
Title	Impact of an instructional programme in teaching values and character through PE and sports
Author(s)	Koh Koon Teck and Ong Shu Wen
Source	<i>5th Redesigning Pedagogy International Conference, Singapore, 3 - 5 June 2013</i>

This document may be used for private study or research purpose only. This document or any part of it may not be duplicated and/or distributed without permission of the copyright owner.

The Singapore Copyright Act applies to the use of this document.

Impact of an Instructional Programme in Teaching Values and Character through PE and Sports



Dr Koh Koon Teck & Miss Ong Shu Wen
Nanyang Technological University

Project Background



Strengthening Character, Citizenship and Values Education

Developing the whole child must first begin with instilling the right character and values. We must adopt a Student-Centric, Values-Driven approach.

- **Mr Heng Swee Keat**
March 8, 2012



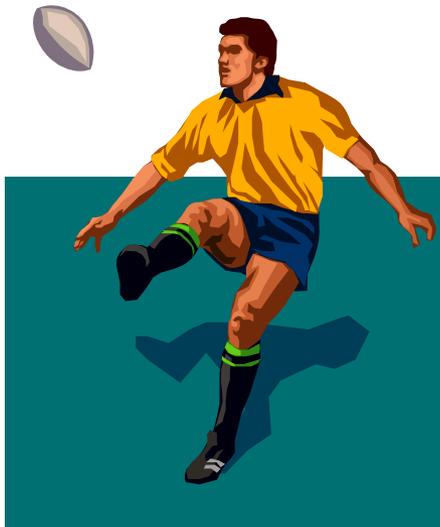
Education minister reiterates importance of character development through sport

Feb 1, 2013 – The Straits Times



National Conversation

Ideas to improve the education system raised at the
National Conversation
- Ong & Chia -
April, 2013)





Physical Activity & Sports: The Good & Bad

- * **Increased self-esteem, confidence, citizenship, character building, identity development, meaningful adult and peer relationships, academic achievement, and decreased delinquency (Camiré & Trudel, 2010).**
- * **Sports provide a conducive environment for values and character development (life skills) (Gould & Carson, 2008).**
- * **Physical Education (PE) produces positive effects on the social development and prosocial behaviour of youths (Bailey, 2000).**

Physical Activity & Sports: The Good & Bad

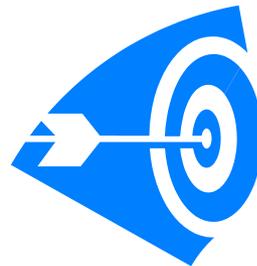
- * **Aggression has been referred to as a major problem in sports at the highest levels of competition as well as in youth sports (Bredemeier, Weiss, Shields, & Cooper, 1987).**
- * **The presence of well-trained teachers and coaches to facilitate values learning is crucial for student development (Ewing, Gano-Overway, Branta, & Seefeldt, 2002).**

Values and Character -Definition

- * **Values** - The principles and fundamental convictions which act as general guides to behaviour, the standards by which particular actions are judged to be good or desirable” (Halstead & Taylor, 2000, p. 169).
- * **Character** - The possession of those personal qualities or virtues that facilitate the consistent display of moral action” (Shields & Bredemeier, 1995).
- * **Life skills** - The broader domain encompassing values.

Why PE & Sports ?

- Organised and compulsory.
- Learning of values commences early in life. Schools take on role of leading children to reflect, understand, and employ values that they have learned (Halstead, 2000).
- Accessible to students. Best platforms to develop values and character (life skills).



Developing Values & Character

Caught ?

Taught?



Research Questions

- * To examine from the perspectives of teacher-coaches and student-athletes respectively, the impact of a structured training programme that was purposefully designed to teach values through PE and sports
- * To determine the transferability of values learnt in PE and sports to daily life applications, among student-athletes
- * To find out the factors which facilitate and/or hinder the transferability of values.

Review of Literature

- * With the capacity to incorporate social education into the school curriculum together with less emphasis placed on competitive outcomes, school-based sports programmes demonstrated aptitude for character development (Shields & Bredemeier, 1995)
- * Sports-based life skills training programmes conducted in the American context had shown achievements in creating constructive settings for adolescence to acquire behavioural competencies, and in training instructors to enforce teachable moments that encourage youth development (Danish & Nellen, 1997; Roth & Brooks-Gunn, 2003)

Review of Literature

- * The provision of sound training programmes with appropriate education on intentional teaching of life skills is vital for coaches to demonstrate effectiveness in their session delivery to participants, who may then transfer these skills beyond the sport setting (Weiss, 2006)

The Programme – 6 weeks

1. Identify and brief participants (Student = 266; Teacher=6)
2. Examine the methods employed in teaching values, and the impact on students' learning (pre-test)
3. Training for teachers (meaningful PE lesson plans and CCA coaching plans; case studies)
4. Implement plans (PE – 30 mins; CCA 90 mins)
5. Facilitation skills (skills and values)
6. On-site observations/videos, feedback and reflection
7. Review (post-test)



Methods

Student-athlete (Focus Group Discussion):

- * In Term 3 of year 2012, have you learnt any values?
- * With reference to your PE lessons in Term 3 of year 2012, what do you think have you gained the most?

Teacher-coach (Personal Interviews):

- * When you think of PE or Sports, what is the first thing that comes to your mind?
- * Did you explain to your athletes how the values learnt at training sessions can be applied in areas outside of sports?

Methods

Data Analysis

- * 5-phase thematic analytic approach (Braun and Clarke, 2006; King and Horrocks, 2010)
 1. Familiarizing with the data
 2. Generating comments and descriptive codes for individual data
 3. Defining and naming interpretative codes for entire data set
 4. Identifying pattern across all data to derive overarching themes for entire data set
 5. Reviewing themes for entire data set

Participants

‘Teaching Values through PE and Sports’ Programme:

- * Teacher-coaches (N=6, 4 males and 2 females)
 - * Average of 7 years of teaching experience (R=3-11)
 - * Average of 3 years of coaching experience (R=1-13)
 - * Coaching qualifications (N=3)
- * Student-athletes (N=32, 22 males and 10 females)
 - * Age range from 10 to 12 years
 - * Receiving Primary 4 Level education

Teacher-coach Outcomes

Acquirement of pedagogical strategies for purposeful values inculcation

“I think it is a learning experience to find out how we can marry teaching of values and teaching of skills together within one constrained time space... to see where and how we can balance it to pull off the effectiveness.” (T2)

Teacher-coach Outcomes

Acquirement of pedagogical strategies for purposeful values inculcation

“In the past, it was vague. Now with these implications given, I realized that when we put things into words we actually know exactly what to do and how to do it deliberately. The word here is deliberate. So actually now I’m surer of how to teach values in sports.” (C4)

Teacher-coach Outcomes

Reinforcement of motivations for teaching values

“Prior to this particular project, I think PE is equipping pupils with the necessary skills, fundamental movement skills and games skills, to engage in lifelong love for movement, which is preparing the kids for health and fitness in the future... After the programme, I realized that having skills is one thing, but being able to incorporate values, internalize it as part of one’s game is important as well.” (T2)

Student-athlete Outcomes

Values learning

- * Illustration of values-associated beliefs such as “sportsmanship” and “excellence” among 72% of student-athletes
- * School’s fore core values were the most articulated values among student-athletes
- * Recognized debriefing as the most significant activity conducted for values learning to take place
“...at the end of the lesson, the teacher-coach will ask us to sit down and discuss from this game what are the values we have learnt” (PE1)”.

Student-athlete Outcomes

Values learning

- * Debriefing

“...at the end of the lesson, the teacher-coach will ask us to sit down and discuss from this game what are the values we have learnt” (PE1)

- * Imbalance playing conditions to create teachable moments

“...if respectfulness is the theme, I will create an environment where one team is definitely at disadvantage, and see the reactions of the kids. So we’ll draw them out and sit down together to have a quick debrief.” (T2)

Student-athlete Outcomes

Values application

- * Teacher-coaches indicated observing positive results

“I can tell that the captain was trying to be respectful to the other team members by listening to them, and in terms of teamwork I think they gave this person who came up with an idea a chance to run his idea and see how it actually works. I think from there he would actually get the group members to work together with him, so I can see teamwork and respect in that particular scenario.” (C1)

Student-athlete Outcomes

Values application

- * All student-athletes were aware and believed that values acquired through PE and sports can be applied in non-sport settings
- * 78% of the student-athletes stated actual application of values outside of PE and sports

Transferability of Values

Facilitating factors

- * Explicit explanation

“I told them your attitude towards respecting people, it’s not just on the field, it can be towards your elders as well. And for resilience and integrity, they also apply to your schoolwork” (T2)

Transferability of Values

Facilitating factors

* Parental influence

“For the ones who come from troubled background with not enough parent support, the way they were brought up can also be a factor that affects how they accept what we were trying to preach... for those with poor family background, if you are trying to teach them something they may not really take it fully. In the game yes, but at home they don’t practise it. As for those with good family background, they can go home and practise because they already have the platform there.” (C4)

Transferability of Values

Hindering factors

- * Lack of ownership of values
 - * For the 22 % of student-athletes, who reported not applying values outside of PE and sports, factors such as “forget” and “don’t care” were provided
 - * Student-athlete explained “being lazy” and that “sometimes you feel like it then you will do it, then sometimes you just don’t do it” (PE9)

Conclusions

- * Overall, findings revealed positive participation outcomes experienced by teacher-coaches and student-athletes from a structured training programme designed to intentionally teach values through sports.
- * These provide useful insights that will aid practitioners in designing appropriate activities and programmes useful for student-athlete development in the practical context.

Implications



- * Values have to be taught systematically.
- * Provide teachers the knowledge and skills to teach values systematically (**competence**).
- * Allow teachers the autonomy to decide what (skills and values) to be taught (**autonomy & relatedness**).
- * Create meaningful activities to allow students to experience, appreciate, and apply the values learned.
- * Longer time for intervention.

Limitations

- * Single school sample (primary)
 - * Lack of representation to generalize the findings in view of the non-probability sample drawn on
- * Concerns of time constraints
 - * Longitudinal evaluation research which track student-athlete development over time are crucial in examining whether the values learnt in sports are transferred to other domains in life

Thank You

