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DETERMINING TEACHER EFFECTIVENESS FOR TEACHING PHYSICAL EDUCATION IN FIJI SECONDARY SCHOOLS

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ABSTRACT

Education is a gradual process which brings positive changes in human life and behaviour. Physical Education is included in the curriculum for a variety of reasons. It assists young people in making informed lifestyle decisions. Furthermore, it promotes lifelong participation in physical activity by assisting in the development of movement skills. For talented individuals, participation in Physical Education activities leads to career aspirations in sports. Physical Education teachers are crucial in the effective implementation of the specialized learning and teaching program related to Physical Education and sports.

This research aims to evaluate the teaching effectiveness of secondary school Physical Education teachers towards teaching Physical Education in secondary schools of Fiji. This study was conducted on 254 (109 females and 149 males) secondary school physical education and sports teachers. Teachers completed Dr Santosh Dhar and Dr Upinder Dhar (2015) Teacher Effectiveness scale. The Cronbach's alpha value was 0.82. The scale comprises a knowledgeable, transparent, learning-oriented, helpful, motivator and analytical teacher. The relationship between the five aspects was compared to gender, location, teacher specialty and years of teaching experience. One-way ANOVA was used to determine the meaningful relation. The significance level was set to 0.05.

Findings indicated a significant difference on all variables, that is, between gender and experience of the teachers. Male teachers showed more effectiveness in teaching physical Education than female teachers. The experienced teachers were more effective in teaching than the inexperienced teachers. There was a significant difference between the specialist and non-specialist physical education teachers in terms of effectiveness. The mean scores of males and females were below 70 %, which shows a need for some specialist training of teachers towards Physical Education.

INTRODUCTION

Education is crucial in shaping society and the development of a nation. The teacher is viewed as a visual and auditory aid present in every lesson activity to imprint the students' emotional memories. An excellent teacher will succeed in simplifying their teaching so that students can understand it (Kass & Miller, 2018). According to Tengku, Bush & Norden (2018), a good and quality teacher and other factors such as class size and financial resources influence students' learning. Tengku (2018) also claims that a highly spirited subject teacher who is disciplined and has undergone professional teaching training will entice students to learn. As a result, teachers must arm themselves with knowledge and specific skills to carry out their duties and responsibilities in the classroom. Teaching is complex; therefore, the teachers need to have a high level of competence in skills and knowledge. It is generally acknowledged that promoting teacher quality is a crucial element in improving secondary education in Fiji. Indeed, one of the primary goals of the *No Child Left Behind* law is to have very effective teachers in the classroom who can deliver the practical and the theory class of Physical Education to the students, Physical Education (P.E.) is the only curriculum subject whose focus combines the body and physical competence with values-based learning and communication. It helps in providing a learning gateway to grow the skills required for success in the twenty-first century" (United Nations Educational, Scientific and Cultural Organisation [UNESCO], 2015, p. 6). P.E. is not the same as physical activity (P.A.), which is defined by the New South Wales (NSW) Government as "any movement of the body that results in some expenditure of energy" (2014, p. 1). "Physical activity is a broad term that includes playing sport; exercise and fitness activities such as dance, yoga, and tai chi; everyday activities such as walking to work, household chores, and gardening; and many forms of active recreation," according to the Australian curriculum. 2016 (Australian Curriculum, Assessment, and Reporting Authority [ACARA]). Physical Education is the planned, progressive learning that occurs during school curriculum timetabled time for all the students. This curriculum entails both "learning to move" (i.e. becoming more physically capable) and "moving to learn" (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children participating in a variety of activities such as sport and dance (Geier, 2020).

However, it is debatable whether the students in Physical Education classes understand the skills based on the learning standard document and curriculum aspects. The effectiveness of delivery and teacher standard competencies strongly correlates with curriculum implementation (Mangione & Norton, 2020). Failure to understand the Physical Education curriculum will impact

how well it is delivered to the students. It is well understood that the teacher is the most critical factor in ensuring that the learning process is on track. As a result, teachers must first understand the fundamentals of teaching. The knowledge of teaching elements to implement the teaching process is called core knowledge in education (Kim, 2020). Teachers should have content knowledge, knowledge in a learning context, knowledge of the students, and knowledge in learning goals for effective learning. They also need to possess the ability to interest and motivate students to participate in Physical Education activities (Kundu, 2018). Teachers should be aware of the importance of equipping themselves as Physical Education specialists to accept all the changes for the teaching process to be more effective in teaching Physical Education.

Therefore, teacher effectiveness is commonly defined as focusing on the students' performance, teacher behaviours, classroom procedures, and conduct to improve the students' outcomes. Aside from focusing on student performance, teacher effectiveness focuses on a variety of factors. Effective teachers must be clear about the instructional goals. They have sufficient knowledge about the curriculum content and teaching strategies. They can communicate appropriately with the students about what is expected of them and use appropriate teaching techniques and materials (Alzobiani, 2020). Thus, this research would determine the perception of the teachers towards teaching and their effectiveness. Teachers' perception observation is conducted based on the five aspects of the efficacy: Preparation and planning for education (P.P.), knowledge of the subject (K.S.), Transparent and Learning Oriented (TLO), Motivator and Interpersonal Relations (I.R.). However, P.E teachers should know various knowledge and experience regarding the psychomotor, cognitive and affective domains because these three domains are the heart of children's primary development. Teachers also should possess (Husain et al., 2015) and master the skills to convey the subject content to ensure the teaching process can be conducted in harmony and effective. A teacher should have a good attitude towards P.E subject teaching and learning (Siedentop, 2007).

Most effective teaching research has been conducted in the classroom, focusing on more traditional subject areas such as Mathematics and language arts. In the field of Physical Education, only a small amount of data has been gathered. As a result, understanding what constitutes effective Physical Education teaching and how it supports student learning outcomes is limited, with only a few studies providing insight. A research gap must be filled if Physical Education teachers truly understand how to truly support student learning through effective teaching.

OBJECTIVES

Keeping in mind the significance of teacher effectiveness in Physical Education lessons, the researchers have chosen the following objectives to conduct a study in Fiji. To compare teacher effectiveness of secondary schools Physical Education and sports teachers concerning teaching experience, teacher speciality, gender, locality, and teaching qualification. To examine the

relationship of teacher effectiveness in Physical Education and sports class with its components.

METHODOLOGY

The research adopted a descriptive form of survey to describe the effectiveness of Physical Education and sports teachers when conducting Physical Education practical and theory classes in Fiji secondary schools. This research is part of a larger project that has received ethical approval from the Fijian Ministry of Education. This study followed established ethical guidelines and obtained informed consent from all the participants. Participants will remain anonymous following ethical research confidentiality guidelines. The researchers distributed the questionnaire to the participants who participated voluntarily by visiting the schools around Fiji after having permission from the head of school. The participants filled the questionnaire and returned on the same day.

Tools for the study

The Teacher Effectiveness Scale, a standardized tool designed by Dr Santosh Dhar and Dr Upinder Dhar (2015), was used in the current study. The scale contained thirty-six (36) statements that were to be rated on a 5-point Likert scale. The 36 items on the scale measured the qualities of a Physical Education teachers for Preparation and Planning for teaching (P.P.), knowledge of the subject (K.S.), Transparent and Learning Oriented (TLO), teachers as the Motivator (TAM) and Interpersonal Relations the teachers poses (I.R.). The Teacher effectiveness questionnaire was taken through a pilot study to determine the validity and reliability of the questions on Physical Education and sports teachers in Fiji. All the questions were highly reliable, having the Cronbach's Alpha of 0.83 and above (Tavakol & Dennick, 2011).

Population and Sample

The research was carried out with the Physical Education and sports teachers in Fiji. Fiji is a tropical island nation in Oceania in the South Pacific, consisting of an archipelago of over 332 islands, 110 of which are permanently inhabited. Fiji is located roughly two-thirds of the way between Hawaii and New Zealand, with Vanuatu, Tonga, and Samoa as immediate neighbours. Fiji is a multiracial country with a population of slightly more than 800,000 people. The Republic of Fiji's educational system includes primary, secondary, and higher education universities. Because of the country's multi-ethnic culture, English is the primary medium of instruction. Physical Education is a required subject in grades 1 through 13. (Dorovolomo, 2015) In Fiji, there are 172 secondary schools and 700 primary schools, with approximately 13000 teachers (MEHA, 2021).

For the current study, only Physical Education and sports teachers were taken into account. Fiji has approximately 750 Physical Education and sports teachers, which served as the study's population. The sample for the study was generated using the Krejcie and Morgan Table (1970), which was developed by the National Education Association's research division and consisted of a

formula followed by a table used by the researchers (Mocanasu, 2020). As a result, the study's sample population consisted of 254 Physical Education and Sports teachers. Random cluster sampling was used to select participants for the study because it is one of the sampling methods used to represent the population given the geographical location of the Fiji Islands (Etikan, 2017). Fiji was divided into four divisions that served as sample clusters. Each cluster had an average of 63 teachers chosen at random for the study. The researcher only studied Physical Education and sports teachers because that is the researcher's area of interest and speciality. Little research has been conducted regarding teacher effectiveness on Physical Education and sports teachers.

Demographic Representation

Table 1. Demographic Representation

		N	Std. Deviation	% of Total Sum	% Of Total N
Gender	Female	109	39.488	39.5%	42.9%
	Male	145	36.267	60.5%	57.1%
Qualification	Diploma	76	27.574	38.3%	29.9%
	Degree	178	34.599	61.7%	70.1%
Teacher Type	Specialist	115	16.713	60.9%	45.3%
	Non-Specialist	139	16.595	39.1%	54.7%
Location	Rural	53	33.954	18.4%	20.9%
	Urban	103	38.596	39.2%	40.6%
	Semi urban	98	37.763	42.4%	38.6%
Experience	<5	54	29.680	17.0%	21.3%
	6-10	78	34.628	27.8%	30.7%
	11-15	71	37.628	31.8%	28.0%
	> 16	51	36.502	23.4%	20.1%

Statistical Techniques

Statistical analysis was completed utilising IBM SPSS for windows, version-21 (IBM Crop. USA). Descriptive studies were conducted for socio-demographic characteristics. Normality distribution of the data was checked with the Kolmogorov-Smirnov test. The level of significance was determined as $p < 0.05$. One way variance analysis test was used to analyse the data showed a normal distribution.

In contrast, the Kruskal Wallis test was used to analyse data that did not show a normal distribution. The t-test was conducted to find the variance difference for gender, teacher type and qualification. One-way Anova was used to determine the difference in means for experience and locality of the teachers. The difference in variance for the components of teacher effectiveness was found using One-way ANOVA, and the post -hoc test, the correlation between

the groups, was also done to assess a possible linear association between two continuous variables. The significance level was established at the 0.05 level.

RESULTS

Table 2. Comparison to the sub-scale of secondary schools' Physical Education and sports teacher effectiveness between genders

					F	Sig.
KS	Female	109	24.64	10.292	11.23	0.00*
	Male	145	28.73	9.096		
TLO	Female	109	33.84	13.116	8.40	0.00*
	Male	145	38.52	12.411		
TAM	Female	109	22.85	9.525	9.30	0.00*
	Male	145	26.39	8.837		
IR	Female	109	22.56	8.494	13.02	0.00*
	Male	145	26.29	7.889		

Significant at 0.05 level

Knowledge of the subject (K.S.), Transparent and Learning Oriented (TLO), teachers as the Motivator (TAM) and Interpersonal Relations the teachers poses (I.R.).

Table 2 showed a significant difference between male and female Teachers for the teacher effectiveness components. The mean scores for male teachers were higher than the female teachers in the elements of teacher effectiveness.

Table 3. Comparison to the sub-scales of teacher effectiveness for physical Education and sports teachers between qualification

		N	Mean	Std. Deviation	F	sig
KS	Diploma	76	34.55	7.371	86.339	0.000
	Degree	178	23.74	8.923		
TLO	Diploma	76	46.55	9.951	88.351	0.000
	Degree	178	32.22	11.586		
TAM	Diploma	76	32.63	6.222	107.705	0.000
	Degree	178	21.56	8.364		
IRS	Diploma	76	31.28	5.981	91.827	0.000
	Degree	178	21.88	7.603		

*Significant at 0.05 level

Knowledge of the subject (K.S.), Transparent and Learning Oriented (TLO), teachers as the Motivator (TAM) and Interpersonal Relations the teachers poses (I.R.).

Table 3 showed significant differences between teachers with Diploma and teachers with the Degree for all the components of teacher effectiveness. The teachers who had a diploma level Qualification had a higher mean in the elements than the teachers who had a degree.

Table 4. Comparison to the sub-scales of teacher effectiveness for physical Education and sports teachers between specialist and non-specialist physical education teachers

		N	Mean	Std. Deviation	F	sig
KS	Specialist	115	36.63	4.53	1021.800	0.000
	Non-Specialist	139	18.99	4.25		
TLO	Specialist	115	48.81	7.25	774.221	0.000
	Non-Specialist	139	26.34	5.61		
TAM	Specialist	115	33.94	3.38	960.455	0.000
	Non-Specialist	139	17.37	4.84		
IRS	Specialist	115	32.81	3.65	927.164	0.000
	Non-Specialist	139	17.97	4.03		

*Significant at 0.05 level

Knowledge of the subject (K.S.), Transparent and Learning Oriented (TLO), teachers as the Motivator (TAM) and Interpersonal Relations the teachers poses (I.R.).

Table 4 showed significant differences between specialist and non-specialist physical education teachers for all components of teacher effectiveness for Physical Education. The mean scores of Specialist teachers are much higher than the non-specialist teachers.

Table 5. Comparison of the sub-scales of Teacher effectiveness for physical Education and sports teachers between locations using a post hoc test.

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.
KS	Rural	Urban	-2.556	1.609	0.253
		Semi Urban	-6.544*	1.623	0.000
	Urban	Rural	2.556	1.609	0.253
		Semi Urban	-3.988*	1.343	0.009
	Semi Urban	Rural	6.544*	1.623	0.000
		Urban	3.988*	1.343	0.009
TLO	Rural	Urban	-2.999	2.143	0.343
		Semi Urban	-6.928*	2.161	0.004
	Urban	Rural	2.999	2.143	0.343
		Semi Urban	-3.930	1.789	0.074
	Semi Urban	Rural	6.928*	2.161	0.004
		Urban	3.930	1.789	0.074
TAM	Rural	Urban	-1.884	1.516	0.429
		Semi Urban	-6.241*	1.529	0.000
	Urban	Rural	1.884	1.516	0.429
		Semi Urban	-4.356*	1.266	0.002
	Semi Urban	Rural	6.241*	1.529	0.000
		Urban	4.356*	1.266	0.002
IR	Rural	Urban	-2.054	1.374	0.295
		Semi Urban	-5.202*	1.386	0.001
	Urban	Rural	2.054	1.374	0.295
		Semi Urban	-3.148*	1.147	0.018
	Semi Urban	Rural	5.202*	1.386	0.001
		Urban	3.148*	1.147	0.018

*Significant at 0.05 level

Table 5 showed a significant difference in knowledge of the subject (K.S.) comparing rural to semi-urban and semi-urban to urban teachers. Still, there was no significant difference when comparing teachers from rural to urban. When comparing Transparent and Learning Oriented (TLO), there is a significant difference between teachers of rural and semi-urban areas. Still, there was no significant difference in TLO for teachers from rural to urban and semi-urban to urban. Furthermore, when comparing the results for teachers as the Motivator (TAM), there is a significant difference. There is a significant difference in teachers' effectiveness from rural to Semi-urban and from semi-urban to urban. Still, there is no significant difference between the teachers from rural to urban. Lastly, when comparing the Interpersonal Relations of the teachers, it was found that there was a significant difference from rural to semi-urban and from urban to semi-urban. There was no significant difference in the teacher effectiveness of teachers from urban to rural areas.

Table 6. Comparison to the sub-scales for teacher effectiveness for Physical Education between years of teaching experience

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.
KS	< 5	6-10	-2.887	1.596	0.272
		11-15	-8.877*	1.628	0.000
		>16	-10.132*	1.761	0.000
	6-10	< 5	2.887	1.596	0.272
		11-15	-5.989*	1.479	0.000
		>16	-7.244*	1.624	0.000
	11-15	< 5	8.877*	1.628	0.000
		6-10	5.989*	1.479	0.000
		>16	-1.255	1.655	0.873
	>16	< 5	10.132*	1.761	0.000
		6-10	7.244*	1.624	0.000
		11-15	1.255	1.655	0.873
TLO	< 5	6-10	-3.564	2.055	0.308
		11-15	-13.141*	2.096	0.000
		>16	-13.667*	2.266	0.000
	6-10	< 5	3.564	2.055	0.308
		11-15	-9.577*	1.904	0.000
		>16	-10.103*	2.090	0.000
	11-15	< 5	13.141*	2.096	0.000
		6-10	9.577*	1.904	0.000
		>16	-0.526	2.130	0.995
	>16	< 5	13.667*	2.266	0.000
		6-10	10.103*	2.090	0.000
		11-15	0.526	2.130	0.995
TAM	< 5	6-10	-2.880	1.526	0.236
		11-15	-8.182*	1.557	0.000
		>16	-9.013*	1.683	0.000
	6-10	< 5	2.880	1.526	0.236
		11-15	-5.301*	1.414	0.001
		>16	-6.133*	1.552	0.001
	11-15	< 5	8.182*	1.557	0.000
		6-10	5.301*	1.414	0.001
		>16	-0.832	1.582	0.953
	>16	< 5	9.013*	1.683	0.000
		6-10	6.133*	1.552	0.001
		11-15	0.832	1.582	0.953
IR	< 5	6-10	-2.510	1.346	0.246
		11-15	-8.004*	1.373	0.000
		>16	-8.741*	1.484	0.000

	6-10	< 5	2.510	1.346	0.246
		11-15	-5.494*	1.247	0.000
		>16	-6.231*	1.369	0.000
	11-15	< 5	8.004*	1.373	0.000
		6-10	5.494*	1.247	0.000
		>16	-0.737	1.395	0.952
	>16	< 5	8.741*	1.484	0.000
		6-10	6.231*	1.369	0.000
		11-15	0.737	1.395	0.952

*Significant at 0.05 level

Table 6 showed that there are no significant differences for knowledge of the subject (K.S.) and Transparent and Learning Oriented (TLO) when comparing teachers with < 5 years' experience to teachers with an experience of 6-10 years. However, there was a significant difference in K.S. and TLO when comparing teachers with <5 years' experience with teachers with more than 11 years of experience. The comparison of the Motivator (TAM) and Interpersonal Relations the teachers possess (I.R.) components revealed that there are no significant differences for the teachers with experience of less than 5 years and those from 6 to 10 years. There is also no significant difference comparing teachers with 11-15 years compared to >16 years. It can be concluded that teachers with experience of more than 11 years do not differ in the teacher effectiveness for the components of TAM and I.R. However, there is a significant difference when comparing teachers with <5 years of experience with teachers having greater than 11 years of experience for TAM and I.R.

DISCUSSION

This study investigated the effectiveness of Physical Education and sports teachers in Fiji's secondary schools. The mean scores comparing the males and females showed a significant difference in how effective the teachers were. The males were more effective than the females when taking physical Education and sports class. This difference may be due to the nature of the course as it is mostly outdoors and practical. In Fiji, Physical Education is taken as a sport mainly as the schools participate in several sports activities organised by various sporting organisations (Dorovolomo, 2020). The male teachers showed a higher mean in the components Knowledge of the subject (K.S.), Transparent and Learning Oriented (TLO), teachers as the Motivator (TAM) and Interpersonal Relations the teachers possess (I.R.). The results of the study are similar to the study done on "who makes effective teachers" the researchers revealed that males had a higher average of teacher effectiveness than females (Islahi & Nasreen, 2013). Male and female teachers may behave differently in the classroom (Nelson Laird, Garver & Niskode-Dossett, 2010), and the students may react differently to their teachers' behaviours. It is quite possible that what appear to be gender differences might, instead, be different teaching styles (Bray & Howard, 2015). The gendered influence of teachers might be related to differences in teaching styles. Female teachers were reported to be more supportive,

expressive, nurturing, informal and open toward students. They spent a significantly more significant proportion of time encouraging and allowing student participation.

Furthermore, they involved students in peer collaboration, believed in flexible teaching, asked more referential questions, gave more compliments, and used fewer directive forms of shared authority (Chen, 2000). Male teachers, however, tended to be dominating, exacting, and exercised greater control. They emphasised more to the group work and structured activities, asked more display questions that made the exchanges between teacher and students shorter but more frequently used their authority at the cost of involvement by students with an authoritarian and task-oriented teaching style (Chudgar and Sankar, 2008).

Researchers also found that male teachers typically lecture and are more motivating for most of each class session. At the same time, female faculty members are more likely to engage students with active and collaborative learning approaches, classified as learner-centred instructional practices. This difference may be because there are fundamental differences between men's and women's ways of communicating. A man's world focuses on competition, status, and independence. A woman's world focuses on intimacy, consensus, and interdependence (Shweta Tyagi, 2013).

Furthermore, the results of the study indicated that teachers, who had more than five years of teaching experience, were more effective than less experienced teachers, but this was not true for the teachers who had more than 16 years of teaching experience. When the teachers got older, some became less effective for the Physical Education and sports class. The economic literature provides several human capital models that may bear on the relationship between teaching experience and effectiveness. Becker (1964) argued that more experienced workers are more effective employees because they acquire more knowledge about performing their work effectively throughout their careers. Hargreaves and Fullan (2012) take these ideas further, building on established theories of human capital development with the concept of professional capital in teaching. Teacher effectiveness is comprised of three elements that is human capital, social capital, and decision capital. Human capital is an investment in an individual teacher's knowledge and skills. The second element is social capital, which is an investment in the relationships among educators and the quality and quantity of interactions. The third element is decisional capital, which is the wisdom and expertise to make sound judgments about learners. These three elements of teacher effectiveness have to be cultivated over many years. The researcher's study intends to focus on the same three aspects of teacher effectiveness in the study. Teachers make the steepest gains in effectiveness during their first few years in the classroom when they are the "greenest." Numerous studies confirm the unremarkable finding that, on average, brand new teachers are less effective than those with some experience (Boyd, Grossman, Lankford, Loeb and Wyckoff, 2008; Boyd, Lankford, Loeb, Rockoff and Wyckoff, 2008; Clotfelter et al., 2006, 2007; Harris and Sass, 2011; Kane et al., 2008; Ladd and Sorensen, 2017). Most of these studies also found that teachers show the

most significant gains from experience during their initial years in the classroom but continue to make a meaningful improvement in their effectiveness past these initial gains (Koedel and Betts, 2007). These results are very similar to the results of the researchers, where experienced teachers were more effective.

Moreover, the study revealed that there is a significant difference in teacher effectiveness of teachers by qualification. The Physical Education and sports teachers who had a Diploma were more effective than the teachers who had a degree. The teachers having diplomas were primarily specialists in Physical Education and sports. The study also highlighted that the specialist teachers were more effective than the non-specialist teachers in all the components of teacher effectiveness. The research is in the similar view of several Australian researchers who have expressed concern over the past 20 years about classroom teachers' lack of confidence and qualifications to teach Physical Education (P.E.). Notably, it was widely acknowledged that the failure of the 'Daily PE Program,' which was introduced in Australian secondary schools over two decades ago, was attributed to a lack of knowledge and confidence among classroom teachers (Kirk, 1989). The classroom teachers lacked the necessary skills and expertise to deliver suitable P.E. lessons. Tinning and Hawkins (1988) described how P.E. classes devolved into supervised "fitness sessions", and teachers ceased teaching skills. Other studies have offered explanations for teachers' low confidence levels as they were not specialist teachers for Physical Education. Xiang et al. (2002) found that many non-specialist teachers believed they did not possess the knowledge or ability to teach P.E..

Moreover, Carney and Chedzoy (1998) asserted that the lack of confidence non-specialists has for teaching P.E. is related to a lack of belief in their ability to perform skills and activities competently. However, despite evidence that non-specialists lack confidence teaching P.E., it has been reported that the school still use these teachers to make a load for the teachers as P.E. is a non-examinable subject in the Curriculum (Morgan, DeCorby et al., 2005). Morgan found that non-specialists teachers believed they could let students do free play during Physical Education class. DeCorby et al. (2005) as opposed to implementing a structured P.E. lesson with skills and knowledge.

CONCLUSION

Classroom-based research has identified effective research-based teaching practices associated with positive learning outcomes (Borich, 1996). It appears that effective teaching practices are required for children to reach their full potential in our schools (Hickson & Fishburne, 2001). As a result of this understanding, the term "effective teaching" has been coined.

Numerous educational jurisdictions believed that a well-structured Physical Education program could enhance and improve students' movement proficiency and self-concept, thereby promoting the chances for life-long participation in physical activity and, ultimately, better health. Because the knowledge, skills, and attitude required to become a physically educated person are essential components of a Physical Education program, the

educators must teach for this understanding using effective teaching practices (Hickson, 2003). As a result, such effective teaching practices must include central consideration and talent. Teaching must be prioritised where the teacher has knowledge of the subject is Transparent and Learning Oriented. The teachers are the motivator and possess Interpersonal Relations and skills to teach physical Education effectively. Physical Education teachers are responsible for utilising characteristics and skills that are effective for student learning. Only then will students receive the instruction they require to reap the health benefits of physical activity and truly become physically educated (Hickson & Fishburne, 2001). According to the findings of this study, effective teaching can be done by Physical Education specialists and experienced teachers. There is also a need for Physical Education teachers to upskill their qualifications and become more personate towards the subject.

A good and effective teacher can keep their teaching interesting and provide perception. The learning needs to have a high impact on the development of the psychomotor, cognitive, and affective domains. To ensure the effectiveness of teaching Physical Education, the Physical Education subject teachers should be developed and recognised in schools. Furthermore, the three components of knowledge, skills, and attitudes are among the essential features that a teacher should possess to ensure teaching effectiveness and should not be overlooked.

The researchers recommend that Physical Education and sports teachers shall be authoritative spokesmen or individuals in his profession. A teacher can play an influential role in the classroom if they can master the four pillars of Education: education knowledge, subject content knowledge, various skills in communicating their subject matter, and a good educator's attitude and personality. Thus, Physical Education in secondary schools needs specialists and experienced Physical Education and sports teachers who are passionate about and are competent in the subject area.

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