

# Teachers' Planning and Preparation for Lesson Plan in the Implementation of Form 4 Physical Education Curriculum for the Physical Fitness Strand

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## ABSTRACT

This article is related to the study of lesson planning prepared by secondary school Physical Education teachers in the Gombak district. Findings of the study show that Physical Education teachers have prepared lesson plans at satisfactory level ( $M = 4.13$ ;  $SD = 0.79$ ). All elements within the lesson planning components achieved high mean scores. The elements include topic of lesson ( $M = 4.50$ ;  $SD = .65$ ); sub topics ( $M = 4.28$ ;  $SD = .81$ ); lesson objectives ( $M = 4.36$ ;  $SD = .69$ ); preparation of teaching materials ( $M = 4.08$ ;  $SD = .88$ ); reflection ( $M = 4.37$ ;  $SD = .70$ ); and teaching activities ( $M = 4.00$ ;  $SD = .82$ ). It was also found that teaching activities planned by teachers consisted of set induction, warming up, demonstration by teacher and students, class exercises, group exercises, simple games, stretching or recovery, questioning or discussion, assessment and tasking. On the whole, the aspects of planning and preparation among Physical Education teachers towards lesson planning components were more inclined toward the element of teaching topics.

**Keywords:** *Lesson Planning and Preparation, Physical Education*

## INTRODUCTION

Physical Education (PE) has long been a sub part of curriculum implemented at school level (Langford & Carter, 2003). In Malaysia, the curriculum of PE was implemented in secondary schools since the implementation of the Secondary School Integrated Curriculum (SSIC) in 1989. The contents of SSIC were planned and organized based on the syllabus and description of the physical education syllabus (Curriculum Development Centre, 1999, 2001).

According to the syllabus and description of physical education syllabus, the contents of PE in secondary schools were systematically organized to be learned by students from Form 1 until Form 5. For the PE curriculum contents designed for Form 4 students, a number of topics must be revealed to students. The topics are related with the physical fitness strand that includes cardiovascular endurance, muscular endurance and muscular strength. PE teachers who teach Form 4 students must properly implement the physical fitness strand so that the determined objectives are achieved.

### Problem Statement

In implementing the Form 4 PE curriculum for the physical fitness strand, PE teachers must execute the teaching and learning process according to the determined learning areas such as the components of cardiovascular endurance, muscular endurance and muscular strength. To ensure that the teaching and learning process can be implemented appropriately, PE teachers must make proper lesson planning beforehand.

However, based on a supervision report from the Curriculum Development Centre (2007) about the implementation of PE in several schools in Kelantan and Sabah, it was found that some PE teachers did not accord with the daily planning and existing curriculum as well as did not write proper daily lesson plans. Apart from that, some PE

teachers were found to train the school sports team during PE teaching periods. Also, some teachers were found to be just monitoring students during PE classes, not to mention those who just let other teachers take over their PE periods for other subjects. It is evident from these portrayals that if PE teachers properly devise their lesson plans, it will help them to conduct the teaching and learning process in an organized manner. Therefore, planning and preparation for teaching and learning is vital and must be done by PE teachers before conducting lessons. According to Schemp (2003), reliable teachers are those who always plan and make preparations for their teaching. Based on a study by Hill and Brodin (2004), lesson plan is one of the main aspects in preparation to teach PE. This statement is in accordance with Seman (2005) who stressed that teachers must make preparations in terms of lesson plans. In addition, lesson planning is one of the competencies an educator must possess in order to produce an effective teaching (Yusnita Yusof, 2006).

Hence, the researchers intend to conduct a study to find out the extent to which PE teachers in secondary schools within the Gombak district have planned their teaching and learning sessions in line with the implementation of the Form 4 PE curriculum for the physical fitness strand.

### **Planning and Preparation of Teaching and Learning**

Teaching is a complex process that requires various activities to ensure learning process to be successfully implemented. The process involves combination of activities between teachers and students (Siti Hawa, Mazlen, Norasmah, & Zamri, 2006). For that reason, efficient and thorough planning must be made first before implementing the process of teaching the Form 4 PE for the physical fitness strand.

Teachers must plan their lesson before starting their teaching (Zaidatul Akmaliah & Habibah, 2000). This implies that planning is an important matter that must be done by PE teachers before teaching. As what Bailey (2003) explained, planning is a task for teachers that directly stays under their control. According to Johnson (2007), planning can control teaching to ensure that student learning objectives are achieved.

Wandberg and Rohwer (2003) stated that the success of teaching is derived from effective planning. Bailey (2003) also stressed that effective planning is a significant factor towards effective teaching performance. This implied that planning is the focal key towards satisfactory construction of teaching. Planning consists of all intellectual functions and vital decisions that will be made during actual teaching. This comprise the selection of contents, aims and objectives, tasks designed for students, students' needs, appropriate teaching activities, assessment, as well as selection and preparation of teaching materials (Kellough, 2007).

Apart from that, teaching techniques also plays an important role for PE teachers when planning and preparing lesson plans. Ysseldyke, Spicuzza, Kosciulek, and Boys (2003) stressed that identifying and implementing effective teaching techniques is the very first step for teachers in increasing student achievement. Therefore, arranging and determining teaching and learning activities including aspects related to teaching techniques is an important task for teachers (Abdul Rahim, 2007). Planning and preparation must be executed properly. According to Abdullah Sani, Abdul Rashid, dan Abdul Ghani (2007), systematic and thorough planning and preparation will enhance the teaching and learning process.

According to Lipira, Light, Gillespie, Sims, and Jackson (1999), PE teachers should spend some time to plan their teaching. Planning of teaching will assist teachers to prepare lesson plans which are useful as guidance when implementing the teaching and learning process (Raja Ismail, Salleh, Anuar, & Mohd Yusof, 2008). Without lesson plans, PE teachers will not have a clue what they are supposed to do when facing students (Mohnsen, 2003).

Planning includes the preparation in aspects such as class physical environment and selection of materials (Hughes, 2002). Planning will also involve selection of teaching strategies, methods, techniques, activities and teaching materials in accordance with the achievability of objectives (Mohamad Idris, 2002). Hence, in planning, PE teachers must make preparations pertaining to resources and teaching materials as well as adequacy and sufficiency of equipment before implementing Form 4 PE teachings for the fitness strand in schools.

Meanwhile, Kauchak and Eggen (2003) identified that resources and materials, allocation of teaching periods, lesson contents and teachers as variables in planning of teaching aspects. According to Olivia (2005), planning for teaching must include specifying the teaching aims and objectives, selecting teaching strategies, lesson resources and techniques to assess teaching. This shows that in planning of teaching aspects, apart from identifying the resources and teaching materials, planning of teaching periods and lesson contents, PE teachers must also set the lesson aims and objectives, select teaching strategies, and determine the assessment techniques to be used in the teaching and learning process of PE for Form 4 students within the fitness strand.

Macfadyen and Bailey (2002) proposed for PE lesson plans to contain specific activities, short term objectives and teaching strategies. Their proposal was in accordance with Mohd Sofian (2005) and Wee (1998), in which the former

recommended that PE lesson plans must include elements such as objectives, students' readiness, values inculcation, teachers' preparation, teaching details inclusive of steps and timing of teaching, learning contents teaching and learning activities and notes. To compare, the latter recommended that PE lesson plans must comprise of dates, time, class, number of students, skills, equipment, prior knowledge, objectives and teaching details consisting of elements such as warming-up class tasks, class group tasks, simple games, closure, class supervision and notes.

Cavallini (2006) further stressed that teachers must state the objectives, teaching elements, psychomotor elements and students' assessment while writing their lesson plans. The written objectives need to possess direct associations with the planned teaching activities (Mohsen, 2003). All the elements contained in lesson plans are vitally functional for PE teachers. If those elements were not prepared beforehand, it will be difficult for PE teachers to implement a proper teaching and learning process. Besides that, to plan their lesson, PE teachers must possess appropriate knowledge and skills. According to Cruickshank, Jenkins, and Metcalf (2003), knowledge and skills in planning are required to ensure students are able to think better.

Also, Efklides (2008) stressed that planning for teaching is an important aspect in teaching and teachers can plan their teachings according to their preferences. Planning for teaching needs ample time to ensure production of effective lesson plans (Macfadyen & Bailey, 2002). A study by Matanin and Collier (2003) has proven that planning for teaching requires time consumption of between 6 to 8 hours per week and 2 to 3 hours per night. This attests to planning as a vital aspect that must be committed by PE teachers before the implementing teaching and learning.

## METHODOLOGY

### *Framework*

This study employs descriptive framework and is intended to research the extent to which PE teachers have prepared their lesson plans before implementing the teaching and learning process in implementing the PE curriculum for Form 4 students within the aspects of physical fitness strand in secondary schools in Gombak district. Descriptive framework was utilized purposely to provide systematic explanations pertaining to the facts and characteristics of a certain population or preferred areas factually and accurately (Sidek, 2002).

### *Population and Research Sample*

The population for this study consists of PE option teachers who taught PE subject for Form 4 students in secondary schools throughout Gombak district, Selangor. A total of 54 PE teachers were identified as respondents; of these, 50 were from government secondary schools, 2 from technical secondary school and another 2 from integrated boarding school (Educational Planning, Policy and Research Division, 2008).

The researchers had gone to all the above mentioned schools and met face to face with all 54 probable respondents. From 54 respondents, 52 were willing to cooperate and agreed to become subjects for this study. Therefore, 52 research instruments were distributed for the purpose of data collection. Some 50 respondents managed to complete all the given instruments while another 2 did not and therefore become outliers for this study. With the sum of completed instruments, the researchers managed to acquire 93% of the whole sample of the district's PE teachers. This percentage is sufficient to represent the research population in Gombak district. According to Gay (1981), the minimum sample required for a descriptive study is at least 10% of the total number of researched population.

According to sampling procedure as mentioned above, it also can be inferred that the researchers had employed the convenience sampling in selecting samples for this study. Convenience sampling was chosen for its easily manageable and administered nature, and because it fulfills the research sampling method (Azizi, Shahrin, Jamaludin, Yusof, & Abdul Rahim, 2007). This method can also be utilized on respondents who voluntarily cooperate as identified by researchers. Generally the convenience sampling also considers homogeneity of respondents that consisted of similar PE option teachers who taught PE to Form 4 students.

### *Research Instrument*

This study employed a number of instruments to obtain research data. Questionnaires were used to collect demographic data. The instruments for the interview were in the form of a structured checklist used to acquire information related to PE teachers' preparation in planning their teachings for Form 4 PE lessons for the physical fitness strand.

### Interview

The interview session conducted for this study was in the form of a structured checklist. This type of method can ensure researchers collect uniform and directed data (Khalid, 2003). Questioning based on a checklist is popular and easy to be utilized as it can prevent interviewers from wasting their time to write or search for contextual contents as uttered by respondents. By having a checklist, researchers only need to tick feedback on a guided answer sheet (or by reviewing) questions from a prepared list (Mohamad Najib, 1999). This type of interview session was introduced by Hesse-Biber and Leavy (2006) through a quantitative model as portrayed in Figure 1.

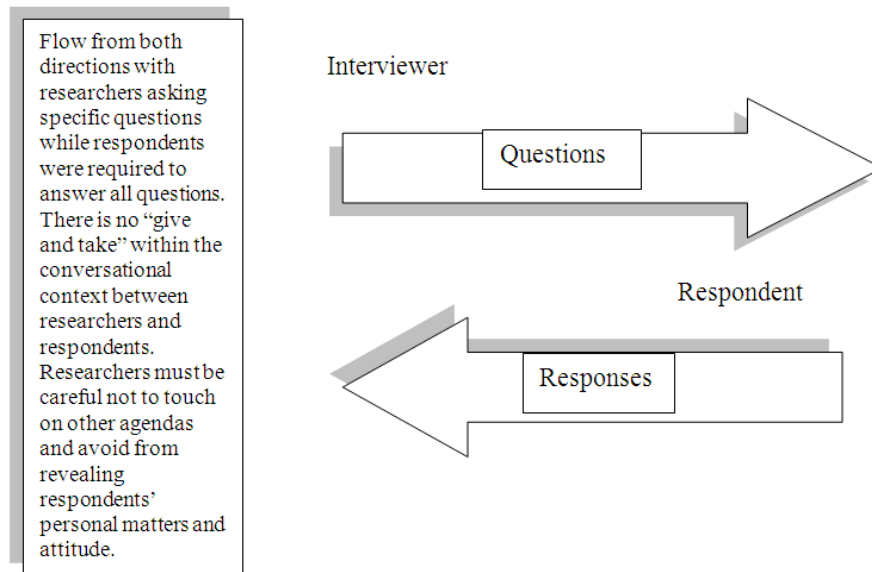


Figure 1: Quantitative Model for Interview Process  
(Source: Hesse-Biber & Leavy, 2006)

Based on the model by Hesse-Biber and Leavy (2006), the researchers asked specific questions for respondents to answer. Researchers must be careful not to touch on other agendas. Siegel (2006) stated that interviewing is one of the best methods to collect research data which is related to teaching strategies in PE. The researchers had used interviewing as one of the techniques to collect research data related to teaching strategies in PE. The instruments for the interview which was designed in the form of structured checklist, was constructed based on related theories, related research, the PE textbook, curriculum specifications for Form 4 PE and information from PE panels in secondary schools.

#### Validity of Instrument

In order to verify the validity of the questionnaire and structured checklist interview instruments, the researchers opted to formulate the content validity. The researchers have thoroughly reviewed and rechecked the sentences, wordings and appropriate arrangement of sentences to see whether or not they tally with the components in evaluation. This validity is a must to ensure that the instruments used can accurately evaluate the concepts to be measured (Azizi et al., 2007). For instance, when the study was conducted to observe how PE teachers plan their teachings in implementing the Form 4 PE curriculum for the physical fitness strand, the researchers inserted all topics related with the lesson topic.

In measuring the construct of implementation of Form 4 PE curriculum for the physical fitness strand, the dimension of lesson planning was given attention in selecting the items. Thus, the content validity determination was carried out to ensure the statement items were suitable to measure the lesson plan in the implementation of Form 4 PE curriculum for the physical fitness strand. These items were checked in terms of their sentence structures, focus and terminologies. The more items that represent the dimensions for a certain construct or concept, the better its content validity will become (Azizi et al., 2007).

After detailed scrutiny pertaining to the questions and statements in the instruments, the researchers executed 2 process phases to obtain content validity as suggested by Gurvitch, Blankenship, Metzler, and Lund (2008). In the first phase, the researchers sent the instruments to a panel of six members who possessed expertise in PE areas as well as in program assessment and measurement for they can provide reviews and feedback on the instrument items. This is because instrument construction is a complex task and technical in nature therefore expert opinions in related fields are very much required (Stufflebeam et al., 1985).

Azizi et al. (2007) also stressed that the findings of content validity are derived from the consideration made by panel members to contemplate how far the instruments have fulfilled the standard. According to Thomas and Nelson (2001), content validity does not require statistical evidence and expert opinions within the related field are enough. After the instruments were repossessed, the researchers reviewed them and made necessary corrections based on critiques and recommendations by the panel.

For the second phase of content validity, the researchers distributed the reviewed and corrected instruments to 2 PE teachers for completion. While providing responses, the teachers were also encouraged to note any inconsistency or error regarding the statements and questions that they can detect, as well as informing of any statement or content that they found unclear. The second phase was the final step in the validation process (Gurvitch et al., 2008). Respondents who were involved in the second phase validity process were not included in the actual study.

*Reliability*

Reliability is a fundamental point in qualitative research (Armstrong, Gosling, Weinman, & Marteau, 1997). In this study, the reliability of instruments was calculated by using Cronbach’s alpha. According to Sekaran (2000) Cronbach’s alpha is the coefficient or reliability value that shows how research items are related with each other. If a coefficient value or index is nearing 1, it means high reliability (Boyle & Fisher, 2007). The minimum coefficient value or index is .60 (Cohen, Manion, & Morrison, 2007). The Cronbach’s alpha analysis was done using the Statistical Package for the Social Sciences (version 12.0) software.

The data collected through the interviewing instrument (structured checklist) in this study were based on the determined research objectives. A pilot study had been done to obtain the reliability of the instruments as evident in Table 1. The pilot study was conducted in schools in Klang district, Selangor from February 2008 until June 2008 involving 30 PE teachers.

During the pilot study, some feedback was gathered from some PE teachers. The researchers have improved the interview instrument based on the feedback received. The researchers had improved and adjusted questions in the interview so that respondents can have better comprehension when asked. After the instruments were improved, the researchers conducted a second pilot study and it resulted in a higher coefficient of reliability value. Feedback and responses from the pilot studies resulted in the researchers adapting the improved version of the instruments as the method to collect data for the actual study.

**Table 1 Coefficient and Reliability Value for Questionnaire and Interview**

Instruments	Variables / Techniques	Analysis Technique	R
Questionnaire	Demography		
Structured Checklist	Lesson Plan	$\alpha$	.801

*R = Reliability*

To analyze the interpretations of mean values for the rating scale of 5-‘Very Satisfied’, 4-‘Satisfied’, 3-‘Somewhat Satisfied’, 2-‘Not Satisfied’, 1-‘Very Not Satisfied’, the researchers had divided them into three levels of High, Medium and Low (refer to Table 2). This method has been used by Rudzi (2003), Nik Mohd Rahimi (2004), and Mohamad Aderi and Rohani (2009) in their respective researches.

Example of Calculation:

Maximum Score = 5

Minimum Score = 1

Score Difference = 5 - 1 = 4

Score difference divided with 3 levels, where  $4 \div 3 = 1.33$

**Table 2 Categories of Implementation Levels**

Implementation Level	Total Score
Low	1.00 - 2.33
Medium	2.34 - 3.66
High	3.67 - 5.00

**RESULTS**

*Teaching and Learning Plan*

This section is to provide the findings from the interviews (structured checklist) conducted by the researchers about planning and preparation of PE teachers in relation to lesson planning aspects. Table 2 reveals the mean, standard deviation and PE teachers’ level of lesson planning.

**Table 3 Mean, Standard Deviation and Level of Planning and Preparation of Physical Education Teachers towards Lesson Plan (N = 50)**

Component of Source Dimension	M	SD	Level
Lesson Plan	4.13	0.79	High

*M = Mean; SD = Standard Deviation*

Based on Table 3, it was found that the mean score value for lesson plan is at high level ( $M = 4.13$ ;  $SD = 0.79$ ). This result implied that PE teachers in secondary schools in Gombak district focus towards planning their teaching and learning in implementing the Form 4 PE curriculum for the physical fitness strand.

Table 3 shows the mean, standard deviation and level of planning and preparation of PE teachers towards elements in lesson plan to further explain the elements in every lesson plan component made by PE teachers.

**Table 4 Mean, Standard Deviation and Level of Planning and Preparation of Physical Education Teachers towards Elements in Lesson Plan (N = 50)**

Elements in Lesson Plan	M	SD	Level
Lesson Topic	4.50	.65	High
Sub-topics	4.28	.81	High
Lesson / teaching objectives	4.36	.69	High
Preparation of teaching materials	4.08	.88	High
Teaching activities [set induction, warming-up, teacher’s demonstration, students’ demonstrations, class tasks, group tasks, simple games, stretching, questioning/discussion, assessment and assignment]	4.00	.82	High
Reflection	4.37	.70	High

*Note. M = Mean; SD = Standard Deviation*



Based on Table 4, all the elements in the lesson plan acquired high scores for mean values. The mean values in ranking from highest to lowest can be listed as: lesson topic ( $M = 4.50$ ;  $SD = .65$ ), reflection ( $M = 4.37$ ;  $SD = .70$ ), lesson / teaching objectives ( $M = 4.36$ ;  $SD = .69$ ), sub-topics ( $M = 4.28$ ;  $SD = .81$ ), preparation of teaching materials ( $M = 4.08$ ;  $SD = .88$ ) and teaching activities ( $M = 4.00$ ;  $SD = .82$ ). On the whole, it was found that most PE teachers were inclined to focus on the lesson topic element in planning their lesson plans.

## DISCUSSION AND CONCLUSION

It was found that in aspect of implementing Form 4 PE curriculum for physical fitness strand in secondary schools in Gombak district, the level of planning and preparation of PE teachers towards devising lesson plans were high ( $M = 4.13$ ;  $SD = .79$ ).

The elements contained in the lesson plans were lesson topic, reflection, lesson / teaching objectives, sub-topics, preparation of teaching materials and teaching activities. For the teaching activities, related sub-activities included set induction, warming-up, teacher's demonstration, students' demonstrations, class tasks, group tasks, simple games, stretching, questioning/discussion, assessment and assignment.

The findings of this study strengthen the research done by Aidun (1998) who stated that 66% of PE teachers in secondary schools in Kinta district, Perak reported that they know how to devise PE lesson plans. This is in opposition to Norliza's (2001) study that found lesson planning aspects are still ineffective in terms of the implementation of Principles of Accounts subject. Therefore, the result of this study has shown that PE teachers who teach Form 4 students in Gombak district managed to devise lesson plan components satisfactorily, as proposed by Zaidatol Akmaliah and Habibah (2000) that teachers need to plan their teachings before starting any lesson. Planning for teaching is important and can assist teachers to be more confident to teach (Esah, 2004).

In the aspect of planning and preparation, all teachers appointed to teach Form 4 PE especially related with the physical fitness strand must always plan and prepare their lessons appropriately and satisfactorily. School administrators must always supervise and monitor the PE teachers to ensure they have planned and prepared lessons appropriately before implementing the teaching and learning process. Planning and preparation include the aspects of lesson content, lesson objectives, lesson outcomes, teaching resources and materials, facilities and equipment. To enhance the skills of lesson planning and preparation, school administrators must conduct in-house training in their respective schools. School administrators can utilize the expertise from PE Subject Main Coaches that have been appointed in each state to provide adequate training in the planning and preparation of PE lessons.

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