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Instructional Materials and Alternative Teaching Practices in Physical Education

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ABSTRACTS

In physical education (PE) learning, one of the main problems faced by PE teachers is the lack of facilities and equipment. Therefore, it is necessary to find a better solution to solve this problem. This study used a descriptive evaluative and comparative research design to determine the level of achievement of the context, input, process, and product evaluation components in the learning program. This research was conducted in 3 selected schools in the Maguindanao Division-1, Phillipines. The results show that books are used "widely" by sports teachers and journals are used for printed materials while electronic journals are never used for non-print references. Furthermore, overhead projectors, fitness centers, lockers, kick pads, jumping pits, punching bags, megaphones, and signage are teaching materials that have never been used in the delivery of lessons by sports teachers, local material development and alternative games are rarely used by PE teachers. Sports teachers invite alumni to help with sporting activities, and they also tap old players to help in the basketball game even though they never use beeps but only whistle. The level of use of printed materials by schools differed significantly between schools. So are results with non-printed or electronic material. In addition, researchers suggest that schools provide additional and up-to-date sports books for teachers and students, and, schools should provide other teaching materials that will assist teachers in teaching in the classroom.

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1. INTRODUCTION

Physical Education (PE) as a subject is an important academic discipline to a students' education with learning objectives taking place in terms of affective, cognitive and psychomotor aspect of an individual. PE arouses students' interest and emotions and plays an important role in the education of the youth. PE, However, there is no study about for effective teaching and learning, textbook and resource materials are basic tools, in absence or inadequacy makes teachers handle subjects in an abstract manner, portraying it a dry and non exciting (Likoko *et al.*, 2013). The use of produced instructional materials in teaching and learning situation has many advantages (Olumorin *et al.*, 2010). As many different variables contribute to learning, teachers should have the skills to use a various teaching methods to match the demands of their students (Aktop *et al.*, 2012; Jiyat & Sulong, 2021). The equipment is also one of the backbones of PE classes and get maximum activity when every students has a piece of equipment and does not have to wait a turn (Ningthoujam *et al.*, 2017). Hence, PE teachers need to improve students' learning to provide attractive teaching, something new and challenging (Ilmawati *et al.*, 2017).

This study is beneficial to both PE teachers and students for them to know the best instructional materials suited for the learners and for the students to experience the new trends of learning PE especially in the remote area (Ahmad, 2021). In this study, it was found out that a lot of PE teachers are struggling due to lack of instructional materials and facilities. It also gives an idea on what particular alternative strategies will be applied in the absence of facilities and equipment needed in delivering the lessons (MacPhail & Halbert, 2010)

2. METHODS

The study utilized the descriptive evaluative and comparative research design with questionnaire as the main tool. The respondents were the three (3) selected national high schools in the Division of Maguindanao. It also used purposive sampling on PE teachers and PE Coordinators while Simple Random Sampling techniques were used on the students of the selected schools. A survey instrument was used in the study. The responses of the respondents were treated using mean as the appropriate statistical tool, means for also the extent of instructional materials use, while, comparative was used to determine the significant differences among the alternative teaching strategies in the national high schools.

3. RESULTS AND DISCUSSION

Table 1 shows the value of the use of teaching materials by PE teachers as books are used "widely" by sports teachers and journals are used for printed materials while electronic journals are never used for non-print references. **Table 2** shows the extent of the use of teaching materials in the delivery of learning by PE teachers. In addition, overhead projectors, fitness centers, lockers, kick pads, jumping pits, punching bags, megaphones and signage are teaching materials that are never used in the delivery of lessons by sports teachers. The level of usefulness of alternative teaching practices in customary theory is the development of local materials and alternative games that are rarely used by PE teachers as stated in **Table 3**. The results also show that sports teachers invite alumni to help carry out sports activities and they also tap old ones. Players for help and in their basketball, game never use a pager but only a whistle. As shown in **Table 4** regarding the Use of Alternative Teaching Practices by PE Teachers in terms of Indigenous Theory. In addition, the level of use of printed materials by schools differed significantly between schools. So are results with non-printed or electronic material (Liu *et al.*, 2019).

Table 1. Utilization of instructional materials of by pe teachers.

Instructional Materials	Mean	Verbal Description
Print References	1.58	Less Extent
Non-print or Electronic Reference	0.77	Less Extent
Overall Mean	1.18	Less Extent

Table 2. Extent use of instructional materials in the delivery of lessons by the pe teachers

Instructional Materials	Mean	Verbal Description
Facilities	0.74	Least Extent
Infrastructure	1.23	Less Extent
Equipment	0.96	Less Extent
Apparatus or Tools	1.69	Great Extent

Table 3. Extent of the use of alternative teaching practices by pe teachers in terms of local materials development.

Local Materials	Mean	Verbal Description
1. Use of Sack as Lying Sheet Instead of foam in doing exercise	1.39	Seldom
2. Conduct Classes or activities under the tree instead of a gym	1.16	Seldom
3. Use of Sand as Jumping Pit Instead of Foam	0.96	Seldom
4. Design a Branch or Tree Trunk as Softball Bat	0.52	Never Used
Grand Mean	1.01	Seldom

Table 4. Extent of the use of alternative teaching practices by pe teachers in terms of indigenous theory.

Alternative Strategies	Weighted Mean	Verbal Description
1. Invite alumni to help in Implementing Sports Activity.	1.74	Sometimes
2. Request Experienced Players to Assist	1.46	Seldom
3. Tap Old Players to Assist		
4. Request Local Leaders to Share Their Knowledge	1.37	Seldom
	1.17	Seldom
5. Request Experienced Barangay Umpire or Referee as Lecturer	0.89	Seldom
Grand Mean	1.33	Seldom

4. CONCLUSION

The results of this study indicate that sports teachers always use books as printed teaching materials and personal references. They also serve as a very important source of information in teaching subjects. Likewise, balls, nets, fields and comfort rooms are the only materials used as equipment, facilities and sports equipment in the respondent's school. In different alternative teaching practices, whistles, binder boxes, and rice husks on lei pagers, stripes painted on rubber fields, respectively, are commonly used as alternatives. PE teachers always ask alumni to help with sports activities and they also tap old players in carrying out sports

activities. In general, the three-respondent national secondary schools used part of the teaching materials once in all classes and most of these teaching materials were never used. They vary in intensity or frequency of use even though these schools are located in the same division.

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6. AUTHORS' NOTE

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