

# **An Identification of Deterrent Factors in the Implementation of New Methods of Teaching Physical Education in High Schools in ILAM-Iran**

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## **Abstract**

In this study, we investigated factors hindering the implementation of new methods of teaching physical education in Ilam-based high schools. The statistical population were all male and female Physical education teachers in secondary schools in 2010-11 in Ilam province. For data analysis, we used descriptive statistics such as frequency, standard deviation and inferential statistics-i-e- t-test & Pearson correlation coefficient -were used to test the hypotheses of the research. The most important achievement of this research was that the physical education course should be developed in a broader view in Iran .First of all, most Physical education teachers should get involved in all processes to connect and play an active role in preparing the educational plan. This study shows that deterrent factors in implementing new approaches to teaching Physical education include the lack of use of modern methods of teaching in the educational process to teach Physical education, students' lack of interest to Physical education Modern teaching methods, unwillingness to scientific methods application and lack of educational space.

**Key words:** Physical education, modern teaching methods, high school

## **Introduction**

Today, Physical education programs play a crucial role in ensuring the health of communities as an infrastructure of the educational system through the support of the achievements of medical science, biology, sociology and psychology. Physical education ensures physical and mental health of students and is the only program that provides the necessary opportunities for

students to grow and learn motor skills, development, preparation and knowledge about physical activity (National Association for Sport and Physical education, 2009). Physical education teachers are involved in social and athletic rearing of children (Greendorfer & Ewing, 1981). Sports coaches and teachers can introduce new and exciting activities for children and boost their learning skills and attitudes related to sports (Snyder & Spreitzer, 1983).

Sean et al (2002) in their research regarding effective teaching concluded that teachers should follow four criteria namely 1 - output 2 - transparency, 3 - love and 4 - commitment in their teaching to increase students' interest in the physical education classrooms.

Portman (2003) : To increase active participation in research activities ,PE teachers should have the following credentials: 1 - change and diversity in the curriculum 2 - Increase opportunities for students to participate in the competitions 3- the composition of teams based on their ability 4 - getting a group of active students to motivate poor students

Beaudoin et al (2008) examined the experiences of two teachers in the Physical education program in England. The results suggest that the deterrent factors to the methods of teaching Physical education in England were the lack of teachers` preparation to teach the new programs, lack of facilities, equipment, and problems in classes with high number of students.

Mustafa (2009) in a scientific research about the problems associated with teaching Physical education in Turkey found the following results: Physical education teachers had no active role in providing a sufficient number of applications, services, inadequate teacher training programs, large numbers of students in class, and school facilities inadequacy.

In this regard, identifying issues and deterrent factors that teachers face in the Physical education lessons in schools and new teaching methods provide strategies and underlying principles can be more transparent and important phenomenon in the educational organization. The purpose of this paper is to identify deterrent factors in the implementation of modern methods of teaching Physical education through the Educational curriculum of Physical education.

### **The research methodology**

The present research was field and descriptive study and measuring tool in the study was a standardized questionnaire that was used in the Khanmohmady`s research ( $\alpha = 89\%$ ). The statistical population were all male and female Physical education teachers (100) in secondary schools in 2010-11 in Ilam province of whom 80 were selected as the study sample. For data analysis, we used descriptive statistics such as frequency, standard deviation and inferential statistics-i-e- t-test & Pearson correlation coefficient -were used to test the assumptions of the research.

## Research findings

**First hypothesis:** The attitudes of the Physical education teachers on factors related to teachers and teaching methods are significantly different.

Table (1), T- test results in terms of Physical education teachers' attitudes about the learning factors

Variable	Cons Value Test - 3					
	t	DF	Sig	Difference Means	95% Confidence Interval of Difference	
					Level of down	Level of Up
deterrent factors pertinent to teachers	-4.35	74	0.001	-0.034	-0.50	-0.187

Table 1 shows that as  $p < 0.001$ , the attitudes of the Physical education teachers on factors related to teachers and teaching methods are significantly different.

**Second hypothesis:** The views of teachers in identifying factors associated with use of active teaching methods for the learner (student) are significantly different.

Table (2), T- test concerning Physical education teachers' attitudes about the factors relevant to the learner

Variable	Cons Value Test - 3					
	t	DF	Sig	Difference Means	95% Confidence Interval of Difference	
					Level of down	Level of Up
deterrent factors pertinent to students	-3.87	74	0.001	-0/435	-0.660	-0.212

**Third hypothesis:** The attitudes of teachers in using active methods of educational planning are significantly different.

Table (3), t test about Physical education teachers' attitudes about the factors related to educational planning and implementation of new teaching methods

Variable	Cons Value Test - 3					
	t	DF	Sig	Difference Means	95% Confidence Interval of Difference	
					Level of down	Level of Up
deterrent factors pertinent to educational schematization	0.540	73	0.002	0.087	0/162	0.235

**The fourth hypothesis:** The views of teachers in relation to understanding the deterrent factors to educational opportunities in using active teaching methods are significantly different.

Table (4), T- test regarding Physical education teachers' attitudes about the factors related to educational facilities

Variable	Cons Value Test - 3					
	t	DF	Sig	Difference Means	95% Confidence Interval of Difference	
					Level of down	Level of Up
deterrent factors pertinent to facilities	-6.36	74	0.001	-0.183	-1/93	-1.73

## **Conclusion**

The results showed there were significant differences in terms of PE teachers' attitudes about deterrent factors to teachers and teaching methods. According to research findings, the deterrent factors were lack of the application of modern methods of teaching Physical education classes, the lack of interest in the use of modern teaching methods and lack of relevant education. The results of the research results are consistent with those of Bvdyn et al (2008), Mustafa (2009) and Ramyz (2009) .

As already mentioned in Part II, the obstacles that led to the use of active teaching techniques are about students. The main findings of these deterrent factors include: lack of students' interest to the new Physical education Teaching methods , lack of adequate incentives for students to learn more and prepare mentally and physically in schools. The results of the research findings are consistent with Portman (2003), Bvdyn et al (2008), Mustafa Azdn (2009) and Ramyz' results (2009).

In the third part, the obstacles in the use of active methods of teaching were related to the field of educational planning. These were deterrent factors such as lack of scientific methods, lack of teaching aids, lack of clarity in the objectives and content of teaching methods. The results go with the findings of research by the Portman (2003), Bvdyn and colleagues (2008), Mustafa (2009) and Ramyz (2009).

Deterrent factors in Section IV associated with educational facilities and teaching aids . According to research findings on deterrent factors to educational facilities and educational contribution , the mean scores obtained are more than three previous parts and include: lack of training space, lack of standardized educational materials, a large number of students participating in class, lack of equipment needed in the center of education, lack of teaching time, lack of standard equipment, lack of training and educational resources to teach Physical education. So, the results of research findings are consistent with those of Bvdyn et al (2008), Mustafa Azdn (2009), Ramyz (2009) and Bvdyn et al (2008).

To sum up, it is suggested educational organizations hold coaching courses and seminars for teachers of Physical education in different disciplines of sports . Therefore, the proper conditions and facilities should be provided and there should be calculated measures to change the teachers and students attitudes about the modern PE teaching methods.

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