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Unveiling The Impact: Linking Student Assessment And Instructional Management In Physical Education Programs

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ABSTRACT

In order to better understand how students feel about the course, this correlational study explores how they rate the Physical Education (PE) curriculum. To improve knowledge in this area, this study looked at the relationship between the PE program's instructional management practices (IMPs) and student assessments of the program. Participants in the study include 373 second-year students enrolled in the second semester of the academic year as well as 16 physical education teachers. These people were selected at random, and the sample size was determined using the Cochran's process with a 95% confidence level. The researchers used a descriptive-comparative method to look at the differences between instructor and student assessments. The researchers used a t-test and descriptive statistics to assess the data they had gathered.

The findings revealed a significant correlation between the components of the PE program - encompassing policy and environment, curriculum, appropriate instruction, student assessment, and teacher professionalism - and IMPs such as planning, classroom climate, instruction, and program planning with goal setting. The implications suggest that universities should bolster their PE programs by providing instructors with targeted training to elevate student learning experiences. Moreover, educators are encouraged to diversify their teaching methodologies to cater to student needs effectively. Future research endeavors may involve expanding the study to a larger cohort to gain comprehensive insights into student perceptions regarding the program's efficacy.

Keywords: instructional management practices, physical education program, students' assessment, unveiling

Introduction

Physical Education (PE) programs play a crucial role in promoting healthy lifestyles and fostering positive attitudes towards physical activity among students (Kirk, 2013). The effectiveness of these programs is influenced by various factors, including student assessment and instructional management practices. Assessing students' progress and understanding, as well as efficiently managing the program's instructional strategies, are key aspects of achieving desired outcomes in PE. Exploring this connection is essential to gain insights into how the assessment process and instructional management can work together to enhance the overall effectiveness of PE programs. Previous research suggests that assessment practices in PE programs should align with instructional goals to provide meaningful feedback to students (Hastie et al., 2013). By examining the alignment between assessment methods and instructional strategies, this study will shed light on whether the program's assessment practices effectively measure students' achievements and inform

instructional decisions. Furthermore, instructional management practices in PE programs should be adaptable to individual student needs to ensure inclusive and effective learning environments (Haegele & Sutherland, 2015).

Physical education plays an enormous part in the lives of most students' education. In doing so, it has a wide-array of contributions to the improvement of the field of physical education, schooling, teaching, and learning. Research within the realm of physical education aimed to engage in studies that enhanced understanding of what effective teaching and learning so that current practice and professional development can be improved, challenged, and even transformed (Hardman & Marshall, 2019). Furthermore, physical education teachers are increasingly tasked with the responsibility to educate students about ways to lead a healthy and active lifestyle (Metzler, 2017).

Also, physical inactivity, along with unhealthy dietary intake, has contributed to rapid increases in non-communicable diseases, but the most visible is obesity (Cecchini et al., 2010; Vergeire & de los Santos, 2012). This reaffirms messages that some physical activity is better than none, that more physical activity is better for optimal health outcomes, and provides a new recommendation for reducing sedentary behaviors (Fadare et al., 2023; Bull et al, 2020).

A study on physical inactivity accounts mainly on the stored body fat that leads to overweight and obesity. Hence, increased physical activity is needed to decrease and reduce Body Mass Index which leads to an unhealthy body mass index. Wu et al., (2017), added that to maintain a healthy and appropriate level of physical activity, it is recommended in school and for long-term treatment for overweight and obesity. This will ensure and sustain a proper lifestyle throughout an individual's lifespan among college students which would be helpful in preventing all kinds of diseases.

The assumptions of educational reforms through quality instructions can be efficiently implemented only by competent teachers who are aware of the vital tasks and goals that they are facing. Teachers in the profession should have an attitude that is considered to be a key factor in future educational attainment (Muszkieta, 2018). Thus, a good teacher is achieved by their mastery of the educational work that is achieved by people with specific personality traits. Nowadays, it is said that an ideal teacher model is extremely important and should meet educational challenges. Accordingly, it is called as pedagogical "talent" that has appropriate instructional measures in a given situation. To be "being with" is a component that leads to the conditions of effective class management learning on the basis that teachers can therefore be prepared to "be with" the students (Muszkieta, 2018; Ayers, 2015). For that reason, it is his personal qualities like communication with students that is an essential component and important process of being a physical education teacher (Özkara, 2017). This time, PE teachers will maintain a relationship that is multidimensional and continuous. As such, they must be guided by a code of conduct and ethical standards to avoid abuse with the use of power over the students (Mabagala, 2014).

Furthermore, according to Metzler (2017), in order for a teacher to participate in a physical education class, the curriculum's programs must be effective for the instructor to adopt during class activities and must serve as the foundation for the students' acquisition of the information and skills that are intended to be taught. It will act as an intermediary between PE teachers and the targeted learning objectives.

Lubis (2019) added that curriculum is a sequence of steps in teaching and learning specific contents that learners are expected to learn positive experiences in school thus specific contents provide students with learning opportunities. In addition, PE teachers should take into account that their pupils are receiving high-quality physical education that contributes to their learning, according to Beighle et al. (2020). With regard, curricula that are grounded in philosophy, current thinking, and research should serve as a guide for educators. Based on Alsubaie (2016), developing curricula may be difficult, thus including all relevant parties—especially those who work closely with students in the classroom is essential to the creation and updating of curricula.

Further, effectiveness in teaching consists of teachers' individual perceptions of how the abilities in teaching styles influence the positive experiences of students (Adlawan et al., 2024). It refers to a teacher's belief to be a professional teacher that has the ability to perform a behavior that will positively influence students' learning (Trendowski, 2013). Moreover, PE teachers showing high self-efficacy also reflect students' basic motivations, learning aptitudes, and attitudes in designing a curriculum to achieve learning goals successfully. Thus, it shows more consciousness of student learning capabilities in their classes who spends more time and effort in preparation. Other studies note that teachers' self-efficacy beliefs played an essential role in supporting their commitment to their teaching practices and job satisfaction (Mokhtar et al., 2023). In addition, personal connection with your students can also raise their intrinsic motivation to learn, feel interested in their work, and develop a love of learning that will benefit them for their entire lives. The positive attitudes towards their teachers, classes, and lessons, they're on their way toward a successful school career (Badshah et al., 2021).

For that reason, physical education instruction should achieve the goal and meet a well-rounded educational program that requires accountability that ensures the objectives and standards. As a result, teachers and administrators must be responsible for meeting the standard if the goal is to implement a quality, standards-based physical education program (Cooper, 2016). In the meantime, it is important that PE teachers take steps to see the effectiveness and influence of health and behavior as a result and identify a well-rounded education delivered by physical education teachers (Conkle, 2019). Thus, emphasizing the value and importance of having healthy students is the main goal of physical education. Understanding the interplay between students'

assessment and instructional management practices is crucial for educators, administrators, and policymakers in shaping effective PE programs. The findings of this study will contribute valuable insights and inform recommendations to optimize students' learning experiences, promote physical fitness, and strengthen the overall impact of PE programs.

Finally, Physical education department heads and teachers in the field should develop and implement components that is essential in the effectiveness of physical education program as a basis for satisfaction towards the learner and will be motivated to improve one's health and fitness as positive attitude having learned the importance of physical activities (Fadare et al., 2024).

Therefore, the researchers aim to explore the impact of the relationship between students' assessments in physical education programs and the instructional management practices on overall student effectiveness. This study is anticipated to provide valuable insights for PE instructors by offering a student-centric view of the program.

Methods

Embark on a captivating journey through this study, which employed a descriptive-correlational approach to analyze quantitative data sourced from a notable state university campus in Region X. Delving into three out of its five schools, this research targeted physical education students, with 373 participants in total—144 from campus 1, 130 from campus 2, and 99 from campus 3. The study utilized phone conversation and briefing about the study to engage students and teachers across all campuses, shedding light on the intricacies of teaching and learning challenges in higher education. To guarantee that the tool or measuring approach was pertinent to the construct being tested, content-related validity was employed (Graziano & Raulin, 2012). However, pilot testing made sure that a measuring method was consistent or reliable, which allowed the research instrument to become reliable (Shaik & Dhir, 2020). To confirm the measure's consistency, we employed internal consistency. The Cronbach Alpha results for the Instructional Management Practices test are.989, while the Physical Education Program instrument is.995. As a result, the two study tools are trustworthy. The statistical techniques employed in the data analysis were the mean, standard deviation, and Pearson's correlation.

Results and Discussion

The students' instructional management practices (IMP) are displayed in Table 1. The average score of 3.23 indicates that students viewed the IMP of the professors as being somewhat practiced. This suggests that students have high standards for methods of instructional administration. They specifically want several enhancements to education, preparation, and planning. Tannehill et al., (2013), bolsters this conclusion by examining how appropriate instructional management can support the program's goals and objectives as outlined in the physical education curriculum of the school. These goals and objectives center on quality instruction, appropriate activities, active engagement, self-assessment, and self-monitoring. Furthermore, as lesson planning is one of the skills an educator has to have in order to deliver successful instruction, Seman (2005) emphasized that instructors must prepare (Seman et al., 2017; Sepešiová, 2015).

Table 1. Students' Assessment on Instructional Management Practices

Instructional Management Practices	Mean	SD	QD	Interpretation
Planning and Preparation	3.14	0.75	S	MP
Classroom climate	3.30	0.81	A	HP
Instruction	3.22	0.83	S	MP
Program Planning and Goal Setting	3.27	0.83	A	HP
Overall Mean	3.23	0.80	S	MP

Legend:1.00 – 1.75 Never (N) ;1.76 – 2.50 Rarely (R); 2.51 – 3.25 Sometimes (S); 3.26 – 4.00 Always (A)

The phrase implies that when it comes to instructional management practices (IMP) in the curriculum, pupils have a certain expectation or norm. Based on average scores of 3.23, students believe that instructors have some experience with IMP. Still, there is room for development. The high expectations set by students for instructional administration point to areas where the existing approaches should be strengthened. This is constructive criticism that should be carefully considered by the education curriculum administrator since it points out areas where the educational methods might be improved. With relation to student involvement:

The administrator of the educational curriculum must recognize that how students see instructional management techniques affects their motivation and degree of participation in the learning process. The administrator may help to create a supportive and stimulating learning environment by attending to the concerns raised by the students and upholding the high standards they have set. Thinking Back on Teaching

Approaches: The administrator needs to view this input as a chance to reevaluate the current teaching strategies and determine if they meet the expectations of the pupils. In order to accommodate the standards and preferences of the student population, it could be required to assess and adjust the educational methodologies. Regarding the cooperative method, the administrator ought to encourage candid dialogue and cooperation among academicians and teachers in order to tackle the input provided by students. Together, they can pinpoint problem areas and create plans to strengthen the curriculum's instructional management techniques. In general, the statement emphasizes how critical it is to pay attention to students' expectations and perceptions in order to enhance instructional management techniques across the curriculum. It emphasizes how important it is to continuously examine, reflect, and collaborate in order to meet the high standards set by the students and provide a stimulating and effective learning environment.

Overall, the table provides insightful input for the physical education and demonstration curricula, highlighting areas for development and emphasizing the importance of strengthening instructional management techniques.
On the other hand, as Table 2 from the overall student assessments shows, every domain of the physical education program gets the same degree of appraisal. The students felt that the five physical education program components are particularly well-executed, as seen by their "always" rating for these areas. It appears from this that children have higher expectations for physical education programs. Moreover, the results imply that the children wanted a more advanced physical education program.

Dudley et al. (2016) state that a strong physical education curriculum is essential to encouraging high levels of physical activity engagement and is connected to observable health and lifestyle outcomes. It also must prioritize providing kids with a high-quality way of learning physical activity in addition to an educational experience designed to transfer knowledge and skills. Specifically, to provide evidence that physical educators must embrace in order to support youth. By promoting higher levels of physical activity among people, health practitioners and PE teachers play a crucial role in promoting healthy lives (Lipardo et al., 2023).

Table 2. Students' Assessment on Physical Education Program

Physical Education Program Components	**Mean**	**SD**	**QD**	**Interpretation**
Policy and Environment	3.31	0.80	A	HP
Curriculum	3.29	0.82	A	HP
Appropriate Instruction	3.27	0.82	A	HP
Student Assessment	3.27	0.81	A	HP
Professionalism on Physical Education Teachers	3.28	0.86	A	HP
Overall Physical Education Program	3.28	0.82	A	HP

Legend: 1.00 – 1.75 Never (N) ;1.76 – 2.50 Rarely (R); 2.51 – 3.25 Sometimes (S); 3.26 – 4.00 Always (A)

The table above presents the mean scores, standard deviations (SD), and quartile deviations (QD) for various components of the Physical Education Program, as well as the overall program evaluation. The mean scores for each component are considered "A" (above average), indicating a positive assessment of the program. In this study results, the general information and suggest areas to explore were:
1. Policy and Environment: This component refers to the policies and the overall environment set in the physical education program. To gather more insights into the significance of policy and environmental factors, you can explore studies on the impact of school policies, facilities, and resources on student engagement and physical activity levels (McKenzie et al., 2016).
2. Curriculum: This component relates to the curriculum design and content of the physical education program. Research on effective physical education curricula, curriculum alignment with national standards, and the integration of different teaching methods can provide further insights. For instance, studies by Hastie et al., (2013) have examined the impact of specific curriculum models on student outcomes.
3. Appropriate Instruction: This component refers to the instructional practices employed by physical education teachers. Studies on effective teaching techniques, instructional strategies, and differentiation in physical education can help in understanding the importance of appropriate instruction (Bores-García et al., 2021),
4. Student Assessment: This component pertains to the assessment methods used to evaluate student performance and progress in physical education. Exploring research on various assessment approaches, including formative and summative methods, can shed light on the significance of student assessment in physical education programs (Ní Chróinín et al., 2013).

5. Professionalism of Physical Education Teachers: This component focuses on the professionalism and expertise of the physical education teachers. Research on the impact of teacher professional development, ongoing training, and pedagogical knowledge on the quality of physical education programs can provide further insights (Ward & Ayvazo, 2016).

In table 3. The correlation coefficients and statistical significance of the association between students' evaluations of physical education programs and instructional management strategies are displayed below The findings indicate a strong correlation between the five elements of a physical education program and the four elements of instructional management methods.

Table 3. Correlation Coefficients (CC) and Significance of Relationship between Students' Assessment of Physical Education Program and Instructional Management Practices

Components	CC	*p*	Decision	Interpretation
Planning and Preparation	0.954	0.00	Reject	Significant
Classroom Climate	0.879	0.00	Reject	Significant
Instruction	0.862	0.00	Reject	Significant
Program Planning and Goal Setting	0.890	0.00	Reject	Significant
Overall	0.896	0.00	Reject	Significant

* Significant at 0.05 level; *N = 373*

It becomes clear from the results that there is a connection between students' evaluations of the physical education curriculum and instructional management strategies. The degree of association between various program elements and instructional management techniques is shown by the correlation coefficients (CC). The greater the association, the higher the correlation coefficient. The planning and preparation (0.954), classroom atmosphere (0.879), instruction (0.862), program planning and goal setting (0.890), and overall (0.896) correlation coefficients are all strong in this instance. The statistical significance of the observed associations is indicated by the p-values, which are all 0.00. The significance threshold of 0.05, which indicates that there is less than a 5% probability that the observed associations happened by chance, is used to determine whether to reject a hypothesis. In light of these results, it can be said that there is a strong correlation between instructional management techniques and students' evaluations of the physical education curriculum (Kretschmann, 2015).

PE instructors are also expected to be knowledgeable about safe practices in all places where they are required to conduct PE programs. Obeda (2018) strongly advises that instructors be classified as "very effective" only if they are deemed qualified to teach physical education courses. Taking into account the seven (7) "effectiveness-demonstrating" approaches that the study identifies, namely the lecture-discussion, formal lecture-discussion, demonstration, activities/discussion, part-whole, and whole-part methods. Furthermore, further research suggests putting evaluation approaches into practice that would lead to and facilitate student achievement in physical education classrooms.

Conclusion

In light of the comprehensive analysis connecting student assessment with instructional management in physical education programs, it is evident that the IMPs play a pivotal role in shaping the educational landscape. The correlation between planning, classroom climate, instruction, program planning, and goal setting with key program components underscores the essence of cohesive educational strategies. To elevate physical education curricula, enhancing teacher training emerges as a crucial step towards optimizing student learning outcomes. By embracing diverse instructional approaches, educators can effectively cater to the needs of their pupils. Furthermore, expanding the study to a broader demographic promises a deeper understanding of student perspectives on program effectiveness.

Recommendation

Based on the study, the following were recommended:

1. Implement targeted training programs for physical education instructors to enhance their instructional management practices, focusing on IMPs like planning, classroom climate, instruction, and program planning with goal setting.
2. Encourage instructors to diversify their teaching methods and strategies to better cater to the diverse needs of students within the PE program.

3. Advocate for universities to strengthen their physical education curricula by incorporating ongoing teacher training initiatives to improve student learning outcomes.
4. Consider conducting further research on a larger scale to gain a more comprehensive understanding of student perspectives and feedback regarding the effectiveness of the PE program.
5. Establish a feedback mechanism within the physical education program to regularly gather insights from students regarding their experiences, allowing for continuous improvement and refinement of instructional practices.
6. Subsequent researchers may investigate a different research project to go deeper into the same subject.

Conflict of interest

Researchers declared no conflict of interest

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