

Examination of Belief System of Physical Education Teacher Educators with Relation to Their Teaching Behaviour and Practices

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ABSTRACT

In this study the researcher has examined the belief system of teacher educators of physical education with relation to their teaching behaviour and practices. The study was concerned with the beliefs of teacher educators towards their subject physical education, the curriculum, their changing teaching behaviour and practices. For the purpose of this study the teacher educators of Chandrashekhar Agashe College of Physical Education were selected by using convenience sampling method and further 5 teacher educators were selected randomly based on their years of experience.

To know the beliefs of teacher educators' data was collected from the selected samples by taking a semi structured interview and to know its relation with their teaching behaviour and practices analytical memos were used. For the study a Semi Structured Interview was designed and Audio recording of each interview was taken. The classes were observed using analytical memos and the interview was converted into transcripts. Reading and re-reading of transcripts codes were given to action, phrases and sentences which latter on conceptualized, analysed and final results were written. The analysis of data was done through formation of primary codes (120), secondary codes (92) and analytical memos and theme was framed using these codes and memos. It was found that the beliefs of some teacher educators are firm and beliefs of some teacher educator are flexible that have evolved their teaching behaviour and practices over the years of experience.

Keywords : Belief, Teacher Educator, Teaching Behaviour, Semi Structured Interview, Analytical Memos, Transcripts.

Introduction

Beliefs are those assumptions about the world and one self-held by individuals on their own experiences or external authorities (Kulinna, Silverman, & Keating, 2000). Beliefs form a basis to filter through new knowledge and experiences and apply meaning to one self. In plain language, belief is an acceptance that something exists or is true especially one without proof. Actually, it is trust, faith or confidence in something or someone. An individual's beliefs, attitudes and values compose his/her belief system (Woods,1996: Pajares, 1992). Belief system acts as a personal guide helping an individual to access the world and himself/ herself. Beliefs consist of opinion, knowledge, perception and lot of other constructs, beliefs are understood in research literature in terms of concept such as values for preconceptions theories and images (Woods,1996: Pajares, 1992). Teachers' belief is one of the most discussed phenomena in the field of education. Teachers' beliefs are usually defined as personal constructs that can provide understanding judgements and evaluations of teacher's practices. A set of strong feelings and attitude of teachers about things that can affect the teaching learning interaction, what teacher's beliefs, it has direct implication on the teaching learning transaction. Beliefs are important concept in understanding teachers thought process, classroom practices, change, and learning to teach. Teaching is embedded in explicit and implicit beliefs mainly because teaching involves evaluation, judgement and choice. All teachers hold beliefs about their work, their students and their subject matter which are part of their borders general belief system (Pajares,1992). The beliefs in the teaching environment can be define as the teachers' contentions and their viewpoints on teaching and learning. The findings of this study will help to know the teacher educators' beliefs on the education, teaching curriculum that helps in forming education culture as well as this study will help to know the teaching profession, to shape learning environment for students, changing practices, and to know the pedagogical strategies of teacher educators. The purpose of this study was to examine the belief system of teacher educators towards their profession, curriculum, and teaching practices as well as to examine the change in their belief system with relation to their teaching behaviour and practices.

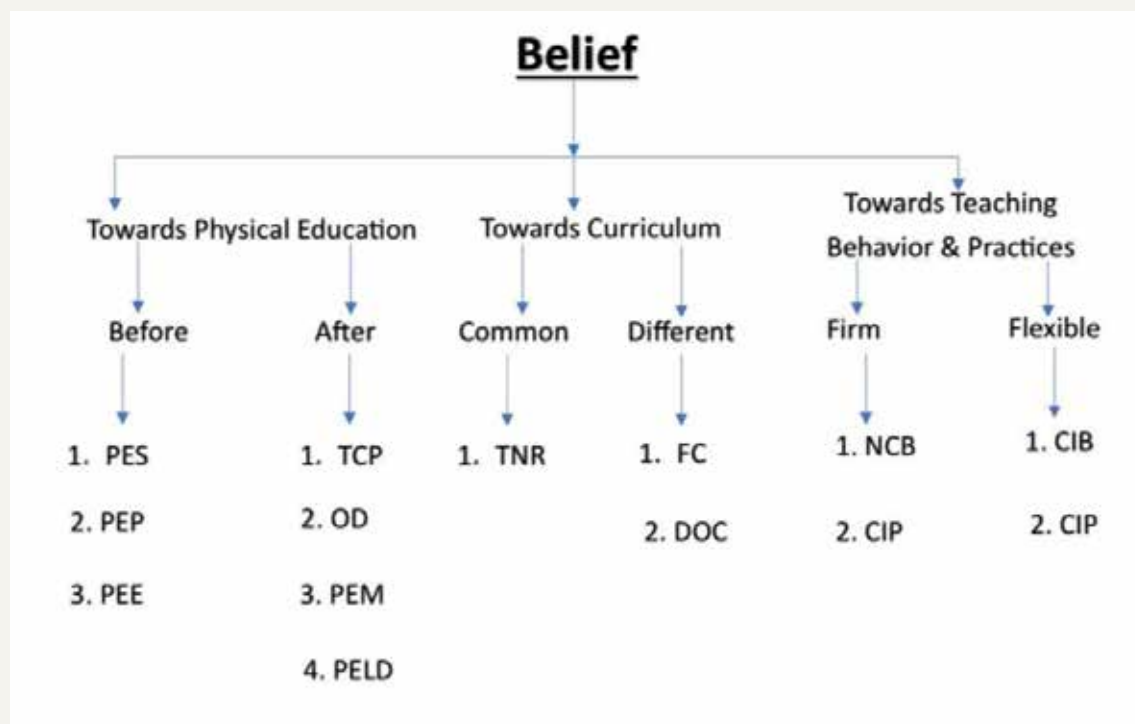
Methodology

For the present study the teacher educators of Chandrashekhar Agashe College of Physical Education were selected by using convenience sampling method and further 5 teacher educators were selected randomly based on their years of experience. To know the beliefs of teacher educators' data was collected from the selected samples by taking a semi structured interview and to know its relation with their teaching behaviour and practices analytical memos were used. The researcher took the

permission from the college and the consent letter was given to the teacher educator. The Semi Structured Interview was prepared based on the following criteria's i.e., Belief about physical education, belief towards curriculum, their change in teaching behaviour and practices. The interview conducted were Audio recorded and transcripts were made. The classes were observed using analytical memos and the interview was converted into transcripts. After reading and rereading of transcripts, codes (primary codes, secondary codes) were given to action, phrases and sentences. These codes were further categorised and sub categorised and the analysis was done by forming theme using the codes and the analytical memos.

Analysis and Interpretation of Data

The analysis of data was done through converting interviews into the transcripts and then reading the transcripts to annotate the transcripts. Annotation started with the formation of Primary codes (120) initially and then re-reading the transcripts the codes were reduced and formed secondary codes (92) and these secondary codes were again categorised and sub categorised under themes: beliefs towards physical education, beliefs towards curriculum and beliefs towards changing teaching behaviour and practices, then all the codes were segmented together and the findings were written.



Discussion

Many studies have been done to know the teacher believes from the reference of Siedentop it is found that what teachers believe about teaching and learning affects how they think about their teaching, how they conduct themselves in their educational settings and how they learn to experience in those settings (Grossman, wilson, & shulman,1989).

Not only this many studies have shown that to know teachers' beliefs about the content they teach the subject matter and the orientation of subject matter and how they think about their teaching and learning representation, all this have the impact on their teaching.

Similarly in this research the researcher also found that the beliefs of teacher educators of physical education have their reflection in their teaching behaviour and practices.

From the reference of Siedentop, it is also found that researchers typically distinguish between beliefs about teaching and knowledge about teaching, but in this research study it is found that some teacher educators mix their knowledge with their beliefs.

Conclusion and recommendations

Conclusion of the study was drawn on the basis of analysis and interpretation of data.It was found that the beliefs of some teacher educators are firm and beliefs of some teacher educator are flexible. It was also found that the beliefs of teacher educators towards physical education have changed after being the part of physical education. The belief of some teacher educator towards the curriculum was that the changes should be made in the curriculum whereas some educators believed to focus on delivery of the content and following the curriculum instead of changing it. It was also found that the beliefs of some teacher educators towards their teaching behaviour and practices have



evolved over the years of experience whereas there is no change in the belief of some teacher educators but there is a change in their teaching behaviour and practices. And also, it was found that only few teacher educators have the reflection of their belief system during their teaching.

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