

# Values Inculcation in Physical Education Courses: A Students' and Teachers' Perspective

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## **Abstract**

*Teaching about values affects the way teachers think and consequently influence the way they behave, which is manifested in actions. Teachers are not neutral with regard to values, as values are embedded within their attitudes and exhibited through their behavior. The inclusion of Physical Education (PE) as a subject area in all schools regardless of levels is mandated in Article XIV, Section 19 of the 1987 Philippine Constitution. This qualitative study purported to determine the role of Physical Education teachers in the inculcation of values among college students. Twelve physical education teachers and eighty physical education students in the university have been chosen using criterion sampling. The findings revealed that the strength of the Physical Education teachers depended on how they perform their roles in instilling values among their students. They thread on being a model, a counselor, and a public relation specialist. But they needed to strengthen further their role of being a facilitator and a mentor. It is also important to enhance the skills of the teachers in assessing their student's value system.*

**Keywords:** *Perception; Values; Physical Education Teachers; Students*

## **1. INTRODUCTION**

Values are caught not taught. This statement emphasizes that if we want to inculcate values in other people, showing them is far better than teaching them. Schools are one of the first places where student's behavior and future educational success are employed. Teachers and administrators are carriers of either positive or negative responses toward students. The reason why the years of school are so critical is that students learn the basics of their educational life.

According to Andin (2003) training leaders with moral integrity through a system of values is vital in a highly competitive world. Another is developing creativity and innovativeness brought about by a strong faith in God, love of country and fellowmen, and installation of appreciation and pride for the natural resources and their preservation and understanding, and respects the culture of other races for brotherhood and unity.

Palmgreen (2010) emphasized that the physical education plays a critical role in inculcating values in students. Instruction in physical education assists in the program development of the physical structure, the body, physiological, and other mechanical functions for their most effective use but more especially on the values of alertness, initiative, and greater decision.

Today, the school establishes the second step of values by learning the process. Schools and teachers have a great influence on students in terms of values development, and an important role in ensuring that values continue their existence (Halsted and Taylor 1995).

The vision of the school clearly implied that it does not only want to develop its students academically but holistically. It includes developing the values of their students, specifically, the core values that the school are propagating in line with its mission and vision, love of God, professional integrity, unity, nationalism, justice, perseverance, and leadership.

## **2. LITERATURE REVIEW**

### *2.1 Physical Education in the Philippines*

Physical Education is included in the school curriculum – elementary, secondary, and tertiary – despite numerous changes in its direction in the Philippine educational system.

The inclusion of Physical Education as a subject area in all schools regardless of levels is mandated in Article XIV, Section 19 of the 1987 Philippine Constitution which provided that “the State shall promote physical education and encourage sports programs, league competition, and amateur sports, including training for an international competition to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry (Philippine Constitution, 1987).

The Bureau of Physical Education and School Sports (BPSS) is responsible for fitness promotion, school sports development cultural heritage revival (Kundiman Fiesta), natural heritage conservation, and values development. Its aims are sportsmanship, excellence, and others and make the Filipino youth fit to respond adequately to the demands, requirements, challenges, and opportunities that the next century may bring. The functions of the BPSS were absorbed by the Philippine Sports Commission in August 1999.

### *2.2 Physical Education as a Course*

Physical education, like all education, is a program in a school curriculum, which seeks to fulfill the purpose of developing a total individual. Physical Education can benefit cognitive performance, and academic achievement (Cloes 2016).

Bokova (2013) stated that Physical Education exposes young people to a range of experiences that enable them to develop the skills and knowledge they need to make the most of all opportunities today and to shape new forms of global citizenship. Suryanto (2018) defines physical education at school as a part of thorough education that includes character education, which strives to implement good behavior so that children will be able to understand, feel and make choices and implement them to their behavior daily.

According to Thompson (2015) physical education as the only curriculum subject whose focus combines the body and physical competence with values-based learning and communication, provides a learning getaway to grow the skills required for success in the 21st century.

Feire, Marques, and Miranda (2018) conducted a study on teaching values in physical education classes, considering the perception of Brazilian teachers at an institution. The findings revealed that Physical Education teachers who prioritize the teaching of moral values can definitely teach and be influential in the subject matter. A belief in the possibility of teaching values in the classroom is part of the physical education teacher's habitual practice.

Chen, Zhang, Wells, Schweighardt and Ennis (2016) conducted a study on the impact of teacher value orientations on student learning in physical education. The findings revealed

that a well-designed physical education curriculum may minimize the impact of teachers' diverse value orientations on the curriculum implementation and student learning.

### *2.3 Values Inculcation*

According to Bennett (2012) education had to do directly with all disciplines. Being a teacher involves being so many things. A teacher can be a second parent to his students, many times a social worker, a psychologist, a therapist, a simple listener and as a model for them to follow.

The review literature emphasized that teaching is not simply a job. It is an attitude. The teacher is a source of information. He is a guide, a mentor, a surrogate parent, and a motivator, all at the same time. Teaching is the only profession which always deals with the future. To be an ideal teacher, or one who can be a role model, a facilitator, mentor, counselor and a public relation specialist-- one should ask himself first before taking up this noble profession. Ferreira and Schulze (2014) stated that the teachers should know how to develop learning environments which are appropriately contextualized. They should also know how to communicate effectively showing recognition of and respect for differences in values.

According to Pennington (2017) the findings of this study was to explore as to what degree the subject of sportsmanship, morality and character development is addressed in physical education and youth sport. The researcher presented the effect of formal education programs designed to address the issue of character in sport and lays out recommendations for current PE practitioners and coaches to improve the moral and social development of their athletes and participants.

## **3. METHODOLOGY/MATERIALS**

This study used a descriptive quantitative research design. This design was used to study the role of physical education teachers in values inculcation among college students through physical education. Manuel and Medel emphasized the elements of descriptive research that it involved the description recording, analysis, and interpretation of the present phenomena, the focus of which is on prevailing conditions, on how persons, groups or things, behavior or function at the moment.

### *3.1 Participant*

The participants of the study included 12 experienced tertiary teachers of Physical Education and 80 PE students in a private university in the Philippines. They were selected using purposive sampling techniques as guided by the following criteria: at least five years of teaching experience; with at least Master's degree in physical education and sports education.

The students involved in this study are those who were handled by 12 PE teachers. Those PE students were enrolled in physical education subject, both male and female and with age ranging from 16-19 years old.

### *3.2 Instrument*

The primary instrument used in the study was the survey questionnaires. Surveys are used extensively in the library and information science to assess attitudes and characteristics of the wide range of subjects (Bush and Harter, 1980). It is used in gathering different data to achieve the objectives of the study.

The validation of the instruments was done by first referring these questionnaires to three persons in authority in research for face validation, and after that, it was conducted for

ten respondents who were not part of the respondents and validated using the Pearson Moment Correlation.

There were two questionnaires used in the study. The first one was for the Physical Education teacher respondents, while the other one was for the student respondents. The survey for the teacher respondents was divided into two parts. The first part was the role of a teacher in values inculcation. The second part contains the students' perceptions on the extent; they acquire the core values of the school from their Physical Education teachers.

### 3.3 Procedures

The teachers were oriented about the purpose of the study and the content of the survey questionnaire. They were also instructed on what the survey should accomplish. After, the copies of the questionnaire were distributed to the teachers, giving them one day to answer. Part of the instructions given to teachers was to respond as honestly and spontaneously as possible to all questions.

And in the part of the student respondents, the questionnaires were distributed with permission. They were oriented regarding the aim of the study and on how they should answer the survey questionnaire. After that, copies of the questionnaire were distributed to the students. The students took thirty minutes to finish the assigned questionnaire. The accomplished

questionnaires were collected, tallied, and analyzed.

### 3.4 Data Analysis

The data were analyzed using descriptive and inferential statistics. Specifically, mean and standard deviation were used to determine the level of the role of PE teachers in inculcating values and the extent of students acquiring values. On the other hand, Pearson R was used to determine the relationship between the teachers' role and values acquisition.

## 4. RESULTS AND FINDINGS

The present study sought to determine the perceptions of the teacher respondents regarding their role in inculcating values among college students through physical education. Based on the result of the findings there are three core categories. These are (1) perception of teachers in performing their role in inculcating values, (2) core values acquired by the students, and (3) significant relationship between the role of PE teachers in inculcating values education by the students, and the extent of core values acquired by the students from their PE teachers.

Table 1: Extent of Role of PE Teachers in Inculcating Values Education among Students

Indicators	Weighted Mean	Verbal Interpretation	Rank
Love For God	3.29	ME	5
Professional Integrity	3.57	GE	4
Unity	4.01	GE	1
Nationalism	3.43	ME	3
Justice	3.22	ME	6
Perseverance	3.08	GE	7
Leadership	3.46	GE	2
<b>Composite Mean</b>	<b>3.44</b>	<b>Great Extent</b>	

Based on table 1, it could be observed that the teacher respondents perceived that their strengths in performing their role as a PE teacher in inculcating values to their students were that of being a model (WM=4.66, ranked 1), as a counselor (WM=4.59, ranked 2), and as a public relation specialist (WM=4.53, ranked 3). Whereas, they perceived that they were a little bit short regarding their role of being a facilitator (WM=4.15, ranked 4), and being a mentor (WM=3.94, ranked 5) for they were interpreted only to a great extent. Furthermore, it was deduced that the PE teacher performed their role to a very great extent in inculcating values among their students.

Hence was noticed that of the five roles mentioned in this study, there was a need to strengthen their role as a facilitator and as a mentor.

Table 2: Extent of Students Acquisition of Values

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
Mentor	3.94	GE	4
Facilitator	4.15	VGE	1
Model	4.66	VGE	2
Counselor	4.59	GE	4
Public Relation Specialist	4.53	VGE	1
<b>Composite Mean</b>	<b>4.37</b>	<b>Very Great Extent</b>	

In table 2, it revealed that the strength of the students in terms of core values developed in them as influenced by their PE teachers was unity (WM=4.01, ranked 1), leadership (WM=3.46,

ranked 2), nationalism (WM=3.43, ranked 3), and professional integrity. Meanwhile, the core values that needed to be enhanced were that of love for God (WM=3.29, ranked 5), justice (WM=3.22, ranked 6), and perseverance (WM=3.08, ranked 7). These data were interpreted to a moderate extent.

Observing the findings, it can be deduced that the core values developed by the students. The findings showed how the PE teachers performed their roles were found to be a very great extent while the core values developed by the students were only at a great extent.

Table 3: Relationship between the Role of PE Teachers in Inculcating Values Education among College Students, and the Extent of Core Values Acquired by the Students from their PE Teachers

Variable	e <sup>2</sup>	df	LS	Critical t-ratio	Computed t-value	Decision	Interpretation
<b>Role Teachers Versus Core Values</b>	0.507	90	0.05 0.01	1.960 2.576	4.431	Reject Ho	Highly Significant

Table 3 presents the result of the test of no significant relationship between the role of PE teachers in inculcating values among college students, and the extent of core values acquired by the students from their PE teachers.

It was observed that the computed t-value was identified to be 4.431 which was greater than the critical t-value of 1.960 and 2.576 at 0.05 and 0.01 level of significance. This finding signified that indeed there was a highly significant relationship between the role of PE teachers in inculcating values among college students, and the extent of core values acquired by the students from their PE teachers. Thus, the hypothesis was rejected.

Moreover, these findings implied that in spite of the findings of the extent the roles performed by the PE teachers which were found to be a very great extent did not match with the extent the students acquired the core values from their PE teachers which were identified to be a great extent only. Hence, the test found that the extent to the PE teachers performed those roles namely as a mentor, facilitator, model, counselor, and a public relation specialist was highly significant or influential in the way the students acquired. The core values of the school were the love for God, professional integrity, unity, nationalism, justice, perseverance, and leadership.

Some of the recent studies that provided empirical support for effective character education must help students to understand the core values are that of Aquino, Feire, Marques, and Miranda.

## 5. CONCLUSION

### 5.1 Summary of Findings

The findings of the study will be utilized by the administrations of the university in the Philippines during their annual planning to further achieve their mission, vision, and core values.

### 5.2 Conclusions and Implications

The strength of the PE teachers in terms of performing their roles in inculcating values was on being a model as a counselor and as a public relation specialist, while they needed to further strengthen their role of being a facilitator and a mentor. These roles are vital in values inculcation. It is also important to enhance the skills of the teachers in assessing their student's

value system.

Students were able to develop better the school core values from their PE teachers in terms of unity, leadership, perseverance and professional integrity whereas, much needed attention will be on love for God and nationalism.



### 5.3 Limitations and Recommendations

One of the recommendations includes that strength of the PE teachers regarding performing their roles in inculcating values was on being a model as a counselor and as a public relation specialist, while they needed to strengthen their role of being a facilitator and a mentor.

Integrate the proposed enhancement program for values formation in the annual plan of the school.

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