

EXPLORING EFFECTIVE TEACHING METHODS FOR PHYSICAL EDUCATION IN SECONDARY SCHOOL CLASSROOMS

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Submission date: 11 April 2025

Accepted date: 21 May 2025

Published date: 15 September 2025

ABSTRACT

Teaching method is an approach used in teaching and A well-strategised teaching method can improve the class atmosphere, student knowledge, and lesson experience. The objective of this research being held to study the effectiveness of physical education teaching method inside the classroom, the student's experience during learning process and find the differences between the teaching method used for students of different genders. The impact of using a suitable teaching method, especially during weather changes, will be interesting to students in learning Physical Education (PE) inside the confines of a classroom. This is important in tropical countries like Malaysia, where the weather can be volatile. The present study employed a quantitative research method to collect and analyse data. The data were collected from 174 randomly selected Form 3 to Form 5 students from a secondary school in an urban area in Selangor. A questionnaire was used to collect data from the sample. This data was used to identify the teaching method used by the teachers and the students' learning experience during PE lessons conducted inside the classroom. The data analysis revealed a significant relationship between the teaching method used by the teacher and students' learning experience during PE lessons inside the classroom. It was found that using various teaching approaches in the classroom will lead to a more effective learning experience among students. In addition, there is no significant difference in teaching methods used for students across genders. In conclusion, the teaching method used to teach physical education is differ by the students' gender due to gender interest in learning different ways of learning physical education.

Keywords: *Physical Education, Teaching Method*

INTRODUCTION

Learning entails the acquisition of knowledge or skills through study, experience, or being taught. Learning helps us improve our knowledge and skills to benefit us in the future. In this light, the PE subject guides and teaches students how to take care of their health. Thus, PE lessons should be effective and engaging for the students to motivate them to learn. Nevertheless, as schools tend to focus on academic priority, school administrators often limit the opportunity for physical and health subjects to contribute sufficiently to students' healthy development (Donnelly and Lambourne, 2011). Thus, schools should develop environments that encourage healthy eating and frequent physical exercise, which is important in helping children and adolescents reach healthy goals.

Doing brief exercises can sharpen focus and enrich the educational process. Unlike other school-based physical activities, classroom-based physical education does not interfere with class time and might even be a good choice for schools (Watson, Amanda, 2017). Researchers and educators are becoming more interested in the possibility of enhancing academic performance, cognitive function, and physical health through classroom-based physical exercise. Furthermore, indoor physical education activities and classes that emphasise dexterity, flexibility, and accuracy can be developed to guarantee continuous physical activities.

Currently, our nation is facing the detrimental effects of climate change. This scenario has also affected the style of teaching in Malaysia. Global warming and high temperatures in every state in Malaysia caused the Ministry of Education to restrict outdoor activities and confine the learning process to the classrooms. The uncertain weather in Malaysia has restricted the learning process of Physical Education (PE) in schools across Malaysia. The MOE can also order school closures in the event of climatic risks building damage and restrict access to necessary resources in the event of climatic risks, which might hinder students' participation in Physical Education. The effects of climate change on educational institutions may cause interruptions, like during the COVID-19 epidemic, resulting in both learning and financial loss (Newsone, Donney, 2023). Climate change, therefore, demands attention from both organisational and educational levels and presents serious hurdles to continuing regular physical education programs.

Research questions

1. What are the physical education teaching methods used by teachers inside the classroom?
2. What is the relationship between the teaching method and students' experience learning physical education inside the classroom?
3. What is the difference between the teaching methods used for students of different genders?

Research objectives

1. To study the physical education teaching method inside the classroom.
2. To study the relationship between the teaching method and students' experience learning physical education inside the classroom.
3. To examine the difference between the teaching methods used for students of different genders?

Literature Review

Teaching Method and Class Environment

Ramanda Ningthoujam, Bidhyapati Nongthombam, and Moirangthem Sunderchad (2017) in their research, Innovative Teaching Methods in Physical Education for better learning had mentioned certain strengths that could be used by the educators or teachers in conducting their classes. The idea of creating new teaching strategies like AS SOON AS POSSIBLE (ASAP) to keep the students active inside the classroom. The acronym ASAP signifies a quick and direct style to teaching, highlighting the significance of seamless transitions from spoken explanations to active participation in exercises. This

method reduces wasting of time in giving long instruction inside the classroom. This method used playground expectation cards, skill cards, task cards to reduce the lengthy instruction. By providing an organised and positive atmosphere, playground expectation cards assist in establishing behavioral standards and norms for students during physical activities. Quick comprehension and application are facilitated by the clear and simple visual representation of particular skills or activities that skill cards offer. Task cards provide precise instructions that are simple to follow and carry out, outlining particular tasks or activities. Reducing downtime in Physical Education classrooms is a difficulty that the ASAP teaching approach addresses with its focus on timely and active engagement. It understands how crucial it is to keep things lively and vibrant in order to keep students interested and involved. This creative method meets the special requirements of physical education instruction while also promoting a more productive and efficient learning environment.

Furthermore, the Ramanda, etc. al. (2017) also creates another strategy which help in developing students involvement inside classroom which is 80/20 RULES. During the physical education class, the teacher will keep the students active 80% during the lesson. This method is based on the knowledge that participation is essential to learning in physical education. The technique aims to maximise opportunities for students to practise and apply skills by utilising most of the class time for physical activities. This creates a lively and dynamic learning environment. Music was used to make fun activities and also cues for start and stop. Including music in physical education lessons not only gives the lessons a lively and enjoyable element, but it also works well as a transition management tool. A motivating element that can improve the whole experience and promote involvement is music. By introducing new method and also highlight the issue happen in India, the researcher also suggest activity that can be create within the classroom and creating involvement of the parents in physical education class activities with the link of HOME – PLAY to keep the students active at home.

Physical Education and the art of teaching: transformative learning and teaching in physical education and sports pedagogy (19 January 2019) by Mikael Quennerstedt from School of Health Sciences, Orebro University, Orebro, Sweden. The researcher investigates a range of pedagogical techniques and approaches that complement the transformative learning framework. Analysis of inclusive and participatory methods in physical education illuminates how to establish a learning environment that questions established conventions, advances social justice, and meets the needs of a wide range of students. The researcher also highlighted some key component from the research. One of it was transformative learning framework. This theoretical framework highlights the significance of extending beyond conventional teaching strategies in order to promote students' critical thinking, introspection, and holistic growth. The framework pushes educators to see teaching as an art form that entails more than just imparting knowledge and abilities. Then, pedagogical techniques in transformative learning. Variety of instructional strategies and tactics that complement the transformative learning concept. This covers techniques that encourage critical thinking, self-directed learning, and active participation. By investigating these methods, we hope to provide teachers with useful resources to establish an engaging and revolutionary physical education classroom.

Promoting student involvement and physical activity is greatly aided by the physical education classroom setting. Studies have indicated that several aspects of physical education (PE) classes, including lesson location, teacher behaviour promoting physical activity, and lesson context, can influence students' engagement in moderate- and vigorous-intensity physical activity (MVPA) (Kwon, 2020). Encouraging positive learning settings in physical education classrooms requires creating a setting that is demanding, friendly, and safe. This include arranging students in a physical activity setting, creating and maintaining secure and encouraging learning environments, and utilising the interests and experiences of students to improve learning. In the activity environment, how students are arranged physically is quite important. Students should be able to participate comfortably and be encouraged to take an active role in the classroom if the arrangement promotes physical activity and participation. A physical setting that is well-organized promotes a focused and immersed learning environment by reducing distractions and improving the flow of activities. Furthermore, by treating physical education as a key topic, well defined policies and environmental measures may guarantee that state standards be followed and that all students are fully

included in daily physical education. Additionally, children can gain by incorporating physical activity into academic education and taking breaks since it enhances their focus, disruptive behaviour, and increases their enthusiasm and participation in the learning process (Centre for Disease Control and Prevention, 2019).

Singha, Teeraphan, et al (2019) on their joint research classroom management strategies and teaching motivation among physical education teachers in primary school had some of good content that can be reviewed. First, the research mentioned classroom management strategies. As students and teachers always inside the classroom thus students spend most of their time sitting in their respective classrooms. The researcher highlights the classroom management as a concern for school today. The purpose of classroom itself to give students more things to learn from organization from the teacher such as space, time and materials. The researcher manages to explain very well how the classroom management affecting the students motivation and interest. One of the points that the researchers mentioned that interesting is supportive strategies during the lesson. Using methods that promote positive behaviour as opposed to just penalising undesirable behaviour is known as supportive discipline. This strategy, when used to physical education, seeks to lower the probability of disruptive behaviour by fostering an environment in the classroom where students feel inspired, supported, and involved. The emphasis on positive reinforcement is one of the main components of supportive discipline. Teachers adopting supportive discipline techniques actively recognise and praise good behaviour rather than only correcting misbehaviour. Praising students for following instructions, acting with good sportsmanship, or engaging fully in activities are a few ways to do this. Determinable behaviours are reinforced by positive reinforcement, which makes the learning environment more upbeat and supportive.

Noor Dayana Abd Halim, Lee Boon Kiat and Halijah binti Ibrahim in their research, Issues and Future Trends in Teaching Physical Education: A Preliminary Study (2015) point out that teaching method is one of the big problems that being highlighted in this research. Using interview toward the respondent, the number of participants is not enough to support the issue point by the researcher. This research only conducted toward 4 respondents. With a little number of respondents, the answer from the respondents are not 100% valid since it could be biased toward the teachers that are not major in physical education. The researchers begin with talking about the problems that teachers are currently having in the field of physical education. They stress the complexity of these issues, pointing out everything from the lack of facilities and resources to the requirement for efficient teacher preparation programmes. The researchers clarified the intricate interactions between variables affecting the calibre of physical education instruction by carrying out a detailed examination. The significance of modifying teaching methods to correspond to modern educational theories and technology breakthroughs. It acknowledges how important it is to keep up with changing student demographics and public perceptions of physical education. Because of its innovative methodology, the study is well-positioned to assist academics, educators, and policymakers in navigating the rapidly changing field of physical education (Dayana, Lee, Halijah, 2015).

Teachers may adapt by arranging indoor physical education games and classes that emphasize dexterity, flexibility, and precision when uncertain weather prohibits outside physical education activities. To keep students engaged and active regardless of the weather, it's critical to have a selection of indoor games and activities ready. Furthermore, it's critical to make sure students are correctly attired for both indoor and outdoor activities, and that they are aware of the school's policy governing physical education in inclement weather (Playworks, 2017). Teachers need to prepare a repertoire of indoor-appropriate games and exercises before beginning any indoor-based activities. By taking this proactive approach, weather-related delays are minimised and classes remain effective and interesting. To keep students motivated and interested in physical education, teachers can implement engaging and varied activities that will help them develop a positive attitude towards the subject. Teachers may overcome weather-related problems in physical education by being flexible, prepared, and communicative. This will help them to maintain an environment that motivates students to stay engaged, active, and healthy regardless of the outside conditions. This adaptability teaches children important lessons about resilience and adaptability in addition to supporting the continuity of physical education classes (Playworks, 2017).

Physical education between gender

Discussions about gender issues in physical education have been going on for a while. Compared to male, female are less likely to play sports or engage in physical education programmes. Research indicates that while female students have consistently surpassed male students in the classroom, most of them stop participating in physical education after the mandatory year. Many female students in PE feel more personal with their male counterparts and hence participate less. It is the duty of schools to provide an engaging physical education curriculum that instils in male and female a love of PE. There are gender disparities in sports and physical exercise as well, with male being pushed to engage in these activities more than female (Edubirdie,2022). It is important to address gender stereotypes and promote inclusivity in physical education to guarantee equitable chances for all students to engage in and reap the benefits of physical activity and sports (Lagestad,2021).

In tackling this issues, there are several ways that being suggested in address gender stereotypes in PE. One of it is gender stereotypes and their potential to affect students' engagement in physical education are topics that teachers need to be knowledgeable about. Teachers need to receive training on recognising and addressing gender stereotypes in the classroom (Deng,Yuqin,2023). Furthermore, it's critical to recognise the possible negative effects of gender stereotypes. Stereotypes can affect students' self-esteem, confidence, and general interest in physical activities by contributing to the development of a less inclusive and equal learning environment. Teachers can more clearly see the need to address these preconceptions in the classroom when they are aware of their consequences. Furthermore, professional development opportunities can encourage open discussion among teachers, giving them the chance to communicate best practices, trade experiences, and collaborate to create a learning environment that is gender-equitable. A strategy to engaging gender stereotypes in physical education that is more sustainable and effective is one that is bolstered by teachers working collaboratively and receiving continual training.

Other suggestion is to motivate and encourage female students to participate in physical education, schools should support positive role models in the field, such as female chances in participate in lesson same as male method. For example, inclusive physical education curriculum in certain schools encourage equal involvement and opportunities for females and male. Male and female students' participation and self-perceptions in physical education classes have increased as a result of these initiatives (Deng,Yuqin,2023). The observed rise in both male and female students' engagement and self-perceptions in physical education classes is one of the main effects of such programmes. These curriculum modifications support the reduction of gender-based obstacles that may have prevented some students from participating fully in physical activities by aggressively promoting inclusivity. Positive learning environments are created when students, regardless of gender, feel appreciated, accepted, and empowered to engage in a greater variety of activities. Furthermore, this inclusive approach addresses students' perceptions of themselves in addition to engagement. Both male and female students benefit from the inclusive curriculum's equal opportunities and positive reinforcement for physical education accomplishments, which foster confidence and good self-esteem. Regardless of gender conventions, students who feel that their contributions are respected and acknowledged are more likely to see PE as a positive and fulfilling experience.

Research on biased student evaluations of teaching (SET) based on gender stereotypes suggests that the teaching approach may be related to gender stereotypes. This study examined the possibility that gender assumptions may bias students' assessments of teachers, and it discovered that generally speaking, female teachers receive lower SET than male teachers. Furthermore, a female teacher who was assessed as possessing traits and behaviors associated with traditional masculinity was given the lowest SET. This implies that gender preconceptions may have an impact on how teachers are assessed (Renstrom, Emma, 2021). In the classroom, teachers are also crucial in confirming or disproving negative gender stereotypes. For instance, by routinely calling on males rather than female or providing assignments in the classroom that follow stereotypes, they may unintentionally contribute to the gaps that exist between male and female in schools. As a result, the way that lessons are taught and conducted in the classroom can either support or contradict gender stereotypes . The way that students view themselves and their goals may be permanently impacted by this accidental reinforcement of gender stereotypes. It might help to create an atmosphere in which some students feel excluded or deterred from pursuing hobbies that

don't align with established gender norms. Such acts can have far-reaching effects on students' entire sense of self-worth and belonging, in addition to their academic success. Gender stereotypes are reinforced or challenged by the way lessons are delivered and carried out in the classroom. Teachers have a duty to be conscious of their choices and behaviours as powerful members of the educational community, and they should make every effort to create a gender-neutral learning environment. Teachers can contribute to the establishment of a classroom environment that promotes the equal growth and achievement of all students, regardless of gender, by actively attempting to dispel negative presumptions.

Methodology

Study Design

In order to gather information from the participants, the survey research was designed to obtain information regarding physical education teaching methods. It used a quantitative method in conducting the research. Therefore, the questionnaire will be used to collect quantitative data regarding the frequency of the teaching method through the questionnaire given to the subject.

Study Population

Random sampling was used in this study. The sampling focused on secondary students aged 15 to 17 years old from SMK Sultan Salahuddin Abdul Aziz Shah, Shah Alam, who are learning Physical Education.

Sample size calculation

According to Krejcie and Morgan (1970), when the population size is $N=300$, then the number of samples should be $s=169$. Thus, the students were randomly selected from Form 3 to 5 students.

Pilot Test

Before distributing the questionnaire to each participant in the study, a pilot test has been conducted to evaluate the validity and reliability of the research design. This is to determine whether the questionnaire is legitimate and appropriate for use in this research. Additionally, thirty Form 4 students from Sekolah Menengah Kebangsaan Sultan Salahuddin Abdul Aziz Shah will make up the small sample to whom the test will be given. A random selection will be made from the 30 responders. Finally, in order for the test to go successfully, the students will be required to collaborate and provide honest answers. Respondents will not be permitted to provide the same response more than once on the questionnaire.

Data collection

The online questionnaire was prepared using Google Forms, and the link to the form was shared with the students using their representative class group.

Research Instruments

This questionnaire consists of four sections. Section A, demographics; Section B, the teaching methods used by the teacher; Section C, students' experience in learning Physical Education inside the classroom; and lastly, section D, students' interest towards the teaching method.

Content validation of the questionnaire

The questionnaire's validity was tested using Cronbach's Alpha. The reliability statistic table provides the value for Cronbach Alpha which is .702 and reflects good reliability of the measuring instrument. Furthermore, it indicates an average level of internal consistency with respect to the specific sample.

Table 1. Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.702	.734	20

Data Analysis

After gathering data using the questionnaire, the data were analysed in the numeral form. Based on Statistical Package for the Social Sciences (SPSS) version 26.0 to obtain statistical data such as percentages, charts, graphs, and table classification. Mean, and standard deviations are used to describe the Physical Education teaching method inside the classroom. Using Pearson Correlation to find the relationship between the teaching method and students' experience learning Physical Education, an Independent T-Test was conducted to study the difference between the interest of students of different genders towards the teaching method used

Results and discussion

Research Question 1: What are the physical education teaching methods used by the teacher inside the classroom?

Table 2. Teaching Method Used by the teacher

	N	Mean	SD
Lecture Mood - Teacher teach the students by lecture infront of the students.	174	4.02	.850
Command Method - Teacher giving the students instruction for the activity.	174	3.73	.776
Demonstration – Teacher and students demonstrate or do the technique or activity	174	4.37	.699
Task or project – Teacher giving the students task for them to solve that related to physical education topic	174	3.56	.741
Reciprocal – students involvement during learning in form of pair or three for learning.	174	3.49	.751
Discussion – Students discuss on topic given by the teacher	174	3.52	.669
Problem Solving Method – Students were given problems such as situation during game and they need to plan strategy to solve the problems.	174	3.33	.778
Circuit Method – The learning is conducted by making station for students to learn.	174	2.43	1.114
Individual Programme Method – Students were given individual task and problem and need to solve by themselves.	174	1.81	.927
Inductive Method – Combination of above method	174	3.99	.636

The descriptive analysis shown in Table 4.2 shows the teaching method used by the teacher in teaching Physical Education (PE) inside the classroom. It can be seen the demonstration method is the highest or the most

frequent teaching method used by the teacher (mean = 4.37, SD = .699), followed by the lecture method (mean = 4.02, SD = .850). On average used teaching method command method (mean = 3.73, SD = .776), task or project method (mean = 3.56, SD = .741), reciprocal method (mean = 3.49, SD = .751), discussion method (mean = 3.52, SD = .669), problem solving method (mean = 3.33, SD = .778) and inductive method (mean = 3.99, SD = .636). There are two lowest or the less teaching method used in teaching Physical Education (PE) is individual programme method (mean = 1.81, SD = .927) and circuit method (mean = 1.81, SD = 1.114).

The analysis indicates the teaching methods used in teaching physical education inside the classroom. The data were then corroborated with answers given by the students. The lecture method, in which the teacher teaches the students by lecture in front of the students obtained one of the highest mean. This shows that this method has been used in almost all the classes that learn physical education inside the classroom. The lecture method is particularly good for presenting up-to-date information, summarising material, adapting material to the background and interests of a particular group of students, and focusing on key concepts, principles, or ideas (McKeachie and Svinicki,2014).

The highest mean was recorded by the demonstration method. This finding shows that this method is being extensively used to teach PE in form 3 to form 5 classes. This method is considered the best method in teaching physical education inside the classroom since it shows the demonstration of the technique in front of the students. This method can serve to explain or reinforce psychomotor skills, cognitive concepts, and socio-affective behaviours (Van Holst, Auke, 1997). Since most physical education skills call for certain movement patterns, physical educators frequently employ demonstrations. In this regard, student learning can be stimulated by watching a particular skill or set of skills in action.

Two methods obtained the lowest rating in this section: the circuit method and the individual programme. It can be concluded from the results that show that the two methods are the least used teaching method in the classroom. One of the factors is the lack of space to adapt to a teaching method. For example, the circuit method needs a lot of space to set up the required station for different goals.

Another factor contributing to the lack of use of the individual programme method is the high risk of biased assessment for individuals. This method is considered different from other typical methods or old-school methods since it provides students with personalised learning opportunities, allowing for self-motivated learning and decision-making over an extended period. Teachers avoid using this method in teaching PE in this school to prevent unfairness and bias towards any students

Research Question 2: What is the relationship between the teaching method and students' experience in learning physical education inside the classroom?

Table 3. Pearson Correlations

		Teaching Method	Students Experience
Teaching Method	Pearson Correlation	1	.328**
	Sig. (2-tailed)	174	.000
	N		174
Students Experience	Pearson Correlation	.328**	1
	Sig. (2-tailed)	.000	174
	N	174	

** . Correlation is significant at the 0.05 level (2-tailed).

Pearson correlation test was conducted to determine the relationship between the teaching method, and students' experience learning physical education inside the classroom. The result found that $r = .328$ and $\alpha = .000$, which is smaller than .05. This means that there is a significant relationship between the two variables. In other words, the more the teaching method used, the more the students experience learning physical education inside the classroom.

The analysis shows a significant relationship between the teaching method and the students' experience in learning physical education inside the classroom. The use of various teaching methods will impact the students' feelings and experience during teaching and learning. The suggested tactics include differentiated instruction, movement education, sports education, and a variety of teaching philosophies like cooperative learning, direct instruction, and convergent and divergent discovery (Larry Ferlazo, July 2021). The teacher needs to understand students' needs and choose the suitable teaching and learning method. The significant difference between these two variables indicates a finding that can help improve teaching and learning experiences for teachers and students.

Physical education teachers' attentiveness to students is significant in facilitating a conducive classroom environment. Attention is linked to the principles of self-determination and recognition pedagogy. Teachers can facilitate students to compete or perform memorisation-based physical exercises in PE courses. At the same time, teachers should prioritise creating a positive and enjoyable learning environment to provide students with the best PE learning experience (Mike Krings, 2023).

The way the material is presented has a big influence on how engaged, comprehending, and applying students are to the material. Teachers can employ a variety of teaching strategies can be used To support student experience in the classroom,, including differentiated instruction, lecture-based instruction, technology-based learning, group learning, and individual learning. The degree to which students grasp the material and develop their ability to apply it in certain situations can be influenced by the teaching style selected. Research has demonstrated that student-centred experiences, like experiential learning, which involves students in first-hand encounters, reflection, and application, improve communication skills, self-confidence, and overall learning outcomes (NIU, 2012). Teachers may make learning more engaging and effective for students by using teaching strategies that match learning objectives and individual requirements.

Research Question 3: What is the difference between the teaching methods for female and male students?

Table 4. T-Test

		F	Sig.	t	df	Sig. (2-tailed)
Teaching Method	Equal variances assumed	3.812	.053	.604	172	.546
	Equal variances not assumed			.612	165.713	.541

An independent samples t-test was conducted To determine whether there is any difference in the interest towards the teaching methods across students' gender, and the result is shown in table 4.4. It was found that t value = .604, df = 172, sig. = .546. This result indicates that there is no significant difference between the interest of students of different genders towards the teaching method used.

The analysis shows no significant differences between the teaching methods for students of different genders (males and females). The population had their physical education class separate from each gender. The researcher had done a questionnaire to find the significance between both genders in learning physical education. The results are insignificant as both genders are taught with the same teaching methods.

Such a finding is linked to teachers' focus on social interactions. In this regard, most physical education teachers implement pedagogical approaches that emphasise social interactions. In this context, PE teachers tend to

give less attention to students' gender than teachers of other subjects. Thus, less gender emphasis in sport-centred physical education classes is influenced by PE teachers' pedagogical understanding and skills (Lagestad, 2021).

The researcher also found that teachers' teaching methods are influenced by the "Kurikulum Standard Sekolah Menengah" (KSSM) and the scheme of works prepared by the physical and health education subject panel. Teachers referred to several documents to determine the teaching and learning approaches and outcomes. The subject panel has provided the teachers with recommended teaching approaches that can be used during the teaching and learning process. Furthermore, the KSSM document provides teachers with extensive information in the KSSM document. In this light, instead of gender, teachers considered the students' ability levels and interests when selecting teaching approaches and activities. Notably, as KSSM promotes a student-centric approach, teachers should establish a welcoming classroom environment that values the differences among their students. This strategy is in line with modern educational ideas that value and respect individual differences.

Moreover, the emphasis on gender-neutral behaviour and a wider range of activities in coeducational physical education classrooms may also be factors in the teaching strategies used with both male and female students (Fruhauf, Anika, 2022). These findings indicate that an inclusive and diverse approach to physical education can benefit students of all genders. Furthermore, physical education classes must be designed in a way that is attractive to female students and there is a need to break with the traditional model of physical education based on individual performance, which limits social and emotional possibilities (Guerrero, 2023). Therefore, coeducational physical education programmes can be very helpful in encouraging gender-neutral behaviour and providing a greater variety of activities to meet the varied interests of pupils.

CONCLUSION

In conclusion, this study has achieved its objective. The study proved that the teachers use various methods of teaching in teaching Physical Education (PE) in schools. The comparison between the traditional method and the new method shows that teachers are comfortable with the old traditional method in teaching PE. Thus, teachers should be motivated to implement more modern methods to provide students with better learning experiences and enjoyment. Other than that, this study found that teachers' choice of teaching method influences students' experience in learning PE inside the classroom. Teachers' use of varied teaching methods will impact how the students experience in teaching and learning PE. This research also found that no discrimination or difference in teaching methods used to teach male and female students. As discussed before, teachers use the same teaching method to teach students of different genders.

Based on the findings, there are some recommendations to improve future research. The study suggests comparing athlete and non-athlete students' perspectives on studying physical education (PE) and examining the use of different evaluation instruments to gauge the efficacy of teachers' instructional strategies. Moreover, even though the researcher used a questionnaire to gather data, future research could conduct interviews and observe other teachers. Further research can incorporate qualitative methods and involve a broader and more varied group of participants.

In terms of practice, the study offers insightful information about the effects of instructional strategies employed in secondary school physical education classes. Teachers are advised to use their creativity and ensure equity in their application of instructional strategies for all students. Teachers should practice equity in teaching and learning physical education in the classroom. It is recommended that teachers take into account both transient and permanent psychological states of interest when organising and carrying out physical education sessions, with an emphasis on student interests. In this regard, this study has highlighted the importance of both situational and individual interest in student motivation.

ACKNOWLEDGEMENT

The researcher is deeply grateful to everyone who has contributed to completing my research on "Physical Education Teaching Method in Classroom Among Secondary School Students" conducted at SMK Sultan Salahuddin Abdul Aziz Shah, Shah Alam. This research would not have been possible without the following individuals and groups' guidance, support, and encouragement. First, I sincerely thank my esteemed supervisor, Dr. Azlan Bin Ahmad Kamal, for his unwavering commitment, invaluable insights, and constant encouragement throughout the research process. His guidance has been instrumental in shaping the direction of my study and enhancing the quality of my research.

CONFLICT OF INTEREST

All authors declare no conflicts of interest

AUTHORS CONTRIBUTIONS

The authors affirmed that there is no conflict of interest in this article. Author 1 carried out the fieldwork, prepared the literature review and overlooked the whole article's writeup. Authors 2,3 and 4 wrote the research methodology, did the data entry, and conducted the statistical analysis and interpretation of the result

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