyday and routine interventions. The study contributed to the deepening understanding of (re)construction of contemporary pedagogical authority in times of digital hyper connectivity, as well as its adaptations and challenges. Nevertheless, the respondents best practices areas graphically illustrated in figure 2 of this study

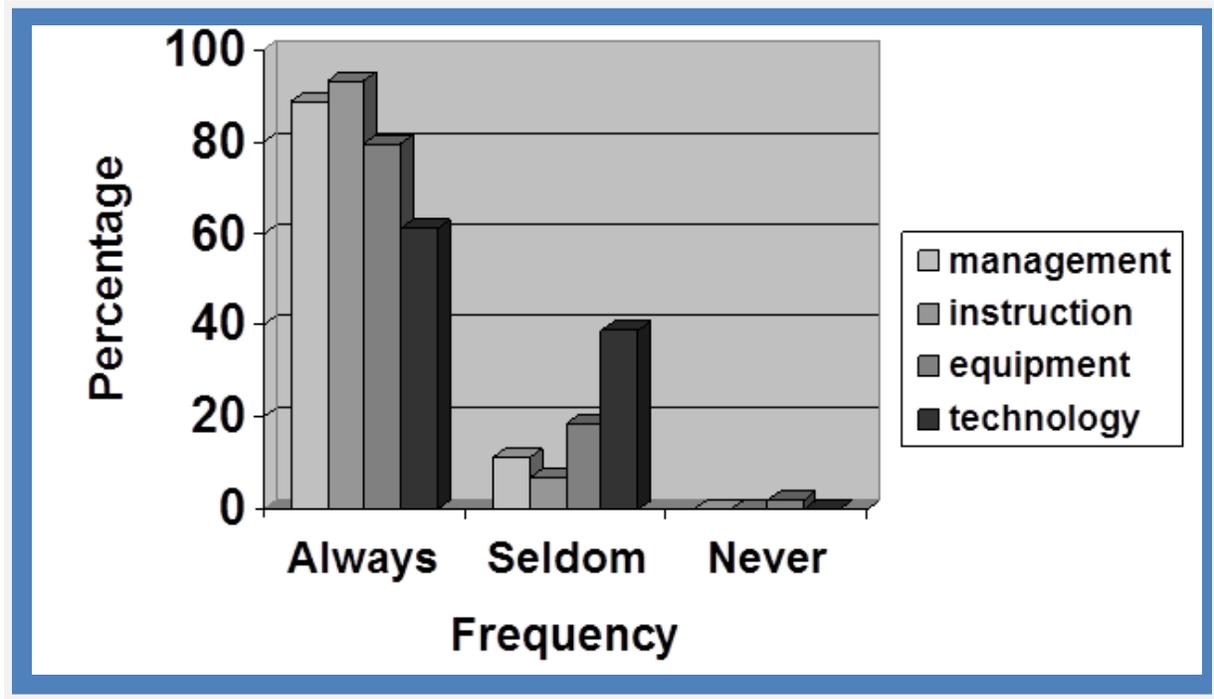


Figure 2: Respondents Best Practices Areas

Conclusion

Based on the results of the study, the following are significant findings: Majority of the respondents’ age still at their young age of below thirty years old. There is an almost equal distribution of the number of male and female teacher respondents with 4 males and 5 females. Majority of the respondents had 5 to 10 years of experience in teaching already. Teacher respondents meet the minimum requirements of a college instructor of having master’s degree. Majority of the respondents always observed the different best practices in

teaching physical education considering the area of class management. The respondents always follow the different best practices in the area of instruction in the teaching of Physical Education. There is a high percentage or majority of the respondents are fully aware and always observed the best practices in teaching physical education as far as the utilization of equipment and facility is concerned. There are almost 40% of the respondents who seldom follow the best practices in teaching physical education as far as the technology is concerned.

Recommendation

In the light of the findings of the research, the study offers the following recommendations are hereby stated. Teachers should continuously and always keep themselves abreast with the recent best practices in teaching physical education as far as the management, instruction, facility and equipment as well as technology utilization is concern in order to make the teaching and learning of physical education a more relevant and productive one. It is also important that PE teachers will continuously become more exploratory in terms of how they will make the classroom environment more conducive and enjoyable to the learners. More so, it is important to note that PE teachers should always be supple on how they will come across for better solutions to different concerns and look continually for challenges to make teaching and learning of PE a more thriving one.

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