

ATTITUDE OF ADMINISTRATORS AND TEACHERS TOWARDS
PHYSICAL EDUCATION AND THE IMPLEMENTATION
OF PHYSICAL EDUCATION PROGRAMMES
IN THE SECONDARY SCHOOL

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ABSTRACT

This study is a survey research which is designed to obtain research evidence concerning the attitude of school administrators and teachers towards Physical Education. This study also examines the implementation of Physical Education programme in secondary schools . Nine hypotheses were formulated and data were collected to test the hypotheses.

The data were collected from the administration of a number of instruments to a sample of 536 administrators (267 principals and 269 senior assistants) and 1637 Physical Education teachers from 290 randomly sampled secondary schools in the Peninsular Malaysia. Four instruments were administered to the sample schools, the Wear Physical Education Attitude Inventory (WPEAI) (Form A) (Wear, 1955) and three questionnaires designed by the researcher. The WPEAI was for the principals, senior assistants and teachers teaching Physical Education. Three questionnaires on The Implementation Of The Physical Education Programme (IOPEP) were each specifically designed for principals, senior assistants and teachers teaching Physical Education.

A number of statistical analyses were employed to analyse the data gathered in the research. These included descriptive statistics, t-tests, one-way analysis of variance, the Tukey-HSD test and factor analysis. Statistical comparisons of the scores were made using the Statistical Package for the Social Science for Windows (SPSS for Windows). To test the hypotheses, t-tests, the analysis of variance of one-way classification and the Tukey-HSD test were used. All the hypotheses were tested at the 0.05 level of confidence. For ANOVA, where F-tests were significant,

a post-hoc test using the Tukey-HSD test was employed.

The findings are as follows:

1. Administrators demonstrated favourable attitudes toward Physical Education;
2. Physical Education teachers showed positive attitudes toward Physical Education;
3. Physical Education majors and non-majors demonstrated favourable attitudes toward Physical Education with Physical Education majors showing a more favourable attitude;
4. In terms of the relationship of attitudes toward Physical Education and age, there were differences between the respondents below 30 year olds and 40-49 year olds, and between those below 30 year olds and above 50 year olds;
5. There was no significant difference in attitudes toward Physical Education between rural and urban schools;
6. There were significant differences between teachers with less than 5 years teaching experience and those with more than 5 years teaching experience on two domains that is physiological-physical and social;
7. There was no significant difference in the implementation of the Physical Education programme in rural and urban schools;
8. There was no significant difference in the implementation of Physical Education in Grade A and Grade B schools;
9. On teaching ability, Physical Education teachers face problems of not having adequate knowledge to teach Physical Education. They have problems in teaching game skills including detecting and correcting students' weaknesses;
10. On the administration of Physical Education programme, the majority of administrators did not organise in-house courses and did not observe teachers teaching;

11. Physical Education classes were given to a majority of teachers without considering their interest and qualifications;
12. The majority of administrators agreed that financial allocation from the Ministry of Education is barely enough resulting in a shortage of Physical Education and sport equipment.

The findings have significant implications for the teaching of Physical Education in Malaysia. In view of the evidence obtained from this study that a majority of Physical Education teachers are non-majors, it is recommended that further research into solving this human resource problem be undertaken. It is recommended that greater attention be given to in-house training and monitoring of the implementation of Physical Education programmes. Finally, it is felt that further research covering more schools and wider geographical areas is urgently required.

**SIKAP PENTADBIR DAN GURU TERHADAP PENDIDIKAN JASMANI
DAN IMPLEMENTASI PROGRAM PENDIDIKAN JASMANI
DI SEKOLAH MENENGAH**

ABSTRAK

Kajian ini ialah kajian tinjauan yang dibentuk untuk mendapatkan bukti kajian terhadap sikap pentadbir dan guru sekolah terhadap Pendidikan Jasmani. Kajian ini juga menyelidik implementasi program Pendidikan Jasmani di sekolah-sekolah menengah. Sembilan hipotesis telah dirumuskan dan data dikumpul untuk menguji hipotesis.

Data dikutip dengan mentadbirkan beberapa instrumen kepada satu sampel yang melibatkan 536 orang pentadbir (267 pengetua dan 260 penolong kanan) dan 1637 orang guru Pendidikan Jasmani dari 290 buah sekolah menengah yang dipilih secara rawak di Semenanjung Malaysia. Empat instrumen ditadbirkan ke atas sampel sekolah iaitu 'the Wear Physical Education Attitude Inventory (WPEAI) (Form A) (Wear, 1955) dan tiga soal selidik yang direka oleh pengkaji. WPEAI adalah untuk pengetua, penolong kanan dan guru Pendidikan Jasmani. Tiga soal selidik berkenaan implementasi program Pendidikan Jasmani adalah direka khas bagi pengetua, penolong kanan dan guru Pendidikan Jasmani.

Beberapa analisis statistik digunakan untuk menganalisis data yang telah dikumpulkan dalam kajian. Ini termasuk statistik diskriptif, ujian-t, analisa variance sehala, ujian Tukey-HSD dan analisis faktor. Perbandingan skor-skor statistik dilakukan dengan menggunakan ' the Statistical Package for the Social Science for Windows'. Untuk menguji hipotesis, ujian-t, analisa variance sehala dan ujian Tukey-HSD digunakan. Semua hipotesis diuji pada paras keyakinan

0.05. Untuk ANOVA, di mana ujian-F adalah signifikan, ujian post-hoc Tukey-HSD digunakan.

Dapatan kajian ini adalah seperti berikut:

1. Pentadbir menunjukkan sikap positif terhadap Pendidikan Jasmani;
2. Guru Pendidikan Jasmani menunjukkan sikap positif terhadap Pendidikan Jasmani;
3. Guru pengkhususan Pendidikan Jasmani dan bukan pengkhususan Pendidikan Jasmani menunjukkan sikap positif terhadap Pendidikan Jasmani.
4. Berkaitan pertalian sikap terhadap Pendidikan Jasmani dan umur, terdapat perbezaan di antara responden di bawah 30 tahun dan 40-49 tahun, dan di antara responden di bawah 30 tahun dan 50 tahun ke atas;
5. Tidak terdapat perbezaan pada sikap terhadap Pendidikan Jasmani di antara sekolah luar bandar dan bandar;
6. Terdapat perbezaan di antara guru-guru kurang lima tahun pengalaman mengajar dan dengan guru-guru berpengalaman lebih lima tahun ke atas dua domain sikap iaitu fisiologikal-fizikal dan sosial;
7. Tidak terdapat perbezaan di segi implementasi program Pendidikan jasmani di sekolah-sekolah luar bandar dan bandar;
8. Tidak terdapat perbezaan di segi implementasi program Pendidikan jasmani di sekolah-sekolah Gred A dan Gred B;
9. Berkenaan keupayaan mengajar, guru-guru Pendidikan Jasmani menghadapi masalah tidak mempunyai pengetahuan yang mencukupi untuk mengajar

Pendidikan Jasmani. Mereka mempunyai masalah mengajar kemahiran-kemahiran permainan termasuk mengenalpasti dan membetulkan kelemahan-kelemahan pelajar;

10. Berkenaan dengan pentadbiran program Pendidikan jasmani, kebanyakan Pentadbir tidak mengelola kursus dalaman dan tidak memerhati guru mengajar;
11. Kelas-kelas Pendidikan Jasmani diberi kepada kebanyakan guru tanpa mengambil kira minat dan kelulusan mereka;
12. Kebanyakan pentadbir bersetuju bahawa peruntukan kewangan pihak Kementerian Pendidikan hampir tidak mencukupi mengakibatkan kekurangan peralatan Pendidikan Jasmani dan sukan.

Dapatan-dapatan yang diperolehi mempunyai implikasi yang signifikan bagi pengajaran Pendidikan Jasmani di Malaysia. Berdasarkan bukti yang didapati dari kajian ini ia itu sebilangan besar guru-guru Pendidikan Jasmani adalah guru bukan pengkhususan Pendidikan Jasmani, adalah dicadangkan bahawa kajian lanjutan untuk menyelesaikan masalah sumber manusia diadakan. Adalah dicadangkan bahawa perhatian yang lebih diberi kepada latihan dalaman dan pemantauan implementasi program Pendidikan Jasmani. Akhir kata, adalah dirasakan bahawa kajian lanjutan meliputi lebih banyak buah sekolah dan melibatkan kawasan geografikal yang lebih luas adalah diperlukan dengan segera.

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