IMPACT STUDY ON HEALTH AND PHYSICAL EDUCATION CURRICULUM IMPLEMENTATION IN PRIMARY SCHOOLS

Wangchuk

Curriculum Officer

Department of Curriculum Research and Development

Ministry of Education, Paro

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Impact Study on Health and Physical Education (HPE) Curriculum Implementation in Primary Schools

ABSTRACT

This study is initiated on qualitative approach to study the impact of HPE curriculum implementation in primary schools across 20 dzongkhags in Bhutan. Data was drawn from a purposive sampling through interviews and questionnaires involving trained HPE teachers, general primary teachers, Principals, Vice Principals, Dzongkhag Education Officers and Thromdue Education Officers. The key findings from the research are the inadequacy of monitoring and support services, lack of trained HPE teachers, inadequate supply of HPE Activity Books, insufficient teaching and learning materials, teacher shortages, HPE teacher development, absence of uniform HPE assessment procedure and lack of training for teachers teaching HPE lessons. Therefore, there is a need to change the beliefs and values about physical education stakeholders for quality physical education.

1. INTRODUCTION

1.1 Theoretical Orientation of the Problem

Health and Physical Education plays a vital role in providing wholesome education to children in primary schools. It promotes holistic development, including the physical, mental and social components of every child. It helps children build a healthy lifestyle and become skillful and productive individuals. The Health and Physical Education Curriculum provide equal and optimal opportunities necessary to become better Bhutanese. Children who are healthy and fit can be happier and successful in their social life contributing to Gross National Happiness.

Health and Physical Education and Sports are considered key elements to achieving optimum growth and development in the children's formative years. The freedom to develop physical, intellectual, and moral powers through physical education and sports has been recognized both within the education system and in other aspects of social life.

It has long been recognized from a humanistic perspective that the development of a sound mind depends much on the development and care of the physical body. Body and mind are two major dimensions of an individual that cannot be isolated. As such, physical fitness in all aspects of human personality is considered important and vital not only for the proper development of physique but also for sound mental, social and intellectual development. The importance that has been attached to

physical fitness and development has led many countries to adopt Health and Physical Education in their formal school curriculum. The need for Health and Physical Education and Sports has increasingly been felt important and popular in many work places besides the school system.

Lifestyles in Bhutan are changing rapidly as the development expands. Unlike in the past, many school children now have the tendency for leading a sedentary lifestyle. Much of their free time outside the school is increasingly spent on activities ranging from viewing video films to loitering around the towns. Unfortunately, Bhutan is now seeing its urban youth experimenting with drugs, gang violence, sex and other socially unacceptable activities (CAPSD, 2000).

Keeping in consideration the fast changing lifestyle and needs of Bhutanese youth, the Health and Physical Education Curriculum Framework and Activity Books were developed and implemented in primary schools as a curriculum in 2009.

The current education system in Bhutan strongly emphasizes cognitive development in children while psycho-social and affective domains are given only token importance. Strengthening Physical Education in school system will contribute significantly in the psycho-social domain of learning. It is also as a known fact that people who is healthier seems to function better cognitively and socially.

The curriculum framework focuses on objectives (a) to enhance physical growth and development, (b) to develop and maintain optimum physical fitness, (c) to develop useful physical skills, (d) to develop positive attitude and values towards active lifestyles, (e) to develop social skills, (f) to develop intellectual competencies, (g) to develop and promote creativity and (h) to enhance self-esteem.

The content of the curriculum is organized under the following strands: (a) concepts and knowledge of HPE, (b) healthy lifestyle, physical activities and wellbeing, (c) personal and social qualities and (d) personal health and hygiene

Therefore, on completion of class VI, students will be able to fulfill standards that include being able to: (a) demonstrate appropriate locomotors (traveling action) and non-locomotors skills (movement in place), (b) use manipulative skills and to demonstrate skills to gain sound control and possession of different objects, (c) use basic techniques and strategies to control movement skills, (d) apply body management skills and spatial awareness in different physical activities, (e) apply balance and stability skills using basic principles of force and motion, (f) demonstrate skills required to start, restart play and maintain a flow in different physical activities, (g) confidently demonstrate fundamental movement skills

(motor, manipulative and stability skills) and (g) demonstrate basic skills in various physical activities like games.

However, since the introduction of HPE curriculum in 2009, there have been numerous issues raised related to difficulties faced by the schools while implementing HPE curriculum. Accordingly, the 27th Curriculum Board meeting held on 17th August, 2012 directed the DCRD to study on current HPE curriculum status in the schools and its implementation, since its inception in 2009.

1.2 Review of Related Literature

There are numerous literatures that support this study. But we intend to use some of the most pertinent ones for our purpose.

The aim of physical education is to increase every individual's physical, mental, and social benefits from physical activities and develop healthy lifestyles, skills and attitudes; it was viewed differently in some schools where the purpose of physical education may have suffered indignantly (Rinchen, 2006) .

At the Berlin Physical Education World Summit in 1999, Hardman & Marshall (2000) reported on the status of Physical Education. According to their report, there has been a decline and marginalization of physical education in schools, especially in many developing countries. The report also indicated poor delivery of curriculum due to lack of proper time allocation, subject status, resources and gender issues.

Universally, Physical Education is recognized as one of the most valuable and important vehicles for encouraging and teaching children to lead a healthy lifestyle, yet primary school Physical Education is faced with major curriculum limitation, reduced time in school curriculum, and poor quality programmes (K.Hardman and J.Marshall, 2000).

The importance of HPE has been undermined so that it hampers the learning of the children. The view that it impedes learning made the acceptance of the subject into the Bhutanese school curriculum very difficult. The HPE classes known as physical training gave a misconception to the new HPE curriculum. Prior to the implementation of the new HPE, the schools practice of HPE is just an hour of outdoor activity without proper supervision and monitoring. Even today, in most schools, HPE is in a pitiful state without HPE specialists to supervise (Wangdi, 2006).

The status of Physical Education in Bhtan today remains conventional. As cited by (Wangdi, 2007) in (CAPSSD, 1999) that attitude of Bhutanese people that any activity outside the teaching and learning at

school hamper the academic performance. Such attitudes among the Bhutanese act as a hurdle towards implementing Physical Education curriculum successfully.

The apparent futility of HPE teaching owes to the weak professional support but it is also the result of the inadequate facilities in the schools. Teachers remarked on the existing facilities only for games and sports and not for Physical Education classes. A few of them tried to improvise the resources proved futile when school administration did not have the facilities provided (Dorji & Wangdi, 2007).

Similarly, it was brought to the understanding that the implementation of Health and Physical Education Curriculum anywhere in the world progresses the same. In the Bhutanese school, Health and Physical Education curriculum is seen as a diagnostic approach rather than preventive approach. In the long run, this misconception could literally divert the whole intent of Health and Physical Education curriculum into a different world, confusing both the learners and the educators at length. Therefore, the need has been felt amongst the PE educators to correct this perception and pave a better way forward.

1.3 Significance of the Problem

It has been over three years that the Health and Physical Education (HPE) curriculum has been implemented in all primary schools in the country. However, there is a general perception that in spite of the importance of this curriculum; the progress was slow. Schools have been expressing difficulties in implementation of a HPE curriculum. The issue has been raised and discussed during the several curriculum board meetings, calling for the urgent impact study and an appropriate intervention to support, strengthen and revive a HPE curriculum.

1.4 Statement of the study

Health and Physical Education has the problem of curriculum implementation as well the effectiveness of teaching health by the health and Physical Education teachers in Bhutanese schools. The Health and Physical Education teachers who majored could not avail to teach and the curriculum which was in the structural frame work to teach by the teacher remained mismatched in application.

1.5 Objectives

This study aims to achieve the following objectives:

1. Analyze the competency of teachers and their Professional Development requirements to teach HPE curriculum.

2. Identify supports and services from the management for effective implementation of the HPE curriculum.

3. Evaluate the status of physical facilities and material resources in the schools for implementation of a HPE curriculum.

4. Identify the need for curriculum review.

1.6 Delimitations

The delimitations of the study were:

1. This present study was delimited to 20 Dzongkhags of Bhutan.

2. The present study was conducted on 267 respondents, which include 106 trained HPE teachers, 76 General Teachers, 71 Principals and Vice Principals, 14 Dzongkhag Education Officers, Thromdue Education Officers and Assistant Dzongkhag Education Officers.

3. The present study was delimited to 128 schools with 1Extended Class Room, 14 Community Primary School, 35 Primary School, 40 Lower Secondary School, 21 Middle Secondary School, and 17 Higher Secondary School covering all 20 Dzongkhags.

2. METHOD AND PROCEDURE

2.1 Methodology

A qualitative study approach for this study was adapted. A comprehensive questionnaire was used as tools to compile the findings. This study was mainly based on the primary data collected in the months of May and June, 2013 from 20 Dzongkhags. These questionnaires required the respondents to indicate an appropriate response to each question. There were a few open ended questions required to be descriptive. To supplement and complement the primary data, some secondary data was also used. The data collected was analyzed using SPSS. Inferences and conclusions have been drawn based on the data analysis.

2.2 Sample

The present study was conducted in 128 schools, consisting of 1 Extended Class Room, 14 Community Primary Schools, 35 Primary Schools, 40 Lower Secondary Schools, 21 Middle Secondary Schools and 17 Higher Secondary Schools from 20 Dzonkhags in Bhutan. The survey questionnaires were administrated to HPE Teachers considered majored and General Teachers, Principals, Dzongkhag Education Officers and Thromdue Education Officers covering all Dzongkhags. The samples were selected on purposive bases without considering qualification and teaching experiences. It had range of respondents.

Table: 2.2.1 Numbers of Schools by Type

ECR	CPS	PS	LSS	MSS	HSS	Total School
1	14	35	40	21	17	128

2.3 Tools

For this Impact Study, the investigator could not find any pre-designed tool to investigate the proposed study. The researcher had self-constructed a scale named "HPE Impact Study Survey Questionnaire."

2.4 Construction of concepts and variables

In order to construct, the investigator consulted several curriculum officers, principals, trained HPE teachers, general teachers and a few subject specialists from teacher training colleges and DCRD. Several internet sources were also used to construct the survey questionnaire. Since the draft questionnaires were laid in general terms, the researcher had to rearrange the questionnaire into 6 sections, Section A: Management and Support Services, Section B: Human Resource and Development, Section C: Professional Capacity and Skills, Section D: Physical Facilities and Material Resources, Section E: Curriculum and Policy Issues and Section F: Open Ended Questions for Qualitative Research. A five pointer 'Likert Scale Model' was adapted for the construction of research scale for this particular Impact Study.

2.5 Validity

The copies of the final draft containing 46 items were given to three language experts and two subject experts to check the language and the content of the scale respectively. The experts gave suggestions regarding the modification, deletion of overlapped and duplicated items. The experts suggested rephrasing most of the questions items into a positive aspect for uniformity of responses.

2.6 Scoring

The response situations; strongly agree, agree, neutral, disagree to strongly disagree were scored as given in the table:

Table: 2.6.1 Scoring of the scale

Response Situation	**Score**
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

3. INTERPRETATION OF THE DATA

3.1 Teacher competency in handling of HPE curriculum and Professional Development requirement.

As shown in table 3.1.1, only 55.4% of the total teachers teaching HPE are actually trained. It is obvious that the quality of HPE curriculum delivery has been severely affected as 44.6% of the teachers lack training. Hence, one can easily infer that there is a compelling need to provide intensive training on the teaching of HPE.

Table 3.1.1: Percentage of teachers trained on teaching of HPE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	98	53.8	55.4	55.4
	No	79	43.4	44.6	100.0
	Total	177	97.3	100.0	
Missing	System	5	2.7		
Total		182	100.0		

Of the 177 respondents, only 98 teachers are found majored in teaching of HPE and most of them placed in Lower Secondary and Middle Secondary schools. While the HPE curriculum is implemented only in primary sections, many trained HPE teachers are wrongly placed in higher secondary schools and middle secondary schools where there are no HPE lessons. As revealed by table 3.1.2, of the 98 trained teachers, 41.8% of them are placed in middle and higher secondary schools where there are no primary sections.

While on one hand, there is an acute shortage of HPE teachers, on the other hand it has been found that more than 40% of the trained HPE teachers are placed in schools where there are no primary sections. It is thus for everyone to see that there is faulty deployment of teachers to schools. Primary schools, including CPS and ECRs are grossly deprived of trained HPE teachers while they need immense support for successful implementation of a HPE curriculum.

Table 3.1.2 Number of trained HPE teachers by school type

		Type of School						
		ECR	**CPS**	**PS**	**LSS**	**MSS**	**HSS**	**Total**
Are you a trained HPE Teacher?	Yes	0	6	10	41	28	13	98
	No	1	5	16	33	20	4	79
	Total	**1**	**11**	**26**	**74**	**48**	**17**	**177**

Table 3.1.3, reveal that a majority of teachers currently teaching HPE (91) 51.4% are untrained, calling for an intensive training on teaching of HPE. However, it was found that (86) 48.6 % of the teachers are trained in teaching HPE lesson.

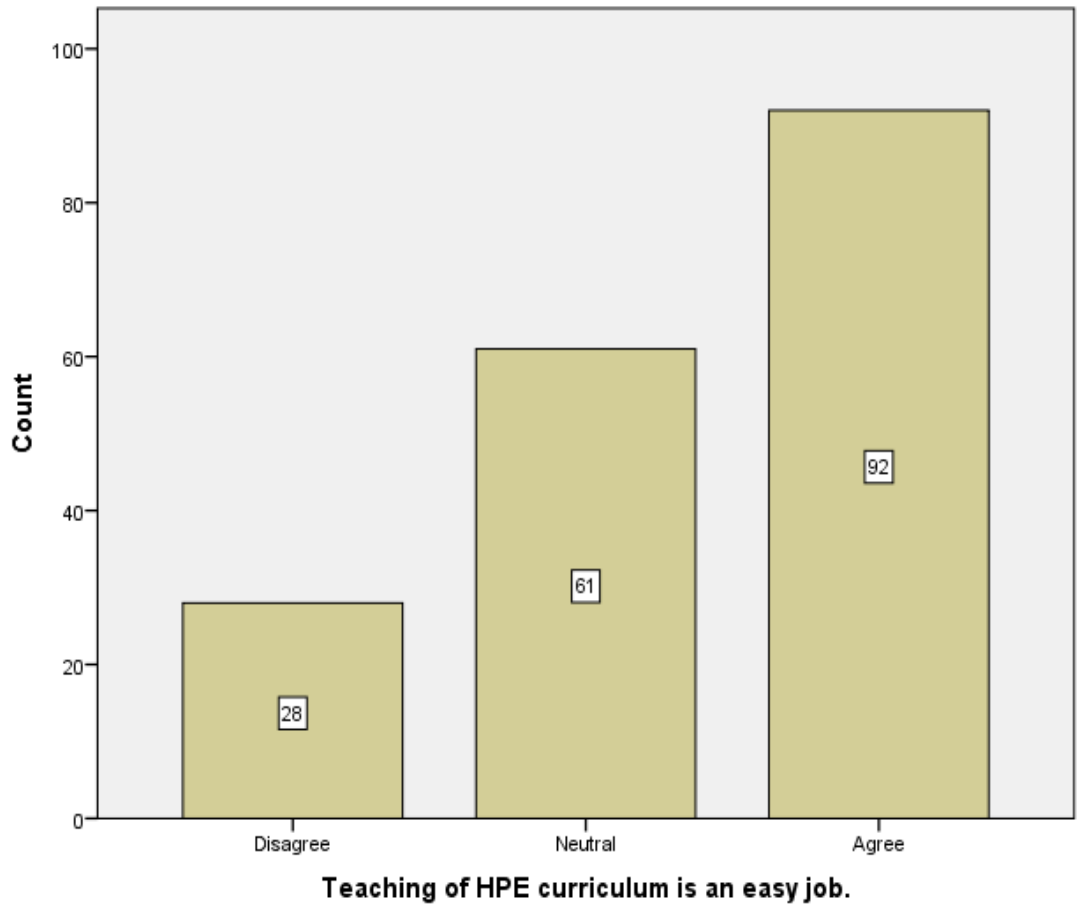
Out of 86 trained teachers, 56 of them teach HPE lesson, while 30 HPE trained teachers do not teach HPE lesson. Of 91 general teacher respondents, 42 of them teach HPE, while 49 teachers do not teach HPE.

Table 3.1.3: Trained and untrained HPE teachers teaching HPE.

		Are you a trained HPE Teacher?		
		Yes	**No**	**Total**
Are you teaching HPE?	Yes	56	30	86
	No	42	49	91
	Total	98	79	177

From the figure 3.1.1, it is evident that the teaching of HPE is not difficult as perceived by administrators in general. This statement is justified by the finding reflected on figure 3.1.1. According to the findings, out of 181 teachers surveyed, 92 respondents indicated that they can teach HPE lesson competently, while 28 of the respondents are not confident to teach HPE lessons. 61 respondents remain neutral on this statement.

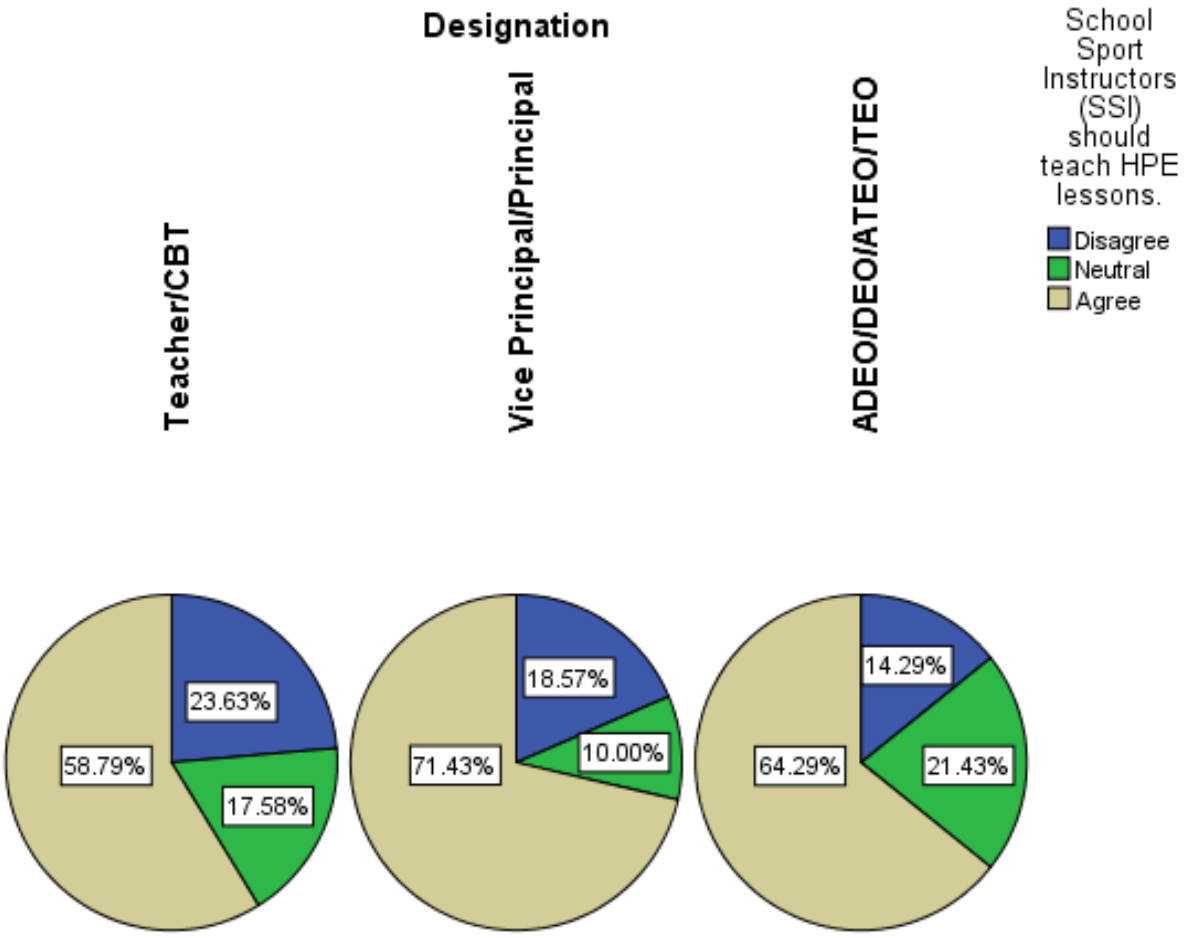
Figure 3.1.1: Competent to teach HPE curriculum.



In absence of adequate trained HPE teachers in schools, a few schools have sought temporary support from School Sports Instructor (SSI). Although, the SSI may not have adequate teaching pedagogy in delivering HPE lessons, the school administrators, HPE teachers and general teachers seem to agree on letting SSI to teach HPE lessons. This is evident from the information reflected on figure 3.1.2. A total of 62.2 % of the respondents agreed to allow SSI teach HPE lesson with additional training, while only 21.8 % of the total respondents disagree with the statement.

From the figure 3.1.2, it is evident that 58.70 % of the trained HPE teachers are in support of the statement, while 23.63 % of the trained HPE teachers do not support the statement. Only 17.58 % of the trained HPE teachers remain neutral on this statement. Among the Principals and Vice- Principals, 71.43 % agree with the statement, while 18.57 % disagree with the statement, only 10% remain neutral on this statement. 64.29 % of the DEOs and TEOs are in support of the statement, while 14.29 % of DEOs and TEOs do not support the statement. 21.43 % remain neutral on this statement.

Figure 3.1.2 School Sport Instructors (SSI) should teach HPE lessons with additional training



3.2 Administrative Supports for Implementation of HPE Curriculum.

The study revealed that our administrators including the School Principals and the Dzongkhag Education Officers have fully understood and recognized the importance of HPE as curriculum. This fact has been shown in table 3.2.1 below. 59.3% of the respondents indicated that school administrators have understood and recognized that HPE is a curriculum. Only 9.3% of them respond that the school administrators do not recognize HPE as curriculum. 31.3% chose to remain neutral on this issue.

Table 3.2.1: DEOs and Principals know that Health and Physical Education is a curriculum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	2.2	2.2	2.2
	Disagree	13	7.1	7.1	9.3
	Neutral	57	31.3	31.3	40.7
	Agree	63	34.6	34.6	75.3
	Strongly Agree	45	24.7	24.7	100.0
	Total	182	100.0	100.0	

This study, as reflected in table 3.2.2, also reveal that there is fairly good support from school administrators as 35.7% of the respondents indicate strong support from the administrators. Only 26.9% of the respondents indicate that they are not sufficiently supported.

Table 3.2.2: The HPE programs in most schools receive a lot of support from the Principals and DEOs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	7.1	7.1	7.1
	Disagree	36	19.8	19.8	26.9
	Neutral	68	37.4	37.4	64.3
	Agree	55	30.2	30.2	94.5
	Strongly Agree	10	5.5	5.5	100.0
	Total	182	100.0	100.0	

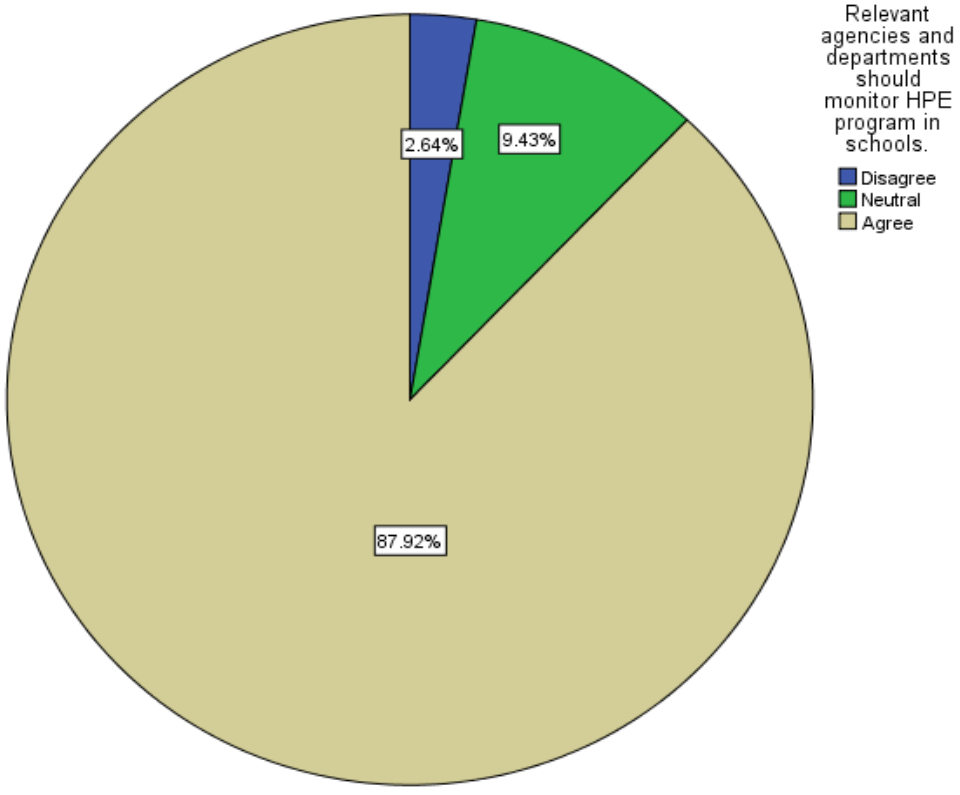
Table 3.2.3, indicate that the 62.7 % of the HPE lessons are conducted under the strict supervision of teachers, while 18.1% of the respondents say that the HPE lessons are not conducted under the supervision of teachers. 19.2 % percent of the respondents remain neutral on this statement.

Table 3.2.3: The HPE lessons in schools are conducted with the supervision of teachers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	3.3	3.3	3.3
	Disagree	27	14.8	14.8	18.1
	Neutral	35	19.2	19.2	37.4
	Agree	70	38.5	38.5	75.8
	Strongly Agree	44	24.2	24.2	100.0
	Total	182	100.0	100.0	

The study reveals that schools need constant monitoring and professional support services from relevant agencies such as EMSSD and DCRD as 87.4% of the respondents as shown in figure 3.2.1, say that successful implementation of HPE curriculum needs such support especially during the initial phase.

Figure 3.2.1 : Relevant agencies and departments should monitor HPE curriculum in schools.



The HPE is given only token importance by schools and HPE periods are considered free periods for teachers to plan lessons for other subjects (Wangdi L. , Experiences and expectation of trainee teachers in Teaching Health and Physical, 2007). However the finding shows that 78% of the respondents do not agree to this statement. Only 9.3% of the respondents are in support to the statements and 12.6% are undecided on this statement. Thus, we can infer that such allegations are invalid. Table 3.2.5 reveals this truth.

Table 3.2.5: HPE period is considered as a free period for teachers to plan lessons for other subjects.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	94	51.6	51.6	51.6
	Disagree	48	26.4	26.4	78.0
	Neutral	23	12.6	12.6	90.7
	Agree	11	6.0	6.0	96.7
	Strongly Agree	6	3.3	3.3	100.0
	Total	182	100.0	100.0	

The majority of the respondents (74%) indicated that the students should be allowed to wear track suits during HPE lessons. Even school administrators seem to support this view. This statement is supported by evidence provided in figure 3.2.2 and table 3.2.6.

Figure 3.2.2: Children should be allowed to wear track suits to school on HPE lesson day.

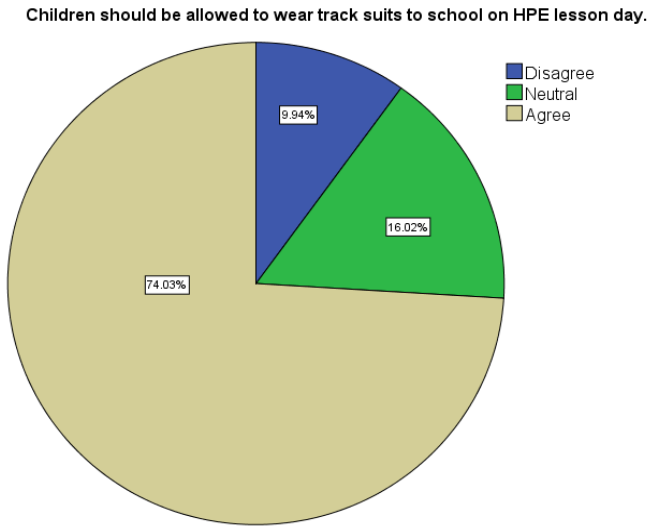
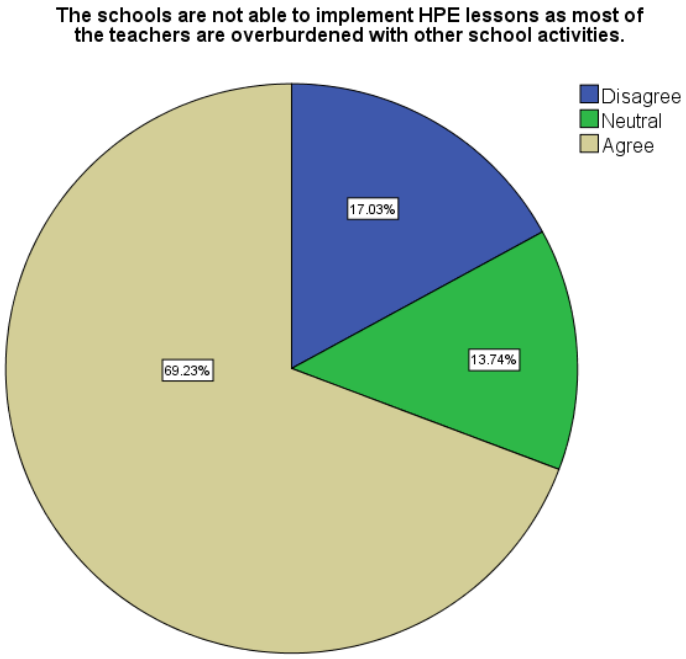


Table 3.2.6: Principals and administrators are of the strong opinion that allowing students to wear track suit and t-shirt during the HPE period is seen as an interruption of the school culture.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	15.9	15.9	15.9
	Disagree	40	22.0	22.0	37.9
	Neutral	61	33.5	33.5	71.4
	Agree	34	18.7	18.7	90.1
	Strongly Agree	18	9.9	9.9	100.0
	Total	182	100.0	100.0	

The study confirmed that the lack of administrative supports is not really the reason for HPE curriculum not doing well in the schools. The fact is that schools have been receiving adequate administrative support both from school authorities and the Dzongkhag Education Officers. The causes for the lapses in effective implementation of HPE curriculum is, as the respondents stated, on the overburdened responsibilities with other school activities. Figure 3.2.3, indicates that 69.23 % of the teachers are overburdened with other school activities. 17.03 % of the teachers disagree with the statement. 13.74 % of the teachers remain neutral.

Figure 3.2.3 The implementation of HPE classes are overburdened with other school activities



As evident from the information provided in table 3.2.7, that teacher shortage could be a reason for the poor implementation of HPE curriculum. It is also a known fact that teacher shortage is perhaps, one of the main problems as school authorities are compelled to deploy teachers to teach other academic subjects which are assessed at the end of each semester. HPE not being assessed to promote a child to next higher grade, receive only token importance. The interviews with some HPE teachers showed that even the learners themselves do not attached importance to HPE lesson, knowing that the subject do not affect their promotion to the next higher grade. All the respondents agreed that there is a need for more professional support for the success of HPE in the schools.

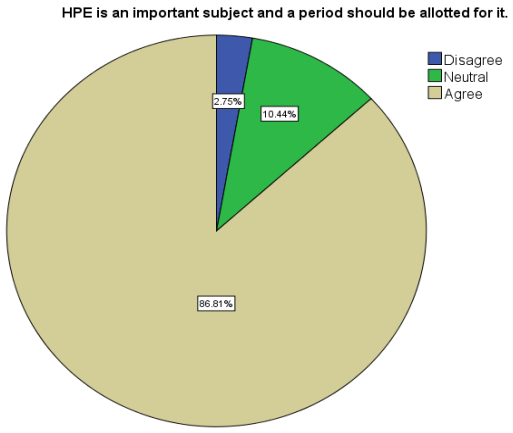
Table 3.2.7: The HPE trained teachers are not allotted HPE periods in schools due to teacher shortages.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	6.0	6.0	6.0
	Disagree	27	14.8	14.8	20.9
	Neutral	56	30.8	30.8	51.6
	Agree	50	27.5	27.5	79.1
	Strongly Agree	38	20.9	20.9	100.0
	Total	182	100.0	100.0	

3.3 Need for Curriculum Reform & Consolidation

The figure 3.3.1 shows that 86.8% of the respondents are of the opinion that HPE is an important subject and should be allotted period for it. 2.7 % of the respondents indicated that HPE is not an important subject.

Figure 3.3.1 HPE period should be allotted.



Despite the limited supply of HPE Activity Books, most of the HPE lessons are taught using HPE Activity Book. Table 3.3.1; indicate that 54.4 % of the HPE teachers use HPE Activity Book to teach the lesson, while 17 % of the teachers seem not to use HPE Activity Book. 28.6 % of the respondents remain neutral on this statement.

Table 3.3.1 The HPE lessons are taught using the HPE Activity Books.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	4.9	4.9	4.9
	Disagree	22	12.1	12.1	17.0
	Neutral	52	28.6	28.6	45.6
	Agree	81	44.5	44.5	90.1
	Strongly Agree	18	9.9	9.9	100.0
	Total	182	100.0	100.0	

It is evident from table 3.3.2, that 45.6% of the respondents felt that 45 minutes of HPE period per week is adequate to teach HPE lessons, while 39 % of the respondents disagree. However, most schools are of the opinion that 45 minutes allotted for HPE is inadequate at times, as the lessons require a time for preparation and process and very little time is left for the actual execution of HPE lesson.

Table 3.3.2 45 minutes of HPE period per week is adequate to teach HPE lessons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	8.2	8.3	8.3
	Disagree	56	30.8	30.9	39.2
	Neutral	27	14.8	14.9	54.1
	Agree	64	35.2	35.4	89.5
	Strongly Agree	19	10.4	10.5	100.0
	Total	181	99.5	100.0	
Missing	System	1	.5		
Total		182	100.0		

Table 3.3.3, indicate that 50.6% of the respondents agree that the HPE activities from PP-VI are simple to teach and easy to perform. 15.4% of the respondents are of the opinion that HPE activities designed for primary curriculum are not simple or easy to teach in schools.

Table 3.3.3: All the HPE activities designed for class PP to VI are simple to teach.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.1	1.1	1.1
	Disagree	26	14.3	14.4	15.5
	Neutral	61	33.5	33.7	49.2
	Agree	64	35.2	35.4	84.5
	Strongly Agree	28	15.4	15.5	100.0
	Total	181	99.5	100.0	
Missing	System	1	.5		
Total		182	100.0		

As reflected on table 3.3.6, 84.6% of the total respondents indicated that assessment of HPE activities can be done uniformly by HPE teachers with given guidelines and formats. 14.8% of the respondents disagree with the statement.

Table 3.3.6 There is a diversity of assessment in HPE classes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	3.3	3.3	3.3
	Neutral	21	11.5	11.6	14.9
	Agree	97	53.3	53.6	68.5
	Strongly Agree	57	31.3	31.5	100.0
	Total	181	99.5	100.0	
Missing	System	1	.5		
Total		182	100.0		

3.4 Status of Physical Facilities and Material Resources in the Schools for Implementation of HPE Curriculum.

Table 3.4.1, shows that 75.8 % of the schools have a playground for HPE Activities. 22.5 % of the schools surveyed do not have playground.

Table 3.4.1 Does your school have a playground?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	138	75.8	77.1	77.1
	No	41	22.5	22.9	100.0
	Total	179	98.4	100.0	
Missing	System	3	1.6		
Total		182	100.0		

Based on the information reflected on table 3.4.2, it was found that 49.5 % of the school surveyed had a proper auditorium, while 49.5 % do not have a gymnasium or multi purpose hall.

Table 3.4.2: Does your school have auditorium?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	90	49.5	50.0	50.0
	No	90	49.5	50.0	100.0
	Total	180	98.9	100.0	
Missing	System	2	1.1		
Total		182	100.0		

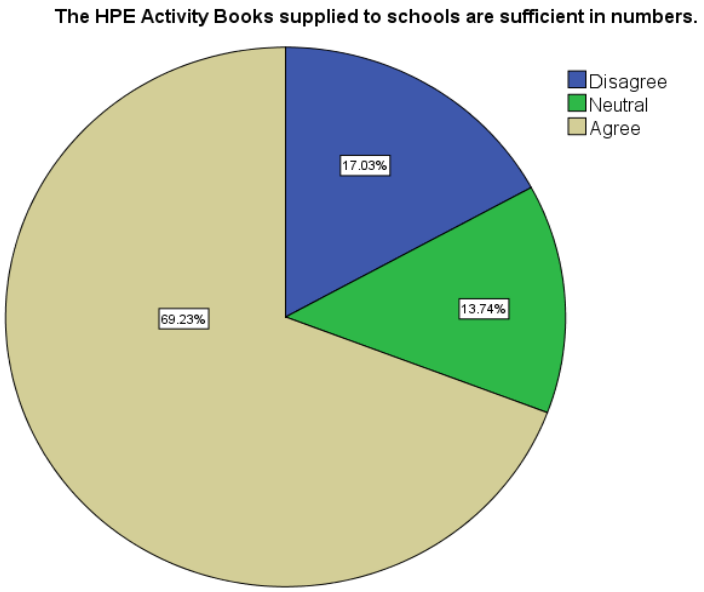
Among many others, lack of proper play ground is a major contributing factor for poor implementation of HPE curriculum. Majority of the respondents (45.6%) expressed that the schools lack proper playground for physical activities. Only 36.8% have expressed that there are proper playgrounds for physical activities as shown in table 3.4.3.

Table 3.4.3: HPE lessons are not carried out in schools because there are no proper playgrounds and sports facilities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	12.1	12.1	12.1
	Disagree	45	24.7	24.7	36.8
	Neutral	32	17.6	17.6	54.4
	Agree	52	28.6	28.6	83.0
	Strongly Agree	31	17.0	17.0	100.0
	Total	182	100.0	100.0	

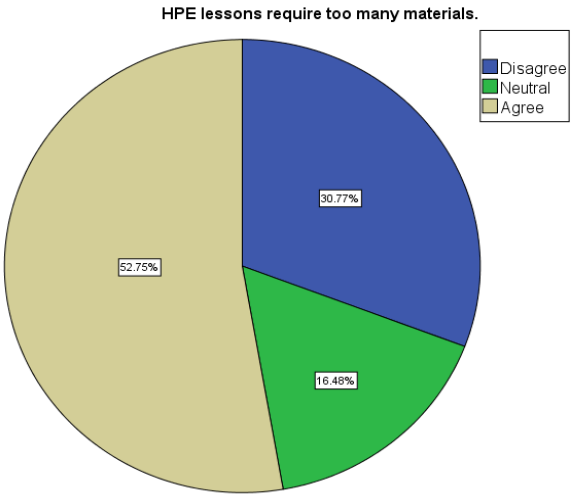
Another hindrance to bad implementation of the HPE curriculum could also be because of insufficient teaching-learning materials. As evident from Figure 3.4.1 that 69.23 % of the respondents indicated that HPE activity books are insufficient in schools, while only 17.03 % of the respondents agreed to have sufficient supply of HPE Activity books in schools. 13.74 % remained neutral on this issue.

Figure 3.4.1 The HPE Activity Books supplied to schools are sufficient in numbers.



Moreover, unlike other subjects, the HPE curriculum requires too many material resources which in turn, act as a hindrance for effective implementation of a HPE curriculum in the schools. This is evident from the information reflected on Figure 3.4.2 in which 52.7% of the respondents have expressed that delivery of HPE curriculum needs too many material resources, while 30.77 % of the respondents disagree with the statement. 16.48 % remain neutral with the statement.

Figure 3.4.2 HPE lessons require too many materials.



4. CONCLUSION/FINDINGS OF THE STUDY

In light of the above mentioned discussions and interpretations, the main findings of the study are given below:

1. Of 177 teachers interviewed, 98(55.36 %) are trained in teaching HPE and only 56 (55.4%) teachers out of these trained teachers are actually teaching HPE in schools. The rests (41.8%) of the teachers are placed in Higher Secondary and Middle Secondary schools. HPE trained teachers in schools are made to teach other subjects due to teacher shortages.

2. 47.3% of the total respondents expressed the need for refresher course and 35.4% of the respondents are competent to teach the subject.

3. 59.3% of the respondents indicated that school administrators are aware that HPE is a curriculum, while 26.9% of the respondents indicated that the administrators are not aware of the HPE curriculum.

4. 62.7% of teachers supervise their HPE lessons.
5. 87.4% of the respondents reveal that schools need constant professional support services from DCRD and DSE.
6. 9.3% of the respondents agree that the HPE periods are considered free periods for teachers to plan lessons for other subjects.
7. 74% of the respondents agree that the students should be allowed to wear track suits during HPE lessons. However, 61.2 % face difficulty in conducting HPE lessons as the time is spent in changing the clothes.

8. 69.3% of the respondents are overburdened with other responsibilities in the school.

9. 54.4 % of teachers use the HPE activity handbook to deliver HPE lessons

10. 52.7% of the respondents have expressed that delivery of a HPE curriculum needs too many material resources hindering the HPE curriculum implementation.

11. 56% of the respondents indicated that HPE activity books are not sufficiently supplied to schools.

12. 86.8% of the respondents demand HPE period while 2.7 % of the respondents stated that HPE is not an important subject.

13. 39% of the respondents agree that a single period of 45 minutes per week is not adequate to teach HPE lessons.

14. 50.6% of the respondents felt that the HPE activities from PP-VI are simple to teach and easy to perform.

15. 84.6% of the total respondents felt that assessment of the HPE activities can be done uniformly by HPE teachers with given guidelines and formats.

16. 62.2 % of the total respondents felt that the School Sports Instructor (SSI) should be allowed to teach HPE lesson with additional training and orientation.

5. LIMITATIONS OF THIS STUDY

This study was conducted in a very short time owing to compelling need to carry it within the stipulated time frame. Hence there may be many limitations associated to this study. Some of these limitations that the researcher had to compromise with are as follows:

1. The samples used are very small. 267 samples selected from 20 districts may not give a fair representation. So the inferences drawn may not be fully authentic.
2. Since the survey questionnaires were self-constructed, effectiveness of the questionnaires is unknown.
3. The degree of honesty and integrity of the respondents could not be validated due to a lack of face to face interaction with all the respondents.

6. SUGGESTIONS

Investigation is an endless process and one cannot find an end in itself. Most of the areas for study have been left out in this study, primarily due to lack of time and resources. Based on the ground realities and need, the following points are suggested for future study and consideration:

1. The present study was delimited to 20 dzongkhags with only 128 schools. The future study can be carried out at least covering 20 dzongkhags with 500 schools and 1000 samples.

2. The present study was carried out with a limited sample size. The findings and conclusions need to be verified for larger samples, so further study can be carried out in future to authenticate the findings.

3. The study can be done separately on the Impact of Health and Physical Education Curriculum on the Educational Attainment of Primary School Children with focus on learning out come through HPE lessons.

4. Parents, family members, local leaders and community members can be included in the study to generate a variety of opinions on the HPE curriculum implementation and development.

7. RECOMMENDATIONS

On the basis of the research findings, the following recommendations are made:

1. Re-deployment of the HPE teachers to be looked at in consultation with the HR division, taking in individual consensus from the teachers working in high schools.

2. A serious of refresher course should be conducted, both for trained HPE teachers and also for general teachers teaching HPE.

3. Institute a strong monitoring and support mechanism for an effective implementation of HPE curriculum.

4. Health and Physical Education activities are mostly outdoor activities and it require lots of free moments. In order to carry out such activities, children should be allowed to wear a dress that allows free moments of the whole body.

5. Most HPE teachers are overburdened with other non-academic activities, which hinders the implementation of an HPE program in the schools. Therefore, teachers teaching the HPE lesson should be spared from other non-academic instructions and due importance should be given to the HPE lessons.

6. Although the HPE lessons are meant to be taught by HPE trained teachers as the HPE lessons involve pedagogical display, however, the school principals, teachers DEOs are of the strong opinion that the School Sports Instructors (SSI) should be allowed to teach the HPE lesson with professional and pedagogical skills. Teaching methodology workshop needs to be explored for SSI in consultation with the Department of Youth and Sports.

7. Upon the implementation of the HPE curriculum in schools, the HPE Activity Books were supplied once in 2009 and never supplied after 2009, until date. Most of the schools do not have a copy of the HPE Activity Book. Therefore, it is recommended to include the HPE Activity Book in the school supply list every year.

8. There is a belief among the teachers that the HPE lessons require lots of materials. Therefore, an orientation for this subject is strongly recommended, with a week-long workshop on material development for HPE teachers.

9. Most of the Principals and teachers are aware that the HPE is a curriculum; however, there is still a need to reorient principals and teachers on the HPE curriculum, including DEOs, in order to fully institutionalize the HPE curriculum in schools, irrespective of school size and location.

10. Although the HPE curriculum is in place, there is no standard assessment tools designed for assessing HPE lessons. Different schools have adapted different ways of assessing HPE lessons, thereby creating confusions. Therefore, a uniform Assessment Tools for HPE lesson needs to be developed as early as possible.

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