

臺灣中等學校體育師資準備課程內容之評鑑與研究

Evaluation and Investigation of Components from a Professional Preparation Program for Secondary Schools in Taiwan

計畫編號：NSC 88-2413-H-028-001

研究期限：87 年 8 月 1 日至 88 年 7 月 31 日

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中文摘要

本研究調查的目的在於確定哪些體育專業準備課程內容最能影響及幫助優秀中等學校體育老師成功教學。其次，這些教學成功的體育老師將明確地指出他們的技巧與知識是從哪些師資準備課程學到的(是從普通科目，專門科目，或者教育專業科目)。

此項研究所設計之問卷寄發至臺灣省隨機抽樣的一百五十所中等學校校長(或評鑑委員)，由其推薦兩名優秀的中學體育老師填寫問卷。因此，本研究的樣本數為三百個。

本研究採用 SPSS 統計軟體進行各項統計分析工作。首先，將問卷收集之數據資料以常態分配檢試優良體育老師認定師資準備課程內容之差異性。然後，採用 Chi-Square 測試優良體育老師對於問卷中課程內容之重要程度是否有差異性，並採用 ANOVA(Analysis of Variance)和 Chi-Square 測試性別及區域不同的優良中等學校體育老師對於課程內容之重要程度是否造成顯著差異。

本研究結果說明優良老師認為“儘量能給予學生學習(練習)時間”、“重身教”，“參與專業進修”，最能幫助老師成功的教學，另外結果顯示，優良老師亦認為他們是從“體育方法課程”、“體育(理論)課程”和“教育課程(教育學分)”獲得最多助於教學之技巧與知識。

關鍵詞：體育教師、準備課程

Abstract

One of the most important professional challenges of our educational institutions is the development of competent teachers. Currently, administrators are expressing the urgent need for more training in curriculum development, evaluation, supervision, and used by school administrators or supervisors to provide appropriate evidence on the components of a professional preparation program which contribute to teaching success. However, there is no such an assessment method to evaluate the component from a professional program in physical education, it becomes the motivating factor leading to the pursuit for this research.

The purpose of this investigation was to determine which components from the professional preparation programs in physical education were perceived by successful teachers to most likely influence teaching success. More specifically, where in the professional preparation program did successful teachers gain the skills and knowledge that contributed to their success?

In this research, Physical Education Teacher Survey was designed and sent to random sampling one hundred and fifty secondary schools' principals (or evaluation committee) who chose two successful physical education teachers in their schools to fill the questionnaires, therefore, the sample size of the study was three

hundred.

The SPSS statistic software was utilized for data analysis in this paper. After the data were collected, frequency distributions were conducted to examine for differences among the components identified by successful secondary physical education teachers on the Physical Education Teacher Survey. Chi-square analyses were conducted to examine for differences among the components in the degree of importance assigned by these components. Analysis of Variance and Chi-square were used to determine if teacher's rating of the degree of importance differed demographic variables.

The results indicated that successful teachers identified that maximize student learning time, presenting a good role model, and development of professional attitude were the three most highly rated components contributing to teaching success. Few differences were found in the ratings of components by successful teachers based on their experiences, gender, age, level of education and type of school. Successful teachers identified physical education methods, physical education courses, and education courses as where they learned about those components.

Keywords: Physical Education Teacher, Preparation Program

Foundation and Purpose of the Study

Major changes in society and education during the past decade have specifically affected physical education programs. One area of considerable concern is the professional preparation of teachers. The problem of making a prediction about a person becoming a good teacher would seem to be a manageable problem. In fact, almost any person being asked to name the characteristics of a successful teacher would probably respond with such generalities as : intelligence, understanding of children, interest in helping children learn how to make the most of their potential, ability to know when learning is taking place, skilled in motivating and guiding learning, good personality, and has an interest in working cooperatively with colleagues in improving the educational program (Ort, 1964).

Currently administrators are expressing the need for more training in curriculum development, supervision, evaluation, and strategies to help teachers improve instruction (Ratliffe, 1986). The existing research provides little reason to believe that agreements exist among researchers in identifying the characteristics of successful teachers. Recognition of the lack of and the need for adequate methods for the evaluation of components from professional preparation programs in physical education in Taiwan, served as the motivating factor leading to the pursuit of the present study.

The purpose of this investigation was to determine which components from the professional preparation programs in physical education, as perceived by successful teachers, were most likely to influence teaching success. More specifically, where in the professional preparation program do teachers gain the skills and knowledge that contribute to their success?

This investigation was important since the literature has failed to identify which components from the professional preparation program led to teaching success. The existing research also provides little reason to believe that agreements exist among researchers in identifying the characteristics of successful teachers. Therefore, the motivating influence behind the development of this investigation came from the literature; which

has not to date identified which parts from the professional preparation programs were most influential in determining whether or not one is a successful teacher. More importantly, the literature suggested the need for more valid measuring devices to assist in the development of improved curricula, and to predict the future success of teachers. Therefore, this investigation first involved creating a measuring device specifically for evaluating those components from professional preparation programs contributing to teaching success. Then, utilizing this measuring device, this investigation sought to determine which components needed to be improved, to determine differences. The investigation also try to identify where in the professional preparation program do successful teachers gain the skills and knowledge that contribute to their success?

Methodology

This study was designed to obtain the required information necessary to determine which components from the professional preparation programs in physical education in Taiwan as perceived by successful teachers were most likely to influence teaching success.

Since no instrument currently existed in the literature for the purpose of measuring components from a professional preparation program which contributed to teaching success in Taiwan, one had to be developed. This developmental procedure involved obtaining curriculum guides from several colleges and universities within Taiwan, R.O.C.. The purpose for obtaining these curriculum guides was to obtain a consensus regarding those components from professional preparation programs which were most generally accepted.

Communication was conducted by letter to the supervisors requesting their assistance in a pilot study for establishing content validity. Each supervisor was sent a copy of the PEIS to determine which components from the professional preparation programs in physical education as perceived by successful teachers were most likely to influence teaching success? Each supervisor, after reviewing the questionnaire, was instructed to complete the attached evaluation check sheet and return to the investigator in the self-addressed stamped envelope.

Results from the pilot study included responses from 15 of 20 supervisors representing a 75 percent return. Included in these results were two important findings: (1) 75 percent of the respondents indicated that such a study should be done and would be beneficial to our profession (2) 48 percent of the respondents indicated that the questionnaire needed to be modified, and included suggestions for improving the PEIS.

A follow-up procedure was conducted involving those supervisors who earlier indicated that corrections and modifications were necessary. The purpose for the follow-up was to have the supervisors review the modified questionnaire to see if all questions and concerns had been addressed. All of the participants responded in the follow-up which reflected a 100 percent return and indicated that the questionnaire was now adequate for gathering desired data.

The purpose of the Physical Education Inventory Survey (PEIS) was to determine which components from the professional preparation programs in physical education as perceived by successful teachers were most likely to influence teaching success? Specifically, where in the professional preparation program did successful teachers gain the skills and knowledge that contributed to their success?

The PEIS was mailed to random sampling one hundred and fifty secondary schools' principals who were requested to choose two successful physical education teachers in their school filling the questionnaires and gave a total of two hundred and fifteen respondents for a 70 percent return.

Conclusions and Recommendations

The purpose of the present investigation was to determine which components from the professional preparation programs in physical education as perceived by successful teachers were most likely to influence teaching success. More specifically, where in the professional program did successful teachers gain the skills and knowledge that contributed to their success?

The conclusions based on the findings that directly relate to the statement of the problem and sub-problems are presented as follows:

1. Maximize Student Learning Time, Presenting a Good Role Model, and Development of Professional Attitude were the three components identified by successful secondary physical education teachers which were most influential in contributing to teaching success.

2. Physical education methods, Education courses and Physical education courses were the three places in the professional preparation program where successful teachers learned more components.

3. Successful teachers were homogeneous in their ratings of the components by the demographic variables.

The investigator offers the following recommendations for future research on the identification of those components from the professional preparation programs contributing to teaching success.

1. To conduct a study similar to the present investigation utilizing cooperating teachers, successful teachers and university supervisors in order to compare their results in the identification of components contributing to teaching success.

2. To conduct a study of professional preparation programs utilizing more focus on maximize student learning time, presenting a good role model and development of professional attitude for the development of successful teachers.

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行政院國家科學委員會補助國內專家學者出席國際學術會議報告

報 告 人 姓 名	程春美	服 務 機 構 及 職 稱	國立台灣體育學院
時 間 會 議 地 點	西班牙，帕瑪市	本 會 核 定 補 助 文 號	89-2914-I-028-001-A1
會 議 名 稱	(中文)1999 年世界大學運動會學術會議 (英文)FISU Conference 99		
發 表 論 文 題 目	(中文)台灣中等學校體育師資準備課程內容之評鑑與研究 (英文)Investigation of Components from a Professional Preparation Program for Physical Education Teachers in Taiwan		
報告內容應包括下列各項：			
一、 參加會議經過 1999 世界大學運動會學術會議於七月七日至九日在歐洲西班牙帕瑪市舉行，此次大會由西班牙帕瑪大學負責，共有來自數十個國家，約上千位學界專家參與。本次學術會議研討主題是大學運動：科學、文化及社會，研討方式包括論文、口頭報告及壁報論文，分別以四個不同子題展示，子題包括(一)大學運動：其歷史、文化與國際化。 (二)大學運動：自由、平等與文化之主要因素。 (三)大學運動：社會經濟與學術之關聯。 (四)大學運動與生理。 另外有來自學界之多場專題報告。此大會之宗旨在於藉由世界大學體育學術及文化交流活動，俾使瞭解國際運動科技領域發展之最新趨勢，會中論文口頭報告皆為世界體育學界先驅之研究成果。			
二、 與會心得 1999 年世界大學運動會學術會議，論文發表有上百篇之多，與會人士亦非常踴躍，除學術界外亦有歐美各國之政治界人士，以聽取各國目前在體育學術之研究發展結果，並與各國學者交換心得，以掌握相關領域方面之最新資訊及技術發展。 由此次會議中亦可得知，歐美各國對體育之重視及極力提倡的態度，值得我國學習之外，歐美體育活動的普遍性亦是我國體育界所必須努力之方向，積極培訓體育專業人才，推動體育活動與產業界合作更是當務之急，結合社區力量推廣全民運動，目前國內已經開始倡導全民運動，如果能仿效歐美結合政府及民間力量，相信績效會更茁著。			
三、 建議及結語 參加此一世界大學運動會學術會議，不但對於國際學術交流有極大助益，亦可以激勵我國體育學術研究方向與作法，而且，經由參觀現場世界各大學運動代表競賽實況，更能顯示出體育方面之學術研究，不僅只是學術，更是如何將體育學術研究之成果轉化成更進一步的具體成果，也就是提升運動代表隊之競賽表現。 另外，雖然國內已有體育學者專家從事相關研究，但因受到經費及技術之限制因此，專業研究並未能深入，為了能提升世界級運動代表之表現以及積極有效的推動相關體育活動，國科會應擇優鼓勵學者更加投入體育學術之研究。			