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The Study of Parents' Attitudes Toward The Status of New Method of Physical Education Course In Iranian Elementary Schools

Sarvenaz Anousheh

Faculty Member of Farhangian University, Nasibe Branch, Tehran, Iran.

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ABSTRACT

The main objective of this research was to study the attitude of the elementary school students' parents in Tehran concerning the present status of physical education course on elementary schools. For this purpose, the personal characteristics of 300 individuals were randomly selected from among the parents whose children studying at public elementary schools in Tehran, Iran. Research method was a descriptive and the data were gathered through field method. In order to collect information, a self-made questionnaire including 18 closed questions was used. After doing data analysis, the results indicated that the parents' attitudes toward the physical education lesson were positive. There was a significant differences attitude between the view of parents of students about the new methods of teaching.

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INTRODUCTION

Physical education is an essential component of education and including planned, selected and targeted motor experiences. These physical and motor activities provide opportunities for growth and development of children which is in accordance with their prepared needs and interests. Although organically and neural growth is its primary goal, physical education assist to the students' complete training in aspects of knowledge of health behavior and physical fitness (Corbin).

Also, primary school is the foundation and basis of each educational system so that provides an opportunity for learning primary skills which any child needs to it through -out next educational periods or in the life. (Nabavi, 1978).

Physical education is one of curriculum courses at different levels in most countries of the world. Mandatory or optional status of physical education course has been studied in different countries and the results indicate that this course as one of the main courses in different academic curriculum is compulsory in 92 percent of countries of world. Medical reasons and other scientific evidences in the second half of the twentieth century has provided the conditions that the physical education be considered as a necessary and unavoidable course in schools' curriculum (Hardman & Marshall).

Today, a new method for teaching various courses is offered. In the method, different subjects are taught in conjunction with physical education and sport. Experience has proven that most of the difficult and sophisticated concepts can be learnt clearly in conjunction with physical activities.

Generally, adolescents and young people are interested in learning concepts by searching or using their curiosity. In addition, they learn some of the concepts and sciences better in conjunction by physical activities.

From the early years of 20th Century, a combination of physical education is introduced in schools and education systems in different countries. In recent years, many countries have shown concern to such programs, especially in elementary schools. The aim of such program is not just relating one or more courses to each other but the main goal is combining planned courses intelligently but achieving this goal is really difficult.

Consolidated activity is a new strategy for increasing collaborative activities among teachers and it can increase the pupils' incentives. But a question arises: what is the purpose of consolidating the lessons and curriculum? Consolidating means finding a way for restructuring and integrating training materials and organizing them in consolidating manner. You can hardly find a course in the school which does not contain a topic for consolidating with physical education and sport.

Fogarty (1991) has introduced two programs for consolidating applications:

1.Internal consolidation which means consolidating internal contents and concepts of physical education and sport

2.External consolidation which means consolidating the concepts of physical education and sport with another course.

Internal consolidation:

What should be considered for internal consolidation of physical education? Concepts such as social interaction, development of individual skills and intelligent moves must be selected and trained. By this way, in addition to focusing on physical and motor skills; their relationship with other sciences and knowledge are taught. For example, concepts such as fitness and its relationship to heart rate, observing scientific principles in stretching movements, developing individual plans for increasing the capacity of physical fitness according to scientific principles, and presenting a better social interaction in teaching physical and sport skills. Ranky (1989) has offered a program called "training activity conjugate with courage". In this proposed program, creative thinking and problem solving must be consolidated with bold movements for increasing confidence and a spirit of harmony and cooperation in pupils. Executing the "mobility-centrality" program in physical education training programs of an elementary school is very difficult because performing movements and activities in conjunction with problem solving is difficult. But it can be a tactical approach to learn physical skills and different sports in high schools to make students to think intelligently and choose smart tactics for different games.

External consolidation:

Consolidating physical education in conjunction with other subjects such as math or social sciences can be taught in two different ways.

The first approach is combining physical training content with other subjects and this requires thoughtful planning. Teachers should review the details of physical education curriculum in order to find indications for consolidation. The second approach is combining physical education and other subjects. In this method, the content and context of physical education is used for teaching subjects such as math, science, foreign languages, literature, and social studies and so on.

Will Goose (1984) presents some examples and the way for consolidating physical education with some other subjects:

Mathematics: measurement of land, determining designated scores in sports and physical activity and...

Art: reviewing measures and indicators related to the map of games and sports' map and facilities

Biology: finding the relationship between muscle strength and fitness as one of the factors for functional capacity by performing the cardio-vascular strength test

Science: finding the relationship between movement rules and movement experiences...

Since the consolidating program is different from regular school programs, many questions will arise about its implementation including "what is the usage of this program in a school?" or "what are the advantages and disadvantages of this program?" or "how can this program be formulated internally or externally?"

Several studies have been conducted to show the applicability and effectiveness of this program. Pulask has collected some information about elementary and secondary school teachers who conduct in consolidating training workshop. He asked them to list their views on advantages and disadvantages of these programs. Advantages that were mentioned include:

1. Students learning increases
2. Students knowledge about consolidating courses increases
3. If administrators and teachers be aware of the effectiveness of these programs, physical education is not considered as a game but it is considered as one of the main courses

4. Teachers will have an opportunity to work as a team

Disadvantages that were mentioned by teachers include:

1. Teachers' apathy and inactivity as a major obstacle
2. Students resist for participating in such programs
3. May be the main time for performing activities reduces
4. Teachers should try to increase their knowledge
5. Designing such programs requires many teachers
6. Implementing such program may require additional costs

Methodology:

This research is of descriptive and inferential type and its data were collected in the field.

Research population and sample:

The populations includes all students' parents, father or mother, in primary schools (grade oneto grade five) in Tehran. Because of a high number of participants, clustering method was chosen for sample selection. Twenty regions of Tehran were divided to five poles of northern, southern, western, eastern and central. Then, in each part, one region was selected randomly. Region 1 in northern part, region 19 in southern part, region 8 in eastern part, region 9 in western part and region6 in central part were selected. Then, two public primary schools, a girls' school and a boys' school, were selected randomly. Then, 30 students from all grades were selected randomly and 300 research questionnaires were sent to their parents. 256 of parents returned the questionnaires and in fact those 256 comprised the sample.

Data collection tools:

The questionnaire selected for the purpose of this study had 15 close-ended questions including personal information and the research questions and Likert scale including very high, high, moderate, low, very low and yes/no choices were used for evaluating and scoring of each question: 5 was allocated to very high and 1 to very low.

RESULTS AND DISCUSSION

Among 256 people participated in this study, 27.3% were male parents and 72.7 % were female parents. 13.33% of the parents had under diploma education, among which 10% were male parents while 14.5% were female parents. Further, 38.8 % had diploma degree, among which 24.3% were related to male parents and 45.7% were female. Also, 9/4 % of parents had higher diploma education including 8.6% of fathers and 9.7% of mothers. Furthermore,27.7% of parents had bachelor's degree (41.4 % among fathers and 22.6% among mothers). Regarding those parents having master's degree, 8.2 % included this group, among whom 15.7% were fathers and 5.4% were mothers. Finally, 1.6 % of parents had PhD degree including only 2.2% of mothers. It should be pointed out that only 8.6 % of the participants has some experience in athletics.

Table 1: Data related to the children's participants

Child	Frequency	Percentage	Cumulative frequency
Male	144	56/3	56/3
Female	112	43/8	100
Total	256	100	-

Table 2: Data related to the participants' educational degree

Degree	Frequency	Percentage
Under diploma	34	13/3
Diploma	102	38/8
Higher diploma	24	9/4
Bachelor	71	27/7
Master	21	8/2
PhD	4	1/6
Total	256	100

Table 3: Data related to occupational position of the participants

Occupation	Frequency	Percentage	Cumulative frequency
Housewife	152	59/4	59/4
Employee	104	40/6	100
Total	256	100	-

Table 4: Data related to sports and championship background of the participants

Championship background	Frequency	Percentage	Cumulative frequency
Yes	22	8/6	8/6
No	226	88/3	91/1
No answer	8	3/1	100
Total	256	100	-

Table 5: Abundance percent and mean of responses score for questions 9-18 of “the new method of teaching Physical Education ” questionnaire

question	very low		low		mean		high		very high		total	average
	abundance	score	abundance	score	abundance	score	abundance	score	abundance	score		
What is the agreement rate about implementing this method?	38	38	40	80	54	162	36	144	13	65	489	2.70
How much is the other parents' supports?	8	8	18	36	70	210	82	328	43	215	797	3.60
How much is the possibility of training with this method?	33	33	41	82	82	246	50	200	25	125	698	2.96
How much is the school facilities responsiveness to this method?	87	87	62	124	52	156	28	128	11	55	534	2.22
62. How much is the school budget?	64	64	68	136	48	144	32	128	13	65	537	2.38
How much it cause to happiness, dynamism and movement?	0	0	2	4	20	60	82	376	143	715	1107	4.48
How much it cause to memorize and learning the theoretical lessons?	0	0	5	10	26	78	93	372	120	600	1060	4.34
How much is its acceptance by students?	0	0	1	1	19	57	81	324	140	700	1083	4.49
How much it can increase the fitness and sporty skills?	0	0	3	6	19	57	90	360	133	66	1088	4.44
How much it can evolve the school educational program?	1	1	5	10	24	72	93	372	112	560	1015	4.31

What is the examinees' viewpoint about the new method of teaching Physical Education?

Table 6: Abundance and percent of responses for questions 9-18 the new method of teaching Physical Education” questionnaire.

question	very low		low		mean		high		very high	
	abundance	percent	abundance	percent	abundance	percent	abundance	percent	abundance	percent
What is the agreement rate about implementing this method?	38	14.8	40	15.6	54	21.1	36	14.1	13	5.1
How much is the other parents' supports?	8	3.1	18	7.0	70	27.3	82	32.0	43	16.8
How much is the possibility of training with this method?	33	12.9	41	16.0	83	32.4	50	19.5	25	8.8
How much is the school facilities responsiveness to this method?	87	34.0	62	24.2	52	20.3	28	10.9	11	4.3
How much is the school budget?	64	25.0	68	26.6	48	18.8	32	12.5	13	5.1
How much it cause to happiness, dynamism and movement?	0	0	2	0.8	20	7.8	82	32.0	143	55.9
How much it cause to memorize and learning the theoretical lessons?	0	0	5	2.0	26	10.2	93	36.3	120	46.9
How much is its acceptance by students?	0	0	1	0.4	19	7.4	81	31.6	140	54.7
How much it can increase the fitness and sporty skills?	0	0	3	1.2	19	7.4	90	35.2	133	52.0
How much it can evolve the school educational program?	1	0.4	5	2.0	24	9.4	93	36.3	112	43.8

Table 7: A comparison of the respondents' approach toward the condition of the new method of teaching Physical Education

Parents	Mean	df	t	P
Father	2.89	250	1.96	.5
Mother	3.07			

Discussion and conclusions:

The educational grade of 61 percent of parents is lower than bachelor degree which can influence their knowledge regarding new method of physical education and sport effects. Considering that questionnaires were distributed equally among girls' and boy's parents but 56.2 percent of girls' parents and 43.8 percent of boys' parents- comprised the total subject. It means almost all girls' parents returned those questionnaires .But, boy's parents returned less questionnaires. It shows that girls' parents are more anxious than boy's parents about

their children physical education Only 8.6 percent of total subjects in this research have had sporting and athletic background which is very low and shows that sport does not have its real position among families. Among 30 percent of parents give low and very low for the new method of teaching Physical Education but 19 of teaching of them have declared high and very high . This shows that the knowledge and education has deep effect in humans' actions.

The average point of the parents for the new method of teaching Physical education was 3.03 out of 5.00. It shows that the new method of teaching Physical Education does not have its real position among families.

The results are not in harmony with findings of Mozafari (2005) in which over of teaching 40 percent of the subjects had declared for the new method of teaching Physical Education high and very high. So, there is a continuous need to advertisement and recognizing the importance for the new method of teaching Physical education

However, there was a significant differences attitude between the view of parents of students (fathers and mothers) about the new methods of teaching.

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