

## A Detailed Investigation before Releasing Physical Education Students: Methodology and Methods

\*Sreedhara Yadav G V

\*\*Dr. Anil Singh

\*Physical Education Director, SKSBB First Grade College, Imangala, Hiriya Tq.Chitradurga Dist. Karnataka

\*\*Dept. of Physical Education, Maghad University, Bhodh-Gaya, Bihar

**Abstract:** Research in all field quite essential, specially in physical education and sports. With the help of research, day by day the human performances in various sports and games are improving and increasing. Hence, in research concept physical education has so many research related techniques This article deals with the methodology and methods of a detailed investigation before releasing physical education student like Context, Physical education program, which instruments are necessary for data collection, ethical guidelines and analysis of data.

**[Key Words:** Physical education, Methodology, Methods, before releasing physical education]

### 1.1 Introduction

Physical education means Physical education may help prevent degenerative disease, improve overall physical condition, maintain emotional balance, promote a sense of social effectiveness, contribute to academic performance, and establish positive recitation habits. Therefore, Physical education must not be considered a curricular frill; rather, it must be supported as an integral part of comprehensive education and to enable the child to have total physical growth and development to lead a happy and prosperous life as an adult members of the community. However, physical education is considered as that part of all education which proceeds by means of, or predominantly through physical activities. According to D Oberteutter “Physical education is the sum of those experiences which come to the individual through Movements.” Physical education is needed to active people not for lazy people. It has so money components. The concept of Physical education has so many investigations before releasing students and also it contains different methodology and methods for releasing physical education and sports students. Above mentioned topic related to physical education activity. Finally, without physical education and sports we are not completed in our life. So, it very needful to each and every body.

### 1.2. Meaning and Definitions of Physical Education

**Meaning:** Physical education means to enable the child to have total physical growth and development to lead a happy and prosperous life as an adult member of the community. However, Physical education is considered as that part of all education which proceeds by means of or predominantly through physical activates.

**Definitions:** According to **Charles A Bhuher** says, “Physical education is an integral part of total educational process and has as its aim the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities which have been selected with a view to realizing these outcomes”.**Central Advisory Board of Physical Education and Recreation (CABPER)** says, “Physical education is education. It is education through physical activities for child to its fullness and perfection in body, mind and spirit.”

### 1.3. Scope and Limitation of the Study

The present study attempts to know methodology and methods of a detailed investigation before releasing all of the physical education students.

#### **1.4. Need for the Study**

In current era, the concept of physical education very important role in all steps of educational field. No one not conduct the research on methodology and methods of a detailed investigation before releasing all of the physical education students. Therefore, we should be conduct the research is very necessary on this topic.

Hence the present study entitled **“A Detailed Investigation before Releasing Physical Education Students”** is undertaken.

#### **1.5. Statement of the Problem**

The present problem of the study is entitled **“A Detailed Investigation before Releasing Physical Education Students: Methodology and Methods.”**

”. This problem related to highlight these different facets of college libraries in research area. This study will provide basis for redefining college libraries in order to play an important role in higher education.

#### **1.6. Objectives of the Study**

The objective of the present study are to know;

To identify the Methodology and methods i.e. Context, Physical education program, which instruments are necessary for data collection, ethical guidelines and analysis of data.

#### **1.7. Methodology And Methods**

Although they are not the only means to promote activity, physical education programs are at the frontlines of an important preventative battle to help keep students motivated to be active outside of school time and throughout their lives. Based on mounting evidence that the societal trend towards physical inactivity is only growing stronger, it appears clear that the challenge is only getting larger. Many physical education programs have not adapted to the needs of modern society. Some physical education programs fail to provide programs that are interesting and relevant to the majority of students. Many students have poor experiences in physical education classes. This chapter will introduce my position within the study. Connections between the research and critical theory and constructivism will be drawn. The qualitative nature of the study is addressed; this includes sections on the tools to be used to collect data and the strategies to be used for data analysis. The context of the study is examined; included are a look a physical education program and the school in which the study will focus. Finally, the chapter focuses on the ethical guidelines to be followed for this study.

##### **1.7.1. Methodology**

**The Researcher’s Position-**As a physical education teacher for the past five years, I have noticed many students who were not enjoying their experiences. It took reading an article (Humbert, 2006) to further my thoughts. In the article Humbert described a conversation she had with a physical education teacher:

He told me that the biggest challenge he faced in his teaching was to offer a physical education program that met the needs of the vast majority of his students, who were not at all like him!... he commented that most of his students were not the gifted athletes that he and many other physical education teachers were. The majority of his students did not view movement as an integral part of their lives and they certainly did not share his love of physical activity. (p.3) I participated in and enjoyed athletics at a high level. My experiences as an athlete in football and wrestling, both in high school and as a post-secondary athlete, were exceptional and have shaped who I am. I greatly enjoy physical activity of all types and walk to school every day however, as the teacher in Humbert’s article realized, I too realized that most of my students are not like me. I have struggled to find ways to facilitate enjoyment for those

who do not enjoy physical education and believe strongly that one such way to help motivate students is through affording them the ability to make decisions regarding activity selection. As highlighted by a wealth of research (Corbin, 2002; Ha et al., 2003; Hill & Clevon, 2005b), there is a strong emphasis placed on team sports in high school physical education. These sports tend to favor some students at the expense of others. Physical education programs seem designed for athletic men who play traditional team sports. This leaves the vast majority of students including non-athletic students, students who enjoy non-traditional activities and many girls to take programs that cater to someone else. This is compounded by tradition in physical education. Humbert (2006) stated that it was her comfort within the setting that led her to a career in physical education; I would argue that this is true for me and for the majority of my colleagues. I would also contend that individuals who are comfortable with the setting they had in their own school experiences are more likely to teach the way they were taught (Hopper, 1999, 2000). This has led to physical education remaining much the same as it was 50 years ago (Ha et al., 2003; Shimon, 2007). Humbert highlighted what she deemed to be essential to change current physical education pedagogy: listening to the students, looking at physical education through their eyes. Using a constructivist research methodology will allow me to listen to the participants. Guba and Lincoln (1994) wrote that in studies following a constructivist methodology “The investigator and the object of the investigation are assumed to be interactively linked” (p.111). The interviews were by nature dialectical. Participants were engaged in dialogue to determine their experiences and feelings around a number of topics related to the research themes. As the researcher, I play an active role in each interview and am vitally linked to the information presented by the participants; however, the semi-structured nature of the interviews allowed for the participants to share control of the study. The interviews were transactional in that the findings were discovered as the study proceeded (Guba & Lincoln, 1994). The transactional process of the interviews also allowed for themes that were not originally intended to be discovered to emerge from the interviews and thus they became findings. In this way the participants, although not involved in the creation of the interview guide, are able to greatly impact the breadth of the study. In staying true to constructivism my voice is included in the discussion of collected data as a “Passionate Participant” (Guba & Lincoln, 2005, p.194). More importantly, the voices of the participants are the foundation for all findings. In the fourth chapter, I have brought together the voices of the participants as I attempted to interpret the results and explain the findings, therefore my role was hermeneutic in nature (Guba & Lincoln, 1994: 2005).as with Lincoln and Guba’s (1994;2005) definition of constructivism the findings of this study will be subjective. This subjectivity was created by the knowledge that the findings of the study are restricted to the experiences and self-reporting of the participants. Related to subjectivity is relativism. The awareness of relativism is important for this study as it alerts us to the fact that the findings of the study are dependent on the individual participants and the environments in which they have interacted. Based on the subjective and relative nature of the findings of this study, it is also ant foundational, a term that Guba and Lincoln (2005) used to note the constructivist belief that no truth can be held as permanent or unvarying. Guba and Lincoln (2005) noted a recent shift in the constructivist model towards action: previously it was held that researchers should only seek to interpret and understand. Guba and Lincln (2005) wrote that: the shift towards action came in response to widespread nonutilization of evaluation findings and the desire to create forms of evaluation that would attract champions who might follow through on recommendations with meaningful action plans. For others, embracing action came as both a political and an ethical commitment (p.201). If the findings of this study present a strong enough case to warrant action, I will make recommendations for future practice. Guba and Lincoln (1982) wrote, “Anyone who has done research involving humans is well aware that one cannot abandon one’s own humanness in the interest of ‘objective’ inquiry; it is both impossible and ethically undesirable to do so” (p.240). Based on my close connection to the subject, I remained aware of my personal standpoint and used my knowledge and positionality within the interactions of the interviews to be what Guba and Lincoln termed a smart

instrument. A smart instrument is an inquirer who is capable of “Honing in on relevant facts and ideas by virtue of his or her sensitivity, responsiveness and adaptability” (p.240).

### **1.7.2. Methods:**

This study was qualitative in nature. To select the participants for the qualitative study a brief survey was administered. This purposeful sample was drawn through what Creswell (2005) termed extreme case sampling. Extreme case sampling, Creswell noted, is acceptable where there is a particularly troublesome or enlightening case. I believe that this study addressed both troubling and enlightening cases. The troubling issue addressed in this study related to students who have not enjoyed their previous physical education experiences. The choice program that was examined offered a unique and enlightening approach to address the challenges that students who have not enjoyed previous physical education experiences might have faced. Berg (1995) used the term field investigation to refer to pre-studies that help identify the sought after sample. Field investigation was used for the purpose of this study to identify students from the purposefully sampled school who further met the criteria of students who did not enjoy their previous physical education experiences. The field investigation was conducted through the use of a brief survey that asked three simple questions: 1. Did you enjoy your previous physical education experiences (this question was answered using a Likert-scaled response from 1-5)? 2. If you are willing to participate in this study what is your full name so you can be contacted. 3. If you are willing to participate in this study, what is your sex? Students sex was asked so that, if there were more than five students that were willing to participate and ranked their previous physical education experiences low on the Likert-scale, students from both genders could be examined through interview. The survey used for the field investigation was not be used as a source of information for the study itself. The survey was used to elicit those students who met the criteria for the study. Surveys that did not meet the requirements for participation in the study were immediately destroyed. Completed surveys that matched the requirements for the study were kept until the participants were determined. Once interview participants had been identified, contacted and all interviews conducted all surveys were destroyed. As the surveys were not used as an information source for the study, students filling in the survey were not given consent forms prior to the survey. This study was strictly qualitative and was based solely on the information acquired through the interviews. The semi-structured interviews were conducted on an individual basis at the student’s school. The interviews were aimed at acquiring information on some common themes. The primary theme that was sought was the impact choice in the student’s grade 10 physical education program has had on their current experience. Participants were asked if they believed that they were more likely to be active outside of class time and later in life as a result of their opportunity for choice. Participants were also asked to explore their previous physical education experiences and describe why these experiences were not viewed as enjoyable. However, despite the goals of the interviews in reaching information on set themes, the interviews were semi structured and allowed for flexibility for the students to tell their stories and of their experiences. Prior to the interviews participants were sent introduction letters and consent/assent forms. As the participants were all under 18 years of age, the participants parents were also sent a consent document. The question for this study was best answered through a qualitative study, specifically interview. I reached this conclusion because I feel that, consistent with the work of Bogdan and Biklen (2008), the research approach must match the research question. Interview was selected as the method because of the ability to really ‘get to know’ certain students stories and experiences in-depth (Gall, Borg & Gall, 1966). Humbert (2006) noted that “It is only when we truly listen that we can begin to meet the needs of our students” (p.4). interviews with students who have identified their previous physical education experience as non-enjoyable seemed to be the most logical means to address the posed research question; does student choice have an impact on the experiences of grade 10 students who have not enjoyed their previous physical education experiences?



- **Context:**

**School-**This study was based on an examination of grade 10 students of a newly constructed Saskatchewan high school. The school initially opened its doors to grade nine and 10 students, and added grade 11 in the school year in which the study was conducted. At the time of the study the school enrollment was approximately 520 students, with the majority of these students being in grades nine and 10. As the school continues to grow, it is projected to house 800-900 students. As a result of these partnerships prairie view high school [Pseudonym] benefited from exceptional facilities for physical education including two full size gyms, a large fitness facility, a walk/jog track, as well as a full complement of fields.

- **Physical education program:**

The grade 10 students were the first group to be involved in modular physical education experiment at the school; as such, the students likely had not previously been exposed to choice in physical education. The class the students were taking was a mandatory nature of the class, there were bound to be students who were taking the class because they are required to do so, and not out of personal interest. Many of these students, who would rather not take the class, may have felt this way based on their previous experiences in physical education classes. There were two sections of grade 10 physical education that were offered in the same period, one class of boys and the other of girls. Each section had a teacher assigned to it. The students who had physical education in the first semester were involved in a process where they constructed a list of potential activities that they were interested in experiencing. The two teachers then took the list and created a matrix of activities that had spawned the most interest; activities in which there was a great deal of interest were offered more than once. Each module had six class periods (approximately six hours). During each module there were two offerings, with each teacher being responsible for an activity for the six days. The students were asked to register for the activities that they were most interested in for each module. In each module that the students selected the would be instructed on the skills and rules required to be active. The result was that students participated in a course and learned about activities that they had selected for themselves. For more information on the program organization refer to appendices A and B. note there were modules in the first semester where three activities were offered; this was because in the first semester the school had interns who also offered some activities. This allowed for more student choice, as well as smaller class size.

- **Data Collection Instruments:**

As previously stated, data was collected through the use of interviews. As interview will was the method utilized, I, the researcher, was the primary research tool for the study. Consistent with the suggestions of Bogdan and Biklen (2007) the interviews were conducted using a semistructured approach. This approach was used to allow for trust and rapport to develop between the interviewer and the interviewee. As recommended by Bogdan and Biklen, interviews started with small-talk and conversation based on the purpose of the study. Interview themes were established in advance (see Appendix C). the order in which the topics were explored and the wording of specific questions was subject to change depending on the flow of the interview, this was consistent with the advice of Gall et al. (1996). The goal of all interviews was to facilitate the telling of experiences and stories of the participants. This facilitation required trust and rapport; it also required probes. Bogdan and Biklen identified probing as a skill required being an effective interviewer. Probes were used frequently in the interviews to follow up questions and to seek clarification.

With permission of the interviewees audio recording were made of the interviews in their entirety. Audio recordings, noted Bogdan and Biklen (2007), are great for capturing a message and allowing the message to be played back countless times. Audio recordings do, however, miss visual gestures. Audio recordings were paired with written field notes to capture

a more complete sense of what had transpired. These field notes were able to capture a different sense of participant behavior. Notes were made if a participant's body language or gestures changed during the interview or specific answers. Field notes were also made based on any other items that seemed to be pertinent to the interview. Field notes paired with audio recordings allowed me to reflect in a more complete sense on each interview.

• **Data Analysis:**

Creswell (2005) explained that “Organization of data is critical in qualitative research because of the large amount of information gathered during a study” (.232). After completing the interviews full transcripts were typed. Interview transcripts were often lengthy, therefore a system of organization was required (Bogdan & Biklen, 2007; Creswell, 2005). To organize the data, the transcripts were broken down into smaller units of information. The collected data was then sorted and grouped based on similarities through an inductive process; in essence I established a coding system as described by Bogdan and Biklen (2007). Consistent with the recommendations of Bogdan and Biklen (2007), the coded information was then assigned category names. The process of sorting similar data and assigning category names is “a crucial step in data analysis” (Bogdan & Biklen, 2007, p.173). I used hand analysis (Creswell, 2005) to examine the collected data. Creswell (2005) noted that hand analysis is often used in smaller qualitative studies, such as the current study. Hand analysis entailed the sorting of data without the use of computer technology. My hand analysis was conducted, consistent with the recommendation of Creswell (2005), using a color coding system to help sort and organize data. Each of the participants was assigned a color; their entire transcript was photocopied onto paper of that color. I then went through each transcript and cut the transcript into what I deemed to be individual pieces of information. Once all transcripts were cut, I sorted the data into piles based on similarity. Once the information was sorted into stacks I assigned working titles to the groups that were created. I then resorted the information using the newly created working headings. It was a messy and time-consuming process that required a great awareness.

To help me remain aware of my own thoughts and their potential impact on the analysis of the data, I kept a reflexive journal (Lincoln & Guba, 1985). Following the recommendations of Lincoln and Guba (1985), the reflexive journal consisted of three portions. First I recorded the daily schedule of the study and any logistical notes of importance. Second, I wrote a personal diary pertaining to what is happening with the study and where my thoughts were. Lastly, the reflexive journal required a methodological log. This methodological log was where I recorded decisions that had been made and why these decisions were made. The reflexive journal was kept beginning with the participant selection pre-study questionnaire and I continued until the final draft of this thesis was complete.

As I conducted the interviews and handled all transcriptions by myself. I began data analysis prior to the formal hand analysis. In the interviews I was processing information and deciding which questions to ask next and what direction the participant wanted to take the interview. Through the transcription process I became more aware of the contents of the interviews and began to get a feel for the themes that would emerge.

• **Ethical Guidelines:**

This was a low risk study that did not involve a vulnerable population. Appropriate ethical guidelines were followed. For the survey, which was distributed to a large group (Approximate number=90), students were made aware that the survey was optional and they were able to opt out at any point. The survey was used for participant identification only; once participants were identified the surveys were destroyed. Students were asked to put their name on the survey only if they are willing to be contacted for a follow-up interview. Once participants had been interviewed, to guarantee the privacy of participants in this study, I used pseudonyms for the students and their school. Their school will be referred to as Prairie

View High. Students who were interviewed were under the age of 18; therefore, students assent and parent consent were required. Assent and parent consent forms were given to participants once they had been identified. Assent and parent consent forms were not given prior to the survey; this was based on Research Ethics Board to have 16 year old students, based on their maturity levels, to complete the participant identification survey without a need for prior parent consent. Many grade 10 students in June are still 15 years old; 15-year-old students did not participate in this study. A transcript release form and the complete transcript were sent to the interview participants to review for accuracy and acceptability before they were used. Before gathering any student data I secured permission of the Behavioral Research Ethics Board, the participating school division, and the school's principal. Refer to appendices C-F to view all documents that were distributed to the participants and their parent/guardians.

### **1.8. Conclusion**

This article examined the method, methodology, tools and ethical guidelines used in the study. My position was detailed. Connections were made between the current study and the works of critical theorists and constructivism. The qualitative structure of the study was examined as were the techniques that were utilized in the interviews and in the examination of the data derived from the study. The context for the study was also outlined including a description of the school the participants attend, the course they were enrolled in and the requirements essential for participants to be involved in the study.

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