



THE EFFECT OF THE INTERVENTION PROGRAM IN PHYSICAL EDUCATION CLASSES ON STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

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The power of assessment to drive educational priorities has increasingly been realized by policy makers not only in Malaysia but also all over the world. Many countries have put in some form of national assessment system or redesigned their public examination arrangements to act as the most important educational priorities. These initiatives have been successful in strengthening effective central control of priorities and practices within the educational system. Personal and social development is such an important element to life and the development of young people. The ideas of incorporate humanistic approaches in physical education curriculum provided little scope for enhancing the development of knowledge, attitudes, understanding and behaviors concerned with personal and social development. Physical education is a social construct, a selection from culture, which contains explicit and implicit values about appropriate missions, goals, and objectives (Evans and Davies, 1986). Physical education is probably the most significant physical activity context for developing moral character. This research intended to uphold the view that sport is essentially an intrinsically moral practice and that when it is corrupted or demeaned in some way, as it is from time to time, it ceases to be sport in any full sense of that term. The samples of this research comprised of 146 students from four classes. These students represented four classes to which they were randomly assigned at the start of the school year. The finding of the study revealed that the physical education teachers are willing to integrate the concept of teaching personal and social development in the existing physical education program.. The finding also revealed that the students' in the experimental group showed a statistically significant increase in gain scores of combined dilemmas, life related dilemmas and sport related dilemmas. The result of the ANOVA test applied to the gain scores indicated that there were significant difference between experimental and control group in the gain scores of combined dilemma ($F[1/145]=10.80, P < .01$), life related dilemma ($F[1/145] = 10.50, p < .01$) and sport related dilemmas ($F[1/145] = 10.50, p < .01$). The result showed that the experimental group outperformed the control group in term of reacting towards a dilemma either sports related dilemma or life related dilemmas. This implies that using a humanistic approach to the teaching of physical education could produce students who can react wisely to the dilemmas. Participation in physical education activities provides the students with one of the truly natural channels for social adjustment behavior. The physical education program, when organized carefully and taught properly, can make outstanding contribution to the socialization process in the school curriculum.

Keywords: Physical education, Social skills, Humanistic physical education, Responsibility model.

INTRODUCTION

During the past century, the power of assessment to drive educational priorities has increasingly been realized by policy-makers not only in Malaysia but also all over the world. Many countries have put in some form of national assessment system or redesigned their public examination arrangements to act as the most important educational priorities. These initiatives have been successful in strengthening effective central control of priorities and practices within the education system, but they have not come without a price. What seems remarkably slow to be recognize is that the other key objective in education, notably the preparation of students for lifelong learning and constructive criticism are inhibited by such arrangements.

Personal and social development is such an important element is such an important element to life and the development of young people. High expectations of its success call for high levels of involvement from all teaching staff. The idea to incorporate humanistic approaches in physical education arose from the concern that the existing physical education curriculum in Malaysia provided little scope for enhancing the development of knowledge, attitudes, understanding and behaviors concerned with personal and social development.

LITERATURE REVIEW

The concept of personal and social development is closely attached to character which, in turn, is rooted in moral action. According to Rest (1983), moral action involves four processes: interpreting a situation, constructing a situation specific moral ideal, selecting the moral ideal over competing values, and fulfilling one's intention into action. Character is defined as the possession of personal qualities or virtues that facilitate the consistent display of moral action. These qualities are compassion, fairness, sportsmanship and integrity. One quality represents each of the moral action processes as described by Rest.

Compassion is the character quality that closely corresponds to interpreting the situation in the moral action model. Compassion is a quality similar to moral sensitivity and is closely related to empathy. Compassion is as relevant in sports as in other areas of life. The second quality is fairness which involves even-handedness and equal considerations. Fairness is the primary quality in sports. Sports are based on fairness and cannot exist apart from it. Unless participants believed in the fairness of the contest, sports are non-existent. Sportsmanship is the third quality and it surpasses the world of sports which involves an intense striving to succeed, tampered by a commitment to a "play spirit", in such a way that ethical standards will take precedence over strategic gain when the two conflicts. Essentially, sportsmanship involves two components: maintaining allegiance to one's moral vision in the face of attractive competing values and maintaining a fruitful tension between the seriousness and non-seriousness, between work and play, and, between critique and affirmation. The final quality, integrity is the pillar of character, for it encompasses what an individual thought as exemplary. Without integrity, an individual may fail to act on moral values when confronted with a dilemma. Typically, integrity rests on two other qualities, which is, self worth and ideals, and a belief that as an individual, a person is capable of bringing to fulfillment his/her moral intentions. The relationship between integrity and sports experience is clearly relevant. Integrity enables a person to act on his/her own convictions, even if a coach, teammates, or fans negatively receive such action. Given the common occurrence of rule breaking, drug use and abuse, and, aggression in sports, there is ample opportunity and need for the display of integrity in the sport scene and physical education classes.

Sports and games is a branch of physical education. It has a full range of outcomes that has been attributed to it. At one extreme, critics have condemned modern sports for excessive violence, overemphasis on winning, and exploitation of individuals. At the other, sports supporters have credited the contribution of sports to health, personal fulfillment, enjoyment and community integration. Like most activities, physical education and sport is not 'a priori' good or bad. It has the potential of producing both positive and negative outcomes. Physical education can have an impact on the development of social behavior, either positive or negative, depending on the structure of the class. Physical education teachers have an important role to help produce the positive outcomes through their physical education classes. The hypothesized benefits of games as stated by Barnett (1990) range from individual's cognitive, social, physical and emotional development to the general preparation of adult skilled action, the perpetuation of species, and the aesthetic appreciation of the world and its culture.

Friedrich von Schiller (1875) considered sports and games to be the medium through which students could transform and transcend reality, thereby gaining an appreciation of culture and of the world. Vanderburg (1980) stated that the critical benefit of a child's game or play is its contribution to the child's thinking ability. Furthermore, participation in good physical education programmes contributes to health and happiness, physical skill and emotional maturity, social competence and moral values. Competition and co-operation are important components of life and physical education can teach both, with "fair play" as a bonus.

Physical education is often seen as a fragmented, dictatorial series of skills and activities students perform to get a grade. Teachers appeared to base content decisions for their courses primarily on their own convictions and their students' interests. There were no notion of sequential curriculum structure, goals, skill acquisition, assessment needs, and learning theories. Teachers must understand the nature of physical education and its relation to sports and recreation, so that the subject can fulfill its potential as a medium of education for personal and social development. There is a growing awareness that sports, in its broadest sense, are one of the greatest weapons available to combat the growing number of social problems which exist today.

Psychologists have had difficulty in determining explicit links between involvement in sports and the various aspects of psychosocial development. However, only a handful doubts that sport involvement has some impact on psychosocial development. Sports are a profound experience to which many children and adolescent devote significant time and energy. Such a concentrated focus of social interaction is bound to have an effect on its participants. Sociologists were quick to point out the link between broader social values and those that seem to be nurtured in the world of sports. Instead of attempting to demonstrate that sport is a unique arena for developing specific attribute, sociologists tend to emphasize how sports is integrated with other socializing institutions, passing on the norms and ethics of a culture (Shields & Bredemeier 1995).

Many teachers mentioned social development as an important benefit to be derived from physical education. Much of this value lay in the fact that during physical education classes children were more mobile than in the classroom, and thus situations arose which would not occur during the classroom lessons. It is a widely supported notion that because physical education provides a high degree of interaction to students, the development of positive social behavior must certainly be occurring (Pangrazi & Dauer 1981; Gabbard 1987). Many social skills can be enhanced through participation in physical education classes, as stated by Dauer and Pangrazi (1995), "physical education classes are a laboratory where children can apply skills in a meaningful way". Physical education provides an avenue where good social skills can be

practiced. It is important for physical education teachers to realize these opportunities and use it to help develop their students' personal and social skills. In a survey by Williams (1983) showed that physical education is regarded as an important subject that can be use to impart useful knowledge other than those found in a textbook.

PROBLEM STATEMENT

Current trends in physical education suggest that physical education teachers need to improve control in classes and in sports teams. Control is not a humanistic term, but it is a very real problem. Any teacher will find it difficult to teach even is a few students are out of control. Students today seem to need more attention, probably because of factors already known, and those who are not very successful in school often rebel or withdraw. The need for attention and the tendency to rebel or withdraw translates into control problems. Moreover, as society becomes more individualistic and the old morality breaks down, fear and punishment has become less effective. Students today questioned the teachers' method of disciplinary actions and often resort to physical violence as a way to solve the problems.

Furthermore, physical education teachers need to help students make responsible choices. In the areas of personal health and leisure pursuits, as well as everywhere else in their lives, students are faced with a wider range of options than ever before. Unfortunately, the people in authority are not providing enough guidance for them in making their choices. Current trends in society, both at home and in schools, have created discipline and motivation problems for teachers and a variety of personal and social problems for adolescents. As a response to these problems, physical education as a core subject in schools in Malaysia should play its role. Rather than concentrating on fitness and sports skills per se, physical education should set alternative goals that focus on human needs and values as well. This research is an effort to consciously plan for personal and social development in physical education classes besides maintained teaching sport skills to the students.

PURPOSE OF THE STUDY

The general purpose of this study is to assess the effectiveness of using the responsibility model in teaching personal and social development skills in physical education. Specifically, this article seeks to determine the effects of humanistic physical education on the students' response to life related and sports related dilemmas. This research focuses on using the responsibility model on a group of lower secondary (ages 13 – 15 years) physical education class and determine its effectiveness in promoting personal and social development.

METHODOLOGY

This is a quasi-experimental study uses intact groups which were randomly assigned to experimental and control groups. The research design used is the non-equivalent control group design. This design was chosen as it involves an experimental and a control group which were given a pre-test and a post-test, but the control group and the experimental group do not pre-experimental sampling equivalence. Rather, the groups constitute naturally assembled collectives as similar as availability permits but not so similar that the pre-test can be dispense with. The intervention program assigned to one group is random and under the control of the researcher.

The subjects attended physical education classes at separate times. Both groups received the same pre- and post-test measures. Each subject was given a questionnaire prior to and after an eight-week intervention program. The results obtained from these questionnaires served as dependent measures for this study.

The difference between the two groups was only in the way physical education instruction was integrated with a social development program. Both groups received physical education instruction by the researcher. The control group received their instruction in accordance with the regular physical education syllabus. Interpersonal conflicts for the control group were resolved with the use of time-out. The experimental group received regular physical education instruction interlaced with teaching strategies to enhanced social development. Interpersonal conflicts during class for the experimental group were resolved using specific strategies as outline by Hellison (1985). A test of the differences between the groups in social development, sports related dilemmas and life (non-sports) related dilemmas were conducted using analysis of variance (ANOVA) on gain scores. The use of gain scores to measure improvement in performance has been controversial, but many researchers gave justification for using gain score (Overall & Woodard 1975; Huck & McLean 1975; Zimmerman & Williams 1982). A priori t-test where α is set at 0.05 was conducted to examine the differences between the gain scores of the control and experimental groups. Analyses compare the two groups on life related dilemmas and sports related dilemmas.

RESULTS

One hundred and forty six 13-years old students were chosen for the study. The students were intact group of four classes which was randomly assigned to two groups; the control and the experimental groups. Before the intervention program begins, students in both groups completed a set of questionnaire in order to assess their level of personal and social responsibility. From the total number of samples, 75 are boys and 71 are girls. The overall mean age is 13.13 (± 0.30) years. The mean age for boys are 13.15 (± 0.31) years and the mean age for girls are 13.11 (± 0.29) years. Therefore the differences in age between the subjects are minimal. Majority (75.43%) of the students was involved in competitive sports; 46.65% at the school level and 28.78% at the district/county level or higher. Out of the total number of students who were involved in competitive sports, 22.60% were involved in team sports only such as netball, field hockey, soccer and *sepak takraw*, while 12.33% were involved in individual sports such as athletics and golf, and 40.50% were involved in both team and individual sports.

Results of analysis on the effect of humanistic physical education between the two groups are summarized in Table 1. The results indicated that there were significant difference between the experimental and control groups for personal and social development ($F[1/145]=10.80$, $p<0.05$), life related dilemmas ($F[1/145]=4.93$, $p<0.05$) and sports related dilemmas ($F[1/145]=10.50$, $p<0.05$). Overall, the results of the ANOVA conducted revealed significant differences for all three factors studied, namely, personal and social development, life related dilemmas and sports related dilemmas between the control and the experimental group. Students exposed to humanistic physical education obtained higher gain scores than students who are not exposed. In attempting to answer the research objectives, it is clear through the analysis conducted, students do benefit from the humanistic physical education classes. This is seen in the better and statistically significant scores the students obtained after the intervention program was introduced to them.

Table 1. Results of analysis on personal and social development, life-related and sports-related dilemmas.

Factors		Mean	df	F
Personal and Social development	Control	11.73 (24.02)	1,145	10.80*
	Experimental	23.33 (18.22)		
	Between group			
Life related	Control	5.61 (15.77)	1,145	4.93*
	Experimental	11.13 (14.28)		
	Between group			
Sports related	Control	6.13 (12.57)	1,145	10.50*
	Experimental	12.20 (9.92)		
	Between group			

*p<0.05

The control group that was not exposed to humanistic physical education did not show statistically significant improvement in their scores. Analyses conducted to determine whether there are any effects on the students' ability to response to sports and non-sports related dilemmas shows that students in the experimental group showed statistically significant capability to response to both life-related and sports-related dilemmas. Therefore, the hypotheses that states humanistic physical education effects students social development and ability to respond better to life-related and sports related dilemmas is accepted.

RECOMMENDATIONS

To review some of the possibilities for this research's contribution to the development of the total human personality in physical education, it is important to highlight how physical education can contribute to the growth of the four virtue of moral character mentioned earlier. Moral sensitivity is manifested in the virtue of compassion. The psychological competencies underlying compassion include role taking, perspective taking, and empathy. Can physical education contribute to compassion? It is believed to be so. Role taking and perspective taking are competencies readily fostered in the physical education context, where teachers can give assignments that enable students to take differing roles and perspectives. Physical education can provide a setting for gaining the knowledge base on which compassion draws. For example, there is ample and obvious opportunity to learn about what causes physical harm. Physical education is also a context of self-display where participants' strengths and vulnerabilities were often evident. Embarrassment or elation may accompany failure or success at trying a new skill. In such an environment, it is relatively easy to learn about what causes fear, insecurity and psychological hurt.

The physical education teacher is free to develop and implement, perhaps in consultation with class members, a variety of goal structures. The class can experiment with various forms

and combinations of co-operative and competitive games or exercises. In physical education, students can gain critical insight into how they responded to environments with different goal structures. By becoming aware of the influence of goal structures on their behaviors, students may learn to exercise more self-direction. Another goal should be helping students understand and appreciate the co-operative underpinnings of all forms of competition, thus breaking down the cooperative-competitive dualism.

The second virtue of moral character is fairness and it is revealed in moral decision-making. The psychological competencies underlying fairness include moral reasoning ability and moral dialogue skills. The moral atmosphere is the contextual influence most likely to affect the display of fairness. Physical education provides many opportunities for students to discuss hypothetical or real moral problems and develop moral reasoning and moral negotiation abilities. Who should decide, and why, about curriculum? Should risky physicals skills be tried? Should grading be based on skill, effort, or performance, or should it be eliminated all together? Should students who are not interested in learning a particular skill be compelled to do so? If so, why? The physical education class, like any other, can also develop a sense of community with particular community norms. It is certainly possible to foster a constructive moral atmosphere supportive of efforts to be fair.

Value choice is tied to the virtue of sportsmanship. The underlying psychological competencies include motivational orientation and moral identity, two aspects of self-structure. A task orientation and a sense of identity closely aligned with the moral self help to develop sportsmanship. It is probably self-evident that sportsmanship has relevance to physical education. Unfortunately, there is little consensus on its meaning. Some people emphasize “conventional” behaviors corresponding to the rites, rituals, and customs of a particular sport. Others prefer to define sportsmanship in terms of “good manners”: winning graciously, losing with dignity, and being polite to opponents. One way to think of sportsmanship is in terms of “keeping perspective”. Games are games; they are not ultimate of importance. Central to this ability to keep perspective is a “task orientation” to achievement contexts and a well-developed sense of “the moral self”. Physical education can contribute to both areas. Teachers can encourage a strong task orientation, for example, by helping students define realistic and self-referenced goals. They can encourage the moral self simply by breaking down the walls of silence that often surround moral issues. Teachers can talk about morality and physical activity, letting students know that moral concerns are both relevant and important.

Physical education teachers must properly understand the above views in order to prevent sport from degenerating into a form of anti-social or even violent conflict. Sports as a form of social union should be perceived as a community of individuals united by a particular practice in which the arts of chivalry are practiced in the interests of mutual affection and fellowship. With encouragement of the teachers, participants will see it as the kind of practice which places a high premium upon those qualities and forms of conduct such as good humor, respect, politeness and affability, which are conducive to good interpersonal relations and cooperation. In other words, the idea of sport as a social union is a particular kind of special system in and by which players and officials come together in order to share a commonly valued form of life, one part of which is concerned with the manner in which one should ideally participate is the system is to flourish. An example of this is provided by an incident at the French tennis championships of 1982, when Wilander, the Swedish player, was awarded a match point against his opponent, Clerc, for reasons that a drive down the line by Clerc was out. Wilander, instead of accepting the umpire’s decision, as the rule state, asked for the point to be played again because he thought that the ball was good and he did not have a chance to get it. The referee, at some risk of his official position

but conscious of the good of the players and game alike, agreed. Another example comes from the World Athletic Championships of 1983, when Banks, the American world triple jump record holder, was defeated in the last round by Hoffman from Poland. Instead of being grieved and withdrawn, as is often the case, when victory eludes an athlete by a small margin, Banks demonstrated his delight at Hoffman's success by running round the track with him as an act of respect and comradeship. For both a moment between them has been forged.

When sports is viewed in this way, sportsmanship can be seen as an evaluative term which is attributed to those who not only uphold and play according to the rules but keep faith with their spirits by acts and forms of conduct which are not required by the rules but which are freely made in accordance with the best traditions of competition and friendly rivalry. This is a part of the heritage of sports into which all school children should be initiated. The view of sports as a form of social union sees acts of sportsmanship as chiefly having to do with maintaining the best traditions of sports as a valued and shared form of life.

The fourth virtue is integrity and it features implementation of action. Psychological autonomy and social problem-solving skills can facilitate integrity. The power dynamics of the context also play a role in the display of integrity. Physical education offers ample opportunities to promote integrity by supporting autonomy and social problem-solving skills. Teachers can foster autonomy by encouraging self-selection of tasks, individualized goals, and assumption of responsibility. Co-operative group works where students co-ordinate their activities can provide a valuable environment for fostering social problem-solving skills.

Compassion, fairness, sportsmanship and integrity are built on competencies in the areas of perspective taking, moral reasoning, autonomy and problem-solving skills. All these skills can be promoted through physical education. Teachers must be aware of the developmental characteristics of their students depending on their age group and tailor the recommendations offered according to the students' developmental level.

CONCLUSIONS

This research was an initial attempt to design a physical education program that targeted on the promotion of personal and social development. Based on the structural developmental theory (Haan 1977) and specific teaching strategies (Hellison 1991) such a program was adapted to the existing physical education curriculum in Malaysia and a study was conducted with encouraging results. Personal and social development is such an important element to life and the development of young people. High expectations of its success call for high levels of involvement from all the teaching staff. The idea to incorporate humanistic approaches in physical education arose from the concern that the existing physical education curriculum provided little scope for enhancing the development of the affective domain of knowledge, attitudes, understanding and behaviors concerned with personal and social development.

In educating the younger generation, teachers cannot predict with certainty the skills and the knowledge that they will need. Teachers also cannot decide upon a shared tradition of values to meet upon the various problems that adolescents will face in their personal and social lives. In preparing them for the future, teachers cannot rely upon traditional authority in teaching as to how adolescents must deal with specific problems.

The approach adapted in this study is a premise upon which development of the whole person is based upon, and it offers the teachers the opportunity to approach teaching of personal and social values in a structured way. For many teachers, this approach may be overly prescriptive, or too demanding. However, there is a growing research concerning personal, social

and moral developments which shows that without clearly defined objectives, this important dimension of an adolescent's development will be lost in the pursuit of fitness and motor skills. Consequently, while this model is not the only solution to personal and social development, it does offer an opportunity to ensure that personal and social development is taken seriously within the physical education syllabus. With additional research support and appropriate program planning, physical education teachers can remove personal and social development from the hidden curriculum and deal with this important objective formally.

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