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Track and Field Pedagogy: Practices, Trends, and Students Engagement in Middle Schools

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ABSTRACT

The study was conducted to examine the pedagogical practices and development patterns of track and field education at Xin Ying Middle School, as well as its link to student engagement, and to use the findings to design an enhanced model for sports education. The study utilized a quantitative approach utilizing the descriptive comparative - correlational research design to understand the relationships between the variables presented in the statement of the problem. This approach was used to evaluate the answers of instructors and students and to present the study findings. The research was conducted in Xin Ying Middle School among 100 students and 30 teacher respondents. The research made use of a self-made questionnaire as the research instrument that includes all the necessary information as reflected in the objectives of the study. The findings suggested that there are low levels of assessment on the current situation of pedagogical practices across all indicators as assessed by the students; and according to the teachers, very low level in curriculum and teachers' level, and low level in facilities and teaching quality. Also, the school do not follow the development trends in track and field education as the teaching platforms are outdated. The results from the level of students' engagement as assessed by the students and the teachers shows that the students are overwhelmed with the course, do not find the course interesting, always feel like they're not doing well in the course, are losing interest in the course, and worry a lot about matters related to track and field. The assessment of the students differs significantly based on their year level in the variables of the present situation of pedagogical practices, indicating that students from different class level has different experiences on the pedagogical practices of track and field teachers. There are no significant differences in the overall assessment of the teachers and that of the students in development trends based on their demographic profiles, and over-all assessment of the students on the present situation is significantly higher compared to teachers. There is no relationship between the overall assessment of development trends and the current situation of pedagogical practices in track and field education of the school. The study developed a strategic plan that will help fix the findings on the low level of teaching experiences, outdated curriculum for track and field physical education classes, poor teaching quality, and lack of technological equipment and facilities for teaching track and field education of middle school students.

Keywords: Computerized Equipment. Curriculum. Development Trends. Facilities. Pedagogical Practices. Physical Education. Students' Engagement. Teachers' Level. Teaching Platform. Teaching Quality. Technology Implementation. Track & Field Education.

Introduction

How track and field education is taught in schools is influenced by the physical education curriculum. It

is researched that good physical education is not just for fun; it is also a serious academic discipline. However, the value of physical education has never been more highlighted than it is today. Physical education and sports are widely acknowledged to be relevant and crucial in building an active and healthy lifestyle, as well as a response to the world's growing obesity rates. Although physical education is part of the school curriculum in most nations, classes are seldom offered, resulting in decreased physical exercise for physical education students and teenagers. However, the practice of a physically active lifestyle combined with balanced eating must put into consideration the development trends in the field that help to facilitate training, learning, and exercise. As a result, it is critical to ensure that all students engage in regular physical exercise with all the necessary tools they need.

Background of the Study

Because students spend the majority of their time at school, scientific findings linking physical activity and learning presents a need for schools to promote physical exercise (Kohl & Cook, 2017). Evidence from studies such as those conducted by Haible et al. (2019) underlines the relevance of PE courses in increasing physical activity-related health competence in cognitive, physical, and motivational domains. This agreement on the definition of the PE course as the "ideal environment to improve physical activity possibilities during the school day" (Kirkham-King et al., 2017) and its utility is shared by almost 95% of nations who adopt it as a compulsory course in schools (Hardman, 2018).

However, the present situation in terms of pedagogical practices of many institutions is the lag and slowness in creating policies that will help to quickly adapt to the development trends and foster student engagement in the course. For example, in terms of facilities, the sports industry is not an exception to the shifting nature of technology trends. There is an emergent of new technology every day, including smart stadiums with built-in cameras, digital signs, and WiFi, vibrating yoga pants that enhance posture, and wearable gadgets like smartwatches and GPS. Even these can affect the students' interests and motivations in participating in Physical Education.

In terms of the engagement of Physical Education students, it is predicted that during the teaching process, the learners' behavior would change dramatically. The sensations and perceptions that the students have in this interaction may have a positive or negative impact on their behavior and emotions, depending on the social context that the teacher fosters by giving the interaction a sense of structure. Providing accurate task presentations is one of the most important aspects of the educational process in the context of physical education and one of the variables that can be used to predict the efficacy of pedagogy (Physical Education, 2022).

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LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

One of the key determinants of someone's health is their physical and social environment, together with the interplay of their behavior and biology, and school offers students a physical and social environment. (Toprak & Avcı, 2021) Moreover, the purpose of the physical education (PE) course is to provide a stimulating atmosphere where students' knowledge of health and exercise is continuously enhanced. These courses may be used for a variety of things if they are properly created and deployed. Through movement education, which aims to foster motor skill competence, sports education, which helps students become skilled players in lifetime sports of their choosing, and fitness education, which introduces the benefits and scientific principles of exercise, they can give students access to activities that will improve their health and help them manage and maintain lifestyle changes. In research, Llego (2021) stated that students can enhance their physical health and wellbeing by taking physical education classes. The activities that students can take part in include team sports, individual sports, dancing, and fitness activities. It has been established that physical education is a crucial component of a student's education. It promotes pupils' well-being, fosters collaboration, and promotes enjoyment. Additionally, physical education can lower the risk of obesity and assist pupils in maintaining a healthy weight.

All higher-secondary, secondary, elementary, and primary schools must have sports programs. The academic pursuits of the schools are supported by these initiatives. These sports programs in educational institutions create positive, active citizens. They help the men who are in school get experience and develop life skills like time management and interpersonal relations. While academic pursuits can provide insight on a subject, athletic pursuits support the maintenance of a good body and mind. Sports and physical education are crucial for both fun and a better way to burn off energy after class. Sports and physical activity during class time and after school can help students perform better in the classroom (Wali, 2020).

VKGI Marketing (2021) also stated that the goal of physical education is to teach and improve essential abilities such as walking, running, and catching. jumping to stay in shape. They might learn cooperation, self-initiative, teamwork, and responsibility through this fitness effort. Institutions of higher learning are also given guidelines on how to create a multidisciplinary atmosphere that is exciting. Such subjects will receive credit in undergraduate programs.

Students who are actively participating in sports have a tendency to bond. Since adolescents must cooperate in this situation, they learn how to improve social relationships, another crucial aspect of life. Students learn emotional sturdiness through sports. The majority of adolescents frequently struggle with additional emotional problems in their lives, either at home or at school. They get the ability to accept all losses and victories thanks to their participation in sports. Thus, kids who enjoy playing games and participating in sports are considerably more equipped to handle challenging circumstances (Orchidadmin, 2022).

Moreover, there are several games played at the school level, but the most popular and significant ones include basketball, volleyball, badminton, tennis, and cricket. Only when kids play sports frequently can they acquire traits like collaboration, leadership, patience, discipline, learning from mistakes, sportsmanship, etc. These traits are equally crucial when it comes to management and academics. So, when it comes to developing skills, we might consider it to be important. (Top 5 Reasons Why Sports Is

Important in Schools, 2021) Additional to this, their self-esteem and belief systems are strengthened, which enhances their academic performance. Sports participation has been shown by science to improve cognitive and memory functions of the brain, enhancing children's academic performance. The focus, discipline, or perseverance a child develops through sports can also help him or her succeed academically. Yoseo (2021) stated that education about sports is a fundamental part of the academic process. The two main benefits of physical education through sports are learning healthy routines and improving motor skills, so it's critical that all students have access to adequate sports facilities that allow them to participate in a variety of sports in a secure setting. Beta-endorphins are released during physical activity, and this raises serotonin levels in the brain, which increases appetite and accentuates feelings of happiness while lowering stress levels. A child's social connections with others show how content and healthy they are. Children can be more active and jovial thanks to the increased energy levels that come from playing sports, and participating in teams gives them the chance to develop a sense of belonging and make new friends. They benefit from their improved social and communication skills in both their personal and professional lives (Eastwood College in Lebanon, 2019).

RECOMMENDATIONS

This chapter presents the summary, conclusion, and recommendations of this study.

Summary of Findings

1. This study assessed the present situation of the pedagogical practices and development trends of track and field education at Xin Ying Middle School, as well as its link to student engagement, and based on the findings the study designed an enhanced pedagogy for track and field sports education.1. Profile of the Respondents

Among the student respondents, majority of the student respondents are female, most are within the age group of 21-23 years old, and are mostly from the second year.

Among the teacher-respondents, majority are female, mostly within the age group of 26-35 years old, and 46 years old above, ad most of them have 6-9 years of teaching experience in the school.

2. Assessment of Pedagogical Practices of the Track and Field Education as Assessed by the Student and Teacher-Respondents in Terms of Curriculum, Facilities, Teachers' Level, and Teaching Quality.

In the students' assessment, the highest indicator is the teaching quality (M=1.85; SD=0.25), followed by teachers' level (M=1.84; SD=0.25), Facilities (M=1.83; SD=0.25), and Curriculum (M=1.80; SD=0.29). However, according to the teachers' assessment, the highest indicator is also teaching quality (M=1.80; SD=0.20), followed by facilities (M=1.78; SD=0.31), teachers' level (M=1.74; SD=0.20), and Curriculum (M=1.70; SD=0.25).

3. Difference in Both Respondents' Assessment of the Present Situation in the pedagogical practices of Track and Field Education When Their Profiles are Taken as Test Factors.

For the students, there are no significant differences in the level of assessment of students on the present situation of pedagogical practices when compared based on levels of sex, and age. There is, however, a significant difference in the year level on the overall present situation of pedagogical practices (0.0134) and in facilities (0.0273). However, for the teachers, since the p-values are greater than alpha, there are no significant differences in the level of assessment of teachers on the present situation of pedagogical practices when compared based on levels of sex (0.4201), age (0.6186), and years of experience (0.9831).

4. Assessment of Development Trends of Track and Field Education as Assessed by the Student and Teacher-Respondents in Terms of Teaching Platform, Technology Implementation, and Computerized Equipment.

In the students' assessment, the highest indicator is Technology Implementation (M=1.76; SD=0.26), followed by Computerized Equipment (M=1.74; SD=0.25), and Teaching Platform (M=1.73; SD=0.25). It also followed the same rank order in the teachers' assessment, with Technology Implementation (M=1.75; SD=0.30), followed by Computerized Equipment (M=1.69; SD=0.22), and Teaching Platform (M=1.67; SD=0.24).

Conclusions-

Based on the findings of this study, the researcher came up with the following conclusions:

1. The study was conducted among different age groups, sex orientations, and year level and experiences among both teachers and student respondents in the school. Among the student-respondents, there are more males, and they are mostly from 2nd year. Among the teacher-respondents, there are more females with 6-9 years of experience.
2. The assessment shows that there are low levels of assessment on the current situation of pedagogical practices across all indicators as assessed by the students; and according to the teachers, very low level in curriculum and teachers' level, and low level in facilities and teaching quality. Both the students and the teachers are not satisfied with the teaching quality because of teachers' inability to connect with the students, teachers do not demonstrate the needed skills in the field, teachers do not understand what the students need, teachers do not use modern-day technology in teaching, and do not use online shared forums to build a supportive community for learning and teaching sports.
3. The findings indicate that the school do not follow the development trends in track and field education as the teaching platforms are outdated, and there is less use of technology and computerized equipment in teaching sports.
4. The results from the level of students' engagement as assessed by the students and the teachers shows that the students are overwhelmed with the course, do not find the course interesting, always feel like they're not doing well in the course, are losing interest in the course, and worry a lot about matters related to track and field. This outcome could be attributed to outdated track and field curriculum used in the course, poor quality of facilities and lack of modern technology in teaching track and field, low level of experience from most of the teachers in teaching the course, and poor teaching quality.

Recommendations

Based on the conclusions derived in this study, the following are the recommendations:

1. The school may focus on the improvement of teaching quality by prioritizing development of track and field facilities and implementing modern technology in teaching the sport. Also, the school should train the teachers to use the new technology to engage with the sports students in sports classes.
2. It recommended that the institution prioritize making the use of technology equipment in teaching track and field so as to improve collaboration with students and better learning experience in physical education.
3. For PE teachers to create engaging and innovative online lessons that will help students improve their motor skills and level of physical activity, schools and governments should offer enough support, such as online teaching kits and specific teaching guidelines.

4. The school may adopt the developed model in the learning and teaching of sports education, not only in physical education but in other related courses where similar issues are encountered.