Pupils' Psychological and Sociological Constraints in the Implementation of Physical Education Teaching

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Abstract
This study is related with the constraints in the implementation of teaching and learning of Physical Education in primary school. Two constraint factors were selected as the main focus, which were sociological and psychological. By employing survey method, this study involved 310 Physical Education teachers in primary schools. The instrument type used was questionnaire, in which it contained questions related with psychological and sociological constraint factors. The obtained data were descriptively analyzed by identifying mean values to determine the level of pupils’ sociological and psychological constraint factors in the implementation of effective PE teachings in primary school, based on the perceptions of teachers as the respondents for this study. The findings from this study revealed that both psychology and sociology factors have high constraint levels in the implementation of teaching and learning of Physical Education in primary school. However, although they possess high constraint levels, they did not have any significant difference between one another.

Keywords: physical education, psychological constraint, sociological constraint, teachers, primary school pupils

INTRODUCTION
Constraints faced in the implementation of Physical Education (PE) are normal when it is not placed as a compulsory subject (Ali Maksum, 2008). The teaching and learning of PE cannot be effectively implemented due to several factors such as pupils' psychology and sociology, parents, school environment and the teachers (Mohar, 2011). Based on certain past studies, this paper will provide continuity to venture through this issue with regard to the differences, relationships and identification of constraint factors that are mostly contributing towards teachers' failures in implementing PE effectively in primary schools.

The downturn of PE teaching in schools has become normality due to factors such as pupils who are unmotivated, lose their focus, feeling anxious and inconsistent with their self-abilities (Sherman, Trae & Alves, 2008). Based on teachers' observations during teaching processes, Syed Kamaruzaman (2004) found that psychological constraint has led female pupils to disengage from physical activities due to inconvenience with their abilities especially from the physical aspects and thus became uneasy with PE activities. According to Mohar's (2011) observation, insufficient interest from pupils towards PE has become a major problem causing teachers to not able to effectively conduct the lessons. In a case study towards teachers' perceptions towards pupils’ in PE subject, Cox (1998) found that 72.2% of female pupils suffered stress based on individual reports, felt uneasy during body assessments and had frequent negative thoughts towards their body appearances. Therefore, lessons were not able to be implemented effectively especially for female pupils (Crawford & Ekland, 1994).

Apart from that, PE teachings in schools are frequently limited due to sociology constraints faced by pupils (Napolitano, 2000). Based on a study, PE teachers opined that sociology constraints among pupils include non-compliance between team members, lack of support among friends, uneasiness feeling when touching with sweating friends and isolation from teams (Thorpe et al., 2006). Nadhratul (2000) also stated that teachers' problems in PE teaching processes are pupils’ who dislike sports due to others who did not bring PE attires, no support from teachers of other subjects, improper attire and assumption that PE is of no benefit. This view is supported by Haslindah et al. (2010) based on PE teachers' feedbacks which showed that 77.4% of laziness were influenced by classmates, and was believed to be one of the reasons why pupils do not wear PE attire. Sociology constraint factors in PE teaching have created problems for teachers to conduct activities effectively (Seal & Yurkovich, 2009).

Another reason that constrained the teaching of PE was due to the constraints from the parents (Mohd