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Correlational Analysis on Management Reform and Interventional Strategy in Physical Education

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ABSTRACT

This study focused on correlational analysis on management reform and interventional strategies in physical education at Lasam, Cagayan Valley. It utilized quantitative approach. A researcher made questionnaire was used to collect the data. Thirty (30) physical education (PE) teachers from different private high schools and national high schools in Lasam, Cagayan Valley serve as respondents of this study. The study found out that the respondents Strongly Agree with the management reforms in physical education in terms of human resource, technology, and teaching methodologies while the respondents solely agree with the teaching strategies. On the other hand, all of the respondents Strongly Agree with all of the intervention strategies in physical education in terms of human resource, technology, teaching strategies, and teaching methodologies. The study revealed that due to pandemic, there are indeed reforms in management in the field of physical education to best suit the provincial context. It is also found out that due to reforms in the field, the interventional strategy of the teachers also changes.

Keywords: management reform, interventional strategies, quantitative method, PE teachers.

1. INTRODUCTION

The World Health Organization (WHO) designated the outbreak of the coronavirus virus (COVID-19) as a pandemic on March 11. This indicates that the epidemic has spread throughout the entire world. This, in turn, has had an effect on the strategies and procedures that are utilized in educational settings all around the world. According to research published by the United Nations,

by the middle of April 2020, 94 percent of learners in more than 200 nations around the world will have been affected, and 1.58 billion students in all levels of education will be affected. China, which was the first region affected by the epidemic to be identified, has borne the brunt of its effects, and the lives and health of its people are in grave danger as a result (United Nations, 2020). According to the National Bureau of

Statistics of China (NBC), China's 3,031 million college students, the largest number of higher education students in the world, come from 31 different provinces, cities, and municipalities. In order to reach their colleges and universities, these students must rely on a variety of modes of transportation and travel through a variety of administrative regions (NBC, 2020). Their chances of becoming infected are significantly increased due to the size of the migration activities that are taking place. Because of this, China's Ministry of Education (MOE) came up with an educational policy in the month of February 12th, 2020, in order to ensure that students continue to learn even if their classes are disrupted as a result of the epidemic. Teaching can be done through either synchronous or asynchronous techniques when it is done through distance education. In addition to the online education platforms provided by specific schools, educators also have the option of teaching by live video. Software for broadcasting (MOE, 2020). In addition to this, in rebuttal due to a rise in the requirements for learning about infection prevention, educational resources housed in the cloud, and personalized online instruction Ministry of Education made available materials, platforms, and technologies to schools of all different levels in order to encourage both instructors and students to participate. Utilize digital tools and resources to their full potential. Learners benefit from a wide variety of learning scenarios and engaging new learning experiences when they participate in distance learning. It comes in many forms.

2. METHODOLOGY

The researcher employed a quantitative research method, specifically a descriptive correlational among thirty (30) Physical Education teachers among the public and private schools at Lasam, Cagayan Valley. The respondents are found to be composed of mostly female, less than 27 years old, single, Teacher 1, and have been in the field for less than 5 years.

3. RESULTS

Presented and discussed in the following tables are the data gathered by the researcher.

3.1. Management Reform in Physical Education

Table 1. displays the data in terms of the management reform in physical education.

3.1.1. Human Resource.

It can be seen on the table that the Human Resource garnered an overall weighted mean of 3.38 with a verbal interpretation of "Strongly Agree." It is further found out that "Developing and implementing an Organization Development Framework in a department that is responsive to aspirations of the organization to support the delivery of basic education" and "Integrating and orchestrating the development of all policy and operational frameworks of the different offices in the department" received the highest weighted mean on 3.70 with a verbal interpretation of "Strongly Agree." On the other hand, "Generating knowledge and information derived from the implementation and evaluation for future development and design initiatives" got the lowest mean of 3.20 with a verbal interpretation of

Table 1. Management Reform of Physical Education

Management Reforms	Overall Mean	Verbal Description
Human Resource	3.38	Strongly Agree
Technology	3.51	Strongly Agree
Teaching Strategies	3.02	Agree
Teaching Methodologies	3.63	Strongly Agree

“agree.” The findings of the study are in consonance to what Irfan (2020) found out in his study that human resources in the implementation of physical education need to be encouraged by the attitude of the leadership abilities of educators, this is very important in achieving the objectives of implementing physical education in sports and health in education units.

3.1.2. Technology

It garnered an overall weighted mean of 3.51 with a verbal interpretation of “Strongly Agree.” The study also revealed that, “Learning to explore ideas in subject handled with the help of the new technology” received the highest weighted mean on 3.80 with a verbal interpretation of “strongly agree” On the other hand, “The new technology is very useful during the new modality of learning” has the lowest weighted mean of 3.00 and a verbal interpretation of “agree.” Overall, the students in this study indicated that they basically use technology to create instructional materials (e.g., handouts, tests, etc.), to gather information for planning lessons and for administrative record keeping, and to communicate with colleagues and other professionals.

Teaching Strategies

As a reform in Physical Education, this variable garnered an overall weighted mean of 3.02 with a verbal interpretation of “Agree.” It is further found out that “The teacher provides links where the students can check a wider explanation and execution regarding a certain topic in PE” received the highest weighted mean of 3.23 with a verbal interpretation of “agree” while “The school/department created new strategies that they can use for the new modality learning” got the lowest weighted mean of 3.20 and a verbal interpretation of “agree.” The main finding of this aspect is in consonance with the study of Qizhou Gu (2022) which stressed that physical education should offer various types of physical education courses to

meet the needs of different students and finally arouse their learning enthusiasm.

3.1.3. Teaching Methodologies

It garnered an overall weighted mean of 3.63 with a verbal interpretation of “Strongly Agree.” “Questions and concerns of students is addressed via text message, chat or via email during the hybrid learning” and “Teachers already adjust and adopt the new method and modality in their teaching methods” received the highest weighted mean on 3.77 with a verbal interpretation of “Strongly agree” while “Limited time was given to the teachers in PE during the hybrid learning that’s why they only focus on the important part of the topic” got the lowest weighted mean of 3.37 and a verbal interpretation of “Strongly agree.” The result of the study supports what McEvoy, Heikinaro-Johansson & MacPhail (2015) states that physical education in secondary schools should focus mainly on the physical activity of students, which is aimed at preventing obesity and enhancing physical capacity. This objective can be realized by changing the professional education of teachers, which will focus on the interaction between the latest pedagogical approaches and the institutional and social conditions in which they work.

3.2. *Interventional Strategy in Physical Education*

Presented and discussed in the following tables are the data gathered by the researcher.

3.2.1. Human Resources

It can be seen on the table that the human resource, as an interventional strategy in Physical Education, garnered an overall weighted mean of 3.40 with a verbal interpretation of “Strongly Agree.” It also revealed that “Encouraging to pursue higher education to be more adaptive with the changes of the situation” received the highest weighted mean on 3.70, SD 0.47 with a verbal

interpretation of “Strongly agree” while “Shorter working hours are given among faculty and staff” got the lowest weighted mean of 3.13 and a verbal interpretation of “agree.”

3.2.2. Technology

It garnered an overall weighted mean of 3.53 with a verbal interpretation of “Strongly Agree.” Furthermore, “encouraging and orienting the users regarding the benefits and advantages of using the technology” received the highest weighted mean of 3.67 with a verbal interpretation of “Strongly agree” while “hiring more staffs who are more knowledgeable in manipulating various equipment or technology” has the lowest weighted mean of 3.40 and a verbal interpretation of “strongly agree.” The result of the study supports what Wegis (2008) found several benefits of utilizing technology in the field of instruction such as: (a) keeping attendance; (b) storing and retrieving fitness test scores; (c) filing electronic lesson plans; (d) keeping inventory; (e) grading; (f) tracking student physical activity levels; (g) recording student performance in the various learning domains (e.g., psychomotor, cognitive, and affective); (h) performing assessments of various skills and behaviors associated with learning; and (i) expanding available resources via internet capabilities.

3.2.3. Teaching Strategies

This garnered an overall weighted mean of 3.46 with a verbal interpretation of “Strongly Agree.” It was further found out that “The school shifted from traditional classes to online or blended modality to come with the

situation” received the highest weighted mean of 3.57 with a verbal interpretation of “Strongly agree” while “Uploading in advance the recorded discussion of the topic in PE so that during their time it will be more on execution and question and answer about the topic” received the lowest weighted mean of 3.30, 0.60 and a verbal interpretation of “strongly agree.” The result of the study supports Franco (2021) who claimed that knowledge of the learning styles and strategies can also help to facilitate teachers' suitable new teaching strategies and methods to nurture students' academic performance.

3.2.4. Teaching Methodologies

It can be seen that this variable garnered an overall weighted mean of 3.45 with a verbal interpretation of “Strongly Agree.” Furthermore, “Creating a link where the students can check their missing requirements under PE subject” received the highest weighted mean of 3.67 with a verbal interpretation of “Strongly agree” while “Appropriate methods in teaching PE in the new normal are introduced” has the lowest weighted mean of 3.10 with a verbal interpretation of “agree.” The result of the study supports Edgefield Primary School (2019) and Edmonds and Kennedy (2010) as cited by Gumbo, et. al (2017) which emphasized that methodologies should allow students to learn independently, progress at his or her own pace and develops the ability to learn with minimum to no help, assistance and supervision from the teacher or from more knowledgeable others.

Table 2. Interventional Strategy in Physical Education

Intervention Strategy	Mean	Verbal Description
Human Resource	3.40	Strongly Agree
Technology	3.53	Strongly Agree
Teaching Strategies	3.46	Strongly Agree
Teaching Methodologies	3.45	Strongly Agree

3.3. Relationship between the Management Reform and interventional strategy in Physical Education

Table 3. presents the data showing whether there is or there is no relationship between the management reform and interventional strategy in physical education.

The management reform in terms of human resource was positively correlated with interventional strategies in terms of technology ($r=.412$) and teaching strategies ($r=.588$). This meant that the higher level of management reform in terms of technology, the better the interventional strategies in terms of technology and teaching strategies. The hypothesis of no significant relationship is rejected.

Moreover, the management reform in terms of technology was positively correlated with interventional strategies in terms of technology ($r=.412$) and teaching strategies ($r=.588$). This meant that the higher level of management reform in terms of technology, the better the interventional strategies in terms of technology and teaching strategies. The hypothesis of no significant relationship is rejected.

It was further found out that management reform in terms of teaching strategies technology was positively

correlated with interventional strategies as to human resource ($r=.439$), technology ($r=.396$) and teaching strategies ($r=.376$). This meant that the higher level of management reform in terms of teaching strategies, the better the interventional strategies in terms of human resource, technology and teaching strategies.

Generally, hypothesis of no significant relationship is rejected.

Lastly, management reform in terms of teaching methodologies was positively correlated with interventional strategies in terms of teaching methodologies ($r=.535$). This meant that the higher the level of management reform in terms of teaching methodologies the better the interventional strategies in terms of interventional strategies. The hypothesis of no significant relationship is rejected.

4. CONCLUSION

After scrutinizing the gathered data in this study, the following conclusions were drawn:

1. The management change in physical education was not significantly connected with the Respondents' profile, which included their age, sex, civil status, academic rank, and number of years of teaching.

Table 3. Correlation between the Management Reform and interventional strategy in Physical Education

MRHUmR	Correlation Coefficient	-0.016	-0.088	-0.206	0.329
	Sig. (2-tailed)	0.935	0.645	0.274	0.076
	N	30	30	30	30
MRTech	Correlation Coefficient	0.33	0.412*	0.588**	-0.014
	Sig. (2-tailed)	0.075	0.024	0.001	0.94
	N	3	30	30	30
MRTechS	Correlation Coefficient	0.439*	0.396*	0.376*	0.084
	Sig. (2-tailed)	0.015	0.03	0.041	0.657
	N	30	30	30	30
MRTeachMe	Correlation Coefficient	0.104	-0.029	-0.05	0.535**
	Sig. (2-tailed)	0.585	0.877	0.793	0.002
	N	30	30	30	30

* Correlation coefficients significant at the 0.05 level

** Correlation is significant at the 0.01 level

This means that the respondents; management reform in terms of human resources, technology, instructional tactics, and teaching methodologies was unaffected by their profile. It is understood that there is no meaningful relationship.

2. The considerable correlation between the respondent profile and the physical education intervention technique turned out to be unrelated. This means that the respondents; management reform in terms of human resources, technology, instructional tactics, and teaching methodologies was unaffected by their profile. It is understood that there is no meaningful relationship.
3. In terms of human resources, technology, teaching methodology, and teaching strategy, there was a substantial positive correlation between management reform and interventional strategy in physical education. This indicated that the better the Interventional techniques were in terms of technology and instructional tactics, the higher the management reform was in terms of technology. The idea that there is no meaningful connection is disproved.

5. ACKNOWLEDGEMENT

NA

6. CONFLICT OF INTEREST

The authors have declared that there is no conflict of interest.

7. SOURCE/S OF FUNDING

NA

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