



Curriculum Assessment of Teacher Education Program in Physical Education: A Meta-analysis

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ABSTRACT The present paper was undertaken with an objective to find the existing process of curricular delivery of physical education program. A systematic search of the review of literature was undertaken from 1985 to 2016. Studies were included if they were having a component of physical education with special reference to teacher education. Findings from reviews, papers and abstract from 1985 to 2016 were analyzed. The qualitative meta-analysis revealed that physical education curriculum differs from country to country and within the institutions in the country (India). University or colleges do not have same functional and delivery process in India. It was concluded that the objectives of teacher education program in physical education vary as the result of geographical differences at national and international platform. It was concluded that curriculum in India needs to be benchmarked globally to prepare students with the global career options in physical education and sports.

INTRODUCTION

Physical Education teacher preparation program is a critical and essential component of curricula in primary, elementary, secondary and university level. It plays a vital role to prepare future sports leaders. The curriculum enables students to innovate new things, to become active learner and help them in developing the rationale and objective approach towards their heritage environment, tradition and culture. Hardman and Marshall (2000) reported at Berlin Physical Education World Summit in November 1999 in a report by the World Health Organisation which has provided an insight into the situation of physical education worldwide. They confirmed a decline and/or marginalization of physical education in schools in many countries of the world with perceived deficiencies in curriculum time

allocation, subject status, material, human and financial resources, gender and disability issues and the quality of program delivery. According to Joseph et al. (2014) ensuring physical education curricula is the responsibility of physical educators, with ultimate accountability resting with the profession; and ensuring quality physical education experiences for every student calls for advocacy by the profession; and professional physical educators are primary caregivers of students with regard to physical education; and schools are primary venues through which physical education should be delivered. Improvement in Physical education is not only desirable but it is urgently required to fill the gap between what students learn and how they apply this learning. Policy makers have formulated a fine curriculum but they have ignored the real conditions in the school or colleges. The difference between this reality and present curricula has made this whole program futile. Physical education is considered as the least important subject among all academic subjects.

Many nations carry out sample evaluation of their teacher training program in order to develop teacher training curricula. How teachers

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are being prepared and how they ought to be prepared are important questions in order to formulate the plan for preparing a teacher. Physical education program is facing an uphill task of providing meaningful learning experiences for youths. With the changing time, a universal program of health and physical education pedagogy is emphasized by Mohanty (2010). Physical Education is perceived as a non-educational activity in Asian countries with special focus on India and Pakistan. Physical Education is generally not even a part of the curriculum. There is no special provision in physical education for disabled students. Physical Education is considered as unfeminine; therefore girls are restricted to take part in Physical Education activities. Curriculum of physical education in Asian countries does not meet the requirement of present society. Teacher education should be endowed with the latest trends and concept of global relevance which are important for universalization of teacher education as observed by Hardman and Marshall (2000).

Curriculum Assessment of any institution has started with goal and objective of program and end with student learning outcome structure. It is essential to know that what students should know by the end of course work. The assessment program of curriculum of any institution includes accreditation, unit of assessment, criteria of assessment, curricular designing and planning, curriculum transaction and evaluation, research development and extension, infrastructure, learning resources, students support progression organisation and help in contributing to nurturing worldwide competencies among students and teachers as emphasized by NAAC (2007).

Physical education as a subject is being studied at the senior secondary level of education. The addition of physical education in the present day curriculum of education has proved to be of great help to students. University has widened its scope. It is contributing in the field of teacher education by broadening its functions and these functions can be the basis of formulation of national educational policy.

Objectives

The aim of the paper is:

- ◆ To analyze physical education curriculum transaction globally. It may provide envi-

sion to curriculum makers, policymakers, physical education personnel's and stakeholders toward reconstructing curriculum and its development and delivery with global prospective.

- ◆ To intend guidelines for reconstruction of the curriculum of Physical Education based on the outcomes of the study.
- ◆ To highlight the differences and similarities in the curriculum of physical education teacher preparation program and processes of physical education.

METHODOLOGY

The study reviewed literature having curricular reference to teacher education, curriculum analysis, benchmarking, standards or physical education, advocacy. Survey studies and reports of the various international and national agencies have been referenced. All reviews included were published papers (print or online) reports up to 2016. Studies which were directed toward identifying achievement were excluded. The meta-analysis was conducted to identify policy frameworks, uniformity of curriculum, levels of delivery, facility availability, financial assistance, time allotment, literature of the subject, instructional process, evaluation and assessment, teacher education, implementation, inclusivity, innovative approach, and monitoring etc. These areas were reviewed from the studies to identify the gaps as well as make recommendations accordingly.

RESULTS

Twenty national and international studies regarding the status of physical education in schools and colleges were reviewed. The reviewed studies have been briefed as under by the scholar. University Grants Commission (2013) has drawn attention to the new globally competitive world. The need is not only for physical education as an integral part of curriculum only but physical education should be introduced with wider scope by including new subjects like sports marketing, health management etc. at the university level. Also, physical education program should focus on creating a positive attitude among students by including yoga. Present curriculum of physical education at higher education is not dynamic and needs revision.

It does not have sports marketing which meets the requirements of modern society. A number of inventory of sports were suggested for restructuring the curriculum of physical education by Nijhawan et al. (2008).

The curriculum of physical education is not being implemented properly in Mumbai city colleges due to the poor condition of resources available there. Physical education is not a compulsory subject in the curriculum. Asai (2012) reports that coach facilities and play fields for different sports need to be provided to raise the standard of sports. The status of sports and physical education in Indian society is deprived. There is a need to revise curriculum of physical education to improve the status of physical education suggests Somaraya (2012).

Physical education needs to be introduced as an integral subject in colleges. Many problems have been reported by the teacher in reference to status of physical education programs such as, inadequate financial assistance and time allotment and resources. No college has subscribed to journals of physical education in their institutions reports Swain (2013). The teachers have a similar and positive opinion towards the restructured curriculum at undergraduate level in Kerala. The higher authorities must confine steps to eliminate the minor limitations in the restructured curriculum at undergraduate level. Then only the higher education of the state can withstand the challenges of the globalized era suggests Santhosh (2014).

To prepare teacher educator through M.Ed. curricula reflects the demand of high quality of teachers in school. There is no coordination and linkage between curriculum of school education and teacher education so that there is an urgent need to formulate the curriculum on basis of teacher's reviews reports Yadav (2013). The World Health Organization (WHO) (2000) reported the status of physical education in schools worldwide that has perceived it as non-educational activity in Asian countries with special focus on India and Pakistan. Physical Education is generally not even a part of the curriculum. There is no special provision in physical education for disabled students as observed by Hardman and Marshall (2000).

It has been revealed that quality of M.Ed. program has not sustained the effect of globalization. Content analysis is being done of M.Ed. curricula of different universities of India. There

is a certain gap in between quality and quantity of teacher education. The role of teacher educator is very challenging in requisites of training skills, research guidance, teaching aspect, curriculum designing and policy making which do not find a position in existing curricula. It is suggested that modifications should be brought about in the preparation of teacher educators with new dimensions. It should be systematically developed on empirical basis reports Mahal (2011). Dođan and Altun (2013) conducted a study on teachers' perception towards the effectiveness of curriculum mapping in three perspectives, short range planning, long-range planning and standard alignment. It shows curriculum mapping is an effectual tool for curriculum planning. The most influential factors are teaching experience, devoted time and self-knowledge, feedback for teachers of Turkey. The study shows teachers who have more experience spend more time and prior knowledge of curriculum mapping as an effective tool.

Song (2013) found that attitude of teachers, students and organisation towards physical education curriculum is to reframe health and physical education practice. Analysis of curriculum of higher education in China is an accumulative effort to show a vision to develop a new model of physical education curriculum. Teacher Education improvement project shows the parameter to know the improvement of prospective teachers program. This project was done in Grambling University, LA. The project highlighted some indicators as curriculum revision, student assessment, faculty development, program monitoring and instructional development suggests Mills (1985-86).

Teacher perception towards the effectiveness of curriculum planning is investigated. It shows curriculum mapping is an effectual tool for curriculum planning. The most influential factors are teaching experience, devoted time, self-knowledge and feedback. It showed special effects on their professional development and choices in future (Dogan 2013).

Evaluation of physical education program was done on the basis of some indicators such as course content; course objectives; curriculum development; curriculum evaluation; educational resources; elementary secondary education; faculty development; mission statements; physical education; program evaluation; student educational objectives as reported by Armstrong et al. (1996).

Physical Education Teacher Education (under-graduate training program) was investigated through some descriptors like worldview orientation, underpinning discourse, curricula, structure and organization of Canada. The result was analyzed on the basis of views of 36 teachers from 20 different universities. Physical education teacher education in Canada as suggested by the author's needs to be relooked in light of the changing societal and student needs for globally, socially and culturally responsive physical education teacher education Melnychuk et al. (2011). The Global Forum for Physical Education Pedagogy was organized in South Africa in 2014. It focused on reframing the physical education pedagogy. A hundred professionals included from fifty countries spoke about the contemporary challenges faced by the teacher educator of physical education. It emphasized to promote global best practices states Naul et al. (2012). Mihaela and Iulian (2015) have found in their qualitative study that curricular physical education activities differ at primary and secondary levels despite having common infrastructure requirements.

PECAT is a tool for analyzing written physical education curriculum to conclude how intimately they align with national standards for the high quality physical education program. It conducts a clear, complete and consistent analysis of physical education curriculum. It introduces to assess the high quality of physical education program on some parameters: goal, overview, lesson plan, and assessment of student learning, instruction preparation, learning experiences and curriculum alignment as reported by Wechsler et al. (2006).

Curriculum evaluation is an important part in educational processes. Different evaluation procedures, methods and instruments are used in Oman. It consists of, mission and vision of curriculum evaluation, aims and learning objectives and outcomes, methods and approaches, resources, instruction time, assessment, teacher training, management and evaluation research into stakeholders' needs and expectations in Oman and also developing specific learning outcomes for each grade of the curriculum as studied by Al-Jardani (2012). Mann and Sharma (2015) studied the teacher preparation program in physical education and found differences in the physical education curriculum delivered in various institutions. Mondal et al. (2015) have

reviewed the perspectives and relevance of the national curriculum framework 2009, in the historical perspective of the development of the framework.

A comparative study of selected national policies of different five countries which are Australia, UK, Hungary, Sweden and France is being done on best practices in sport and physical activity for health promotion. It shows each country has a different approach in national policies to promote physical activity and health. Policies are not self-implemented. Some countries have made policies to promote only health status. On another hand, some have a focus on best practices. There is a gap in best practices among different countries. On the basis of the report five components; capacity, consultation, coordination, and communication and commitment are summed up. These are building blocks to promote sports, health and physical activity nationwide reports Ivarsson (2014).

Thomson and Robertson (2014) analyzed the curriculum policies of thirteen provinces and territories by using a framework based on traditional and emerging physical education model in the literature. The findings of the study show that, the learning outcome and philosophies of curriculum policies replicate largely more traditional physical education models. This author suggests the physical education policy should be revised in the light of present social realities through a broader understanding of physical activity and wellness.

DISCUSSION

It has been observed that policy framework is not put into practice. There is a certain gap in uniformity of curriculum across the country. There is currently no vacancy for physical education teachers at primary level in India (UGC 2003). Various problems have been reported by teachers in reference to the status of physical education program such as, inadequate financial assistance, time allotment and resources. Odisha Higher Education faced the criticism in the context of curriculum, instructional practices and evaluation system. M.Ed. curricula reflect the demand of high quality of teachers in school.

There is no coordination and linkage between curriculum of school education and teacher education. Most of the universities do not provide

minimal facilities of sports to the students on the university campus. It has been seen that many features influenced the status of sports in a country such as implementation of subject status, academic issue curriculum aim, content, monitoring and equity, resources. Physical Education is perceived as non-educational activity in Asian countries with special focus on India and Pakistan. There is no special provision in physical education for disabled students. Actual implementation regularly does not meet up with legal expectations. It has been noted that the quality of M.Ed. program has not sustained the effect of globalization. This study was conducted to identify the problem in teacher Education Program in four countries. There are lots of disparities in the teacher education program in term of program duration, curriculum weight age, curricular areas and its execution at secondary stages in four countries. It has been examined that focus on theory, infrastructure, ICT facility, transaction method are very pitiable in four countries. There is no correlation between preserves teacher education curriculum and school curriculum. There is a certain gap in between quality and quantity of teacher education. A critical and content analysis is being done of M.Ed. curricula of the different universities of India for pre-service teacher education program in India.

The status of sports and physical education in Indian society is underprivileged. Teacher education improvement project shows the parameter to know the improvement of prospective teachers program. The project done in Grambling University Los Angeles (1985-86) highlighted some indicators such as curriculum revision, student assessment, faculty development, program monitoring and instructional development. Analysis of curriculum of higher education in China is accumulative effort to show a vision to develop a new model of physical education curriculum.

It is concluded that curriculum content, structure, objective and evaluation pattern is realistic. A lot of research directed toward finding solutions to the issues and problems of physical education are desired. Physical Education Teacher Education (undergraduate training program) was investigated through some descriptors like worldview orientation, underpinning discourse, curricula, structure and organization of Canada. Curriculum evaluation is an important part in educational practices. It is revealed that there is a gap in best practices among dif-

ferent countries. On the basis of the report, it can be said that it is a sum up five components; capacity, consultation, coordination, and communication and commitment. These are building blocks to promote sports, health and physical activity nationwide. It introduces to assess a high quality of physical education program on some parameters: goal, overview, lesson plan, and assessment of student learning, instruction preparation, learning experiences and curriculum alignment. Evaluation of physical education program is done on the basis of some indicators such as course content; course objectives; curriculum development; curriculum evaluation; educational resources; elementary secondary education; faculty development; mission statements; physical education; program evaluation; student educational objectives.

The major differences are seen in the objectives of Physical Education Program among the countries due to the social and economic factor of every country. This study analyzed the curriculum policies of thirteen provinces and territories by using a framework based on traditional and emerging physical education model in the literature.

The finding of the study shows that the learning outcome and philosophies of curriculum policies replicate largely more traditional physical education models (European states, Canadian Analysis). Physical Education professionals need to address the quality physical education program delivery with dedicated outcomes.

CONCLUSION

It is found out that there has been a considerable difference between national standards of physical education in India and other countries. The difference in physical education objectives due to the social and economic development of each country was analyzed. In India, present curriculum does not prepare students with global career option, only traditional career option is provided to the future leader of sports. It is evident that there have been some variation, indiscretion, and gaps between proposed curriculums. The policy framework is not put into practice. There are certain gaps in uniformity of curriculum across the country. All studies signified that the status of physical education is underprivileged in India. Facilities, resources, time allotment, financial assistance and learning re-

sources are extremely poor. It is not perceived as an educational activity. It is found that there is no coordination and linkage between curriculum of school education and teacher education. On the basis of review of 12 national studies, it is found that teachers, students, stakeholders and administrators have a positive attitude towards formulating the curriculum in the light of global practices whereas training skills, research guidance, teaching aspect, curriculum designing and policymaking areas need to be strengthened. Most of the studies have supported that there is a certain gap in between quality and quantity of teacher education and higher education faced the criticism in the context of curriculum, instructional practices and evaluation system in India.

International studies show some perspectives towards physical education curriculum. It reveals that curriculum assessment or evaluation is an ongoing process in some countries assessment and evaluation pattern is most important part of educational practices. It is concluded that curriculum content, structure, objective and evaluation pattern is realistic. Most of the studies reveal this evaluation pattern physical education program consisting of some indicators such as course content; course objectives; curriculum development; curriculum evaluation; educational resources; elementary secondary education; faculty development; mission statements; physical education; program evaluation; student educational objectives curriculum mapping is also applied to update the curriculum. It is an effective tool to nurture the teacher education program of physical education. Each country has different approaches in national policy, research area, facilities, teaching and learning practice. Technology is extremely good to promote physical education program.

This meta-analysis of national and international studies provide a new starting point for physical education teachers, personnel and other stakeholders with the goal of developing the curricula that meet the unique need and interest of learners at the school level or community level. It is concluded that the teacher education preparation program at various institutions are different as their objectives vary as the result of geographical difference on the national and international platform. Present curriculum in India does not prepare students with the global career option. It is concluded that facilities, resources

and financial assistance are extremely poor in India. Curriculum assessment is required to evaluate the efficacy and accountability of teacher preparation program. This study will help toward the development of the standard curriculum of physical education.

In the light of the study and the nature of the study the following conclusions have been drawn. It is concluded that curriculum content, structure, objective and evaluation pattern is realistic. On the other hand, teacher education program in physical education to contribute to the substance outcome based education providing learner with the opportunities and challenges of the profession. It is suggested that before reforming a curriculum it is necessary to execute the facilities, resources and teacher's availability in college.

RECOMMENDATIONS

The paper recommends curriculum revision in physical education. The curriculum could be designed benchmarking with the international trends. Courses should be reframed in consonance of global practices. Physical education should be introduced with wider scope by including new subjects like sports marketing, health management etc. Revised curriculum should be able to provide with new career option so that courses of physical education might attract the youth more widely. There is an urgent need to upgrade the facility resources like play field, gymnasium, laboratory, library, sports equipments and swimming pool in school and colleges. Government policymakers and qualified educators should take responsibilities to execute the policies according to the resources and professional standards. To raise the standard of teacher preparation program all procedure should be uniform in all colleges/ university. Policymakers and government agencies should deal with the existing need of infrastructure and resources for a sustainable outlook of physical education. Physical education seems to have proficient the same status as other subjects. There is concern about teacher supply and quality: insufficiency and inadequacy of appropriately qualified physical education teachers are widely evident, particularly at the primary school level. There is need to explore more international trends in national settings through educational trips. It gives more exposure to the

students on the international platform. Thus the following recommendations are being presented as result of this meta-analysis:

- i. Curriculum revision is urgently required to meet the demand of high excellence program of physical education.
- ii. Courses should design in the light of need of sports industry/school/colleges. Such courses should be reframed in consonance of global practice.
- iii. Physical education should be introduced with wider scope by including new subjects like sports marketing, health management etc.
- iv. New career options to physical education to attract the youth more widely.
- v. Facility resources like playfield, gymnasium, laboratory, library, sports equipment and swimming pool in school and colleges are upgraded.
- vi. Qualified educators to take responsibilities to execute the policies according to the resources and professional standards.
- vii. Uniformity in teacher preparation program in physical education to procedure competitive product.
- viii. Teacher supply and quality be ensured proportionately at all levels.
- ix. International benchmarking in physical education be promoted.

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