



The Initial Impact of Instructional Development Intervention on
Teaching Strategy and Student Athletic Skill:
A Case Study of Primary 6 on Track and Field Athletic

Wongsapat Pongpakkittikul

An Action Research Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Management in
Organization Development and Management
Faculty of Graduate School of Business
Assumption University
Academic Year 2010
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Action Research Title	The Initial Impact of Instructional Development Intervention on Teaching Strategy and Student Athletic Skill: A Case Study Primary 6 on Track and Field Athletic
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Major	Master of Management in Organization Development and Management (MMOD)
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Academic Year	2/2010

The Graduate School/Faculty of Graduate School of Business, Assumption University, has approved this action research as a partial fulfillment of the requirements for the Degree of Master of Management in Organization Development and Management.




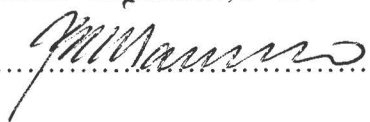
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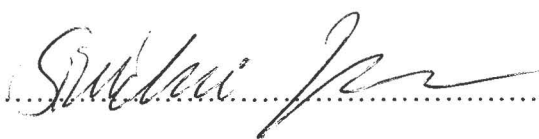

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ABSTRACT

At the present time, the world is changing very fast in business, fashion, science, technology and education with new and better technology. The education industry is the one of most important in the whole world especially to develop peoples' knowledge to improve their countries. The success of a nation depends on the development of education in any dimension. The development of technology and science throughout the world is suitable to the improvement of education which brings up scientists and inventors. It is complicated to give emphasis to just how the important function of education is. There is no uncertainty that countries with undeveloped education will stay behind or remain poor.

The main purpose of the study in this research geared towards the initial impact of IDI on teaching strategy and students' Athletic skill on track and Field Athletic in primary 6 at Saint Gabriel's College in Thailand. This study aimed to achieve four main objectives including (1) To describe and analyze the current situation and learning performance of Saint Gabriel's College students as "Reduce their injured between practice and competition" and "Improvement skill Athletic", (2) To diagnose the current situation of primary 6 in terms of teaching strategy and students' Athletic skill, (3) To identify and implement appropriate ID intervention for teaching strategy and students' Athletic skill, and (4) To determine the initial impact of IDI on teaching strategy and students' Athletic skill.

For the research methodology, the researcher focused on structured questionnaire, interview and t – test which were applied for gathering primary data. There were 1 Physical teachers and 33 respondents in Primary 6 as participants in this research. The researcher used SPSS program (Statistical Package for the Social Sciences) for quantitative data. This program is used for descriptive analysis mean and t – test.

For the qualitative date, the researcher collects the data by using the interview and proving the correction of the information from the various respondents.

The researcher could conclude that the result in section 1 showed that the teachers improve their knowledge and learn new strategies of teaching. They can adapt usefully to teach the students' development.

The result in section 2 showed that the respondent result of analysis in the difference of average in pre – test and post – test skill of teaching strategy by using the average of statistic (T-Test), the average test scores of the respondents in every topic is better than pre – test in significant value of 0.05.

There is impact of Instructional Development Intervention on teaching strategy and student's Athletic skill : A case study of Primary 6 on Track and Field Athletic.



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Mr. Wongsapat Pongpakkittikul

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CHAPTER 1

1. Introduction

1.1 Background of the Study

The National Consortium on Physical Education and Recreation for Individuals with Disabilities (NCPERID) was formed in 1974 to provide national professional leadership in relation to the development of the U.S. Special Education Program for school age "handicapped children and youth in physical education and recreation."

Physical Education trends have developed recently to incorporate a greater variety of activities. Introducing students to lifetime activities like bowling, walking/hiking, or Frisbee at an early age can help students develop good activity habits that will carry over into adulthood. Some teachers have even begun to incorporate stress-reduction techniques such as yoga and deep-breathing. Teaching non-traditional sports to students may also provide the necessary motivation for students to increase their activity, and can help students learn about different cultures. For example, while teaching a unit about Lacrosse (in say Arizona), students can also learn a little bit about the Native American cultures of the Northeast and Eastern Canada, where Lacrosse originated. Teaching non-traditional (or non-native) sports provides a great opportunity to integrate academic concepts from other subjects as well (Source: http://en.wikipedia.org/wiki/Physical_education)

1.1.1 Global Context

The business school in the new millennium the communication experiences of education managers: identifying strengths, weaknesses and critical incidents Management styles grounded in interpersonal roles: focus on heads of school in India

Indonesian students' perceptions of choice criteria in the selection of a tertiary
 institution: strategic implications Restructuring vocational education in Hong Kong
 The effect of anomie on academic dishonesty among university students Mechanics,
 problems and contributions of tertiary strategic alliances: the case of 22 Australian
 universities Education under the municipal administration in Pakistan The
 relationship between college experience and academic performance among minority
 students A whistle blowing code for educational institutions Organizational self-
 assessment: measuring educational quality in two paradigms Evaluating three years'
 use of a virtual university Quality assurance in subject gateways: creating high quality
 portals on the Internet Quality assurance of computer-assisted assessment: practical
 and strategic issues Focus groups as a quality improvement technique: a case example
 from health administration education Investors in People in further and higher
 education: the critical issues Managing the changes inherent in developing the
 Learning Society: issues, choices and strategies Towards quality higher education in
 Indonesia Assuring quality and standards in globalised higher education Modeling
 module evaluation in marketing education

Education managers from various education settings were asked to record the
 three most typical work-related incidents of communication within a specified time-
 frame. They were also asked to identify the strengths and weaknesses of
 communication practices at work. The resultant data provide insight into the existing
 communication climate within education organizations, and the problems which need
 to be overcome. Specifically, the main findings were of persistent communication
 problems between managers and staff, the organization of meetings, the transmission
 of information and the use of appropriate communication channels. The data suggest
 that there is a need for improved communication to facilitate the more effective

management of education organizations, and to improve relationships between education managers and their staff. Greater communication skills training for managers are therefore recommended. This paper also considers areas where further research is indicated.

Leadership and membership were drawn from the American Alliance for HPER Health [education, safety], Physical Education, and Recreation [education] (the historic AAHPERD "therapeutic" interest group); and, from the National Recreation and Park Association's National Therapeutic Recreation Society branch. The membership consisted of curriculum developers and researchers and college/university departments interest in pre-service and in-service training in adapted/special physical education and recreation therapy/therapeutic recreation service.

1.1.2 Asian Context

China

The National Education Committee gave notice of prohibition against "Olympics Class (school)." This kind of school was originally established as the school to train the representatives sent to "International Mathematics Olympics" and such forth. But recently each school establishes or becomes the examination crammer for elite training with fee, and evil influences such as negligence of classes of regular school and overheat examination war is pointed out.

As of September, 1995, the whole five-day-week system was introduced into schools, middle, and high schools, regarding the five-day-week system; generally parents are against, children for, and teachers for.

Parents oppose it because when they are not at home because of work, nobody takes care of the children. Also a lot of parents are worried about children falling

behind in their studies. It was said that an executive ordered the school leader to open school on Saturdays worrying about his child's falling behind.

Children welcome having Saturdays off. But on holidays a lot of children spend time monotonously, doing their homework or watching TV.

Teachers welcome five-day-week system because their working hours have decreased.

On the other hand, there are elementary schools which form activity groups and do some extracurricular activities during the two days off. For example, some schools in Beijing form groups of five elementary school students in different grades living in the same neighborhood, and their parents become instructors in turn and take children to the zoo and museums.

Hereafter, it would be an assignment to make activity centers for such children in these regions.

Japan

The Japanese educational system was reformed after World War II. The old 6-5-3-3 system was changed to a 6-3-3-4 system (6 years of elementary school, 3 years of junior high school, 3 years of senior high school and 4 years of University) with reference to the American system. Gimukyoiku (compulsory education) time period is 9 years, 6 in shougakkou (elementary school) and 3 in chuugakkou (junior high school).

Japan has one of the world's best-educated population, with 100% enrollment in compulsory grades and zero illiteracy. While not compulsory, high school (koukou) enrollment is over 96% nationwide and nearly 100% in the cities. High school drop out rate is about 2% and has been increasing. About 46% of all high school graduates go on to university or junior college.

The Ministry of Education closely supervises the curriculum and textbooks, and classes with much the same content are taught throughout the country. As a result, a high standard of education has become possible.

Hong Kong

The reversion of Hong Kong to Mainland China has led to swift and major changes in the economic base, and a consequent change in the vocational education and training needed to support economic prosperity. To meet the requirements of the new environment, the Vocational Training Council is leading a restructuring of the seven technical institutes and two technical colleges of Hong Kong to become a new invigorated single organization, the Institute of Vocational Education, with a revised structure, management culture and curriculum. Reports on interviews with the principals of the technical institutes. Explores their views on the planned changes and their approach to managing large-scale change. Concludes that the process to date has largely avoided the destructive results of comprehensive change and has resulted in optimism for the future of vocational education in Hong Kong.

Indonesia

Intense competition for full-fee-paying foreign students in higher education in many countries mandates the need for the identification of the criteria considered important by this customer group for the purpose of strategy development. Past research in this area has overlooked the needs of this important segment and has focused mainly on either administrators or the faculty's perspective. A sample of potential students from Indonesia participated in this study and a number of choice criteria were identified. Also discusses strategic implications.

Thailand

Thailand is governed mainly by the Thai government through the Ministry of Education from pre-school to senior high school. A free basic education of twelve years is guaranteed by the constitution, and a minimum of nine years' school attendance is mandatory. Formal education consists of at least twelve years of basic education, and higher education. Basic education is divided into six years of primary education and six years of secondary education, the latter being further divided into three years of lower- and upper-secondary levels. Kindergarten levels of pre-primary education, also part of the basic education level, span 2–3 years depending on the locale, and are variably provided. Non-formal education is also supported by the state. Independent schools contribute significantly to the general education infrastructure. Administration and control of public and private universities are carried out by the Ministry of University Affairs.

School System

The school structure is divided into four key stages: the first three years in elementary school, Primary 1 – 3, are for age groups 6 to 8, the second level, Primary 4 through 6 are for age groups 9 to 11, the third level, Secondary 1 – 3, is for age groups 12 to 14. The upper secondary level of schooling consists of Secondary 4 – 6, for age groups 15 to 17 and is divided into academic and vocational streams. There are also academic upper secondary schools, vocational upper secondary schools and comprehensive schools offering both academic and vocational tracks. Students who choose the academic stream usually intend to enter a university. Vocational schools offer programs that prepare students for employment or further studies.

Admission to an upper secondary school is through an entrance exam. On the completion of each level, students need to pass the NET (National Educational Test) to graduate. Children are required only to attend six years of elementary school and at least the first three years of high school. Those who graduate from the sixth year of high school are candidates for two decisive tests: O-NET (Ordinary National Educational Test) and A-NET (Advanced National Educational Test). Public schools are administered by the government, and the private sector comprises schools run for profit and fee-paying non-profit schools which are often run by charitable organizations - especially by Catholic diocesan and religious orders that operate over 300 large primary/secondary schools throughout the country. Village and sub-district schools usually provide pre-school kindergarten (*Aruban*) and elementary classes, while in the district towns, schools will serve their areas with comprehensive schools with all the classes from kindergarten to age 14, and separate secondary schools for ages 11 through 17. Due to budgetary limitations, rural schools are generally less well equipped than the schools in the cities and the standard of instruction, particularly for the English language

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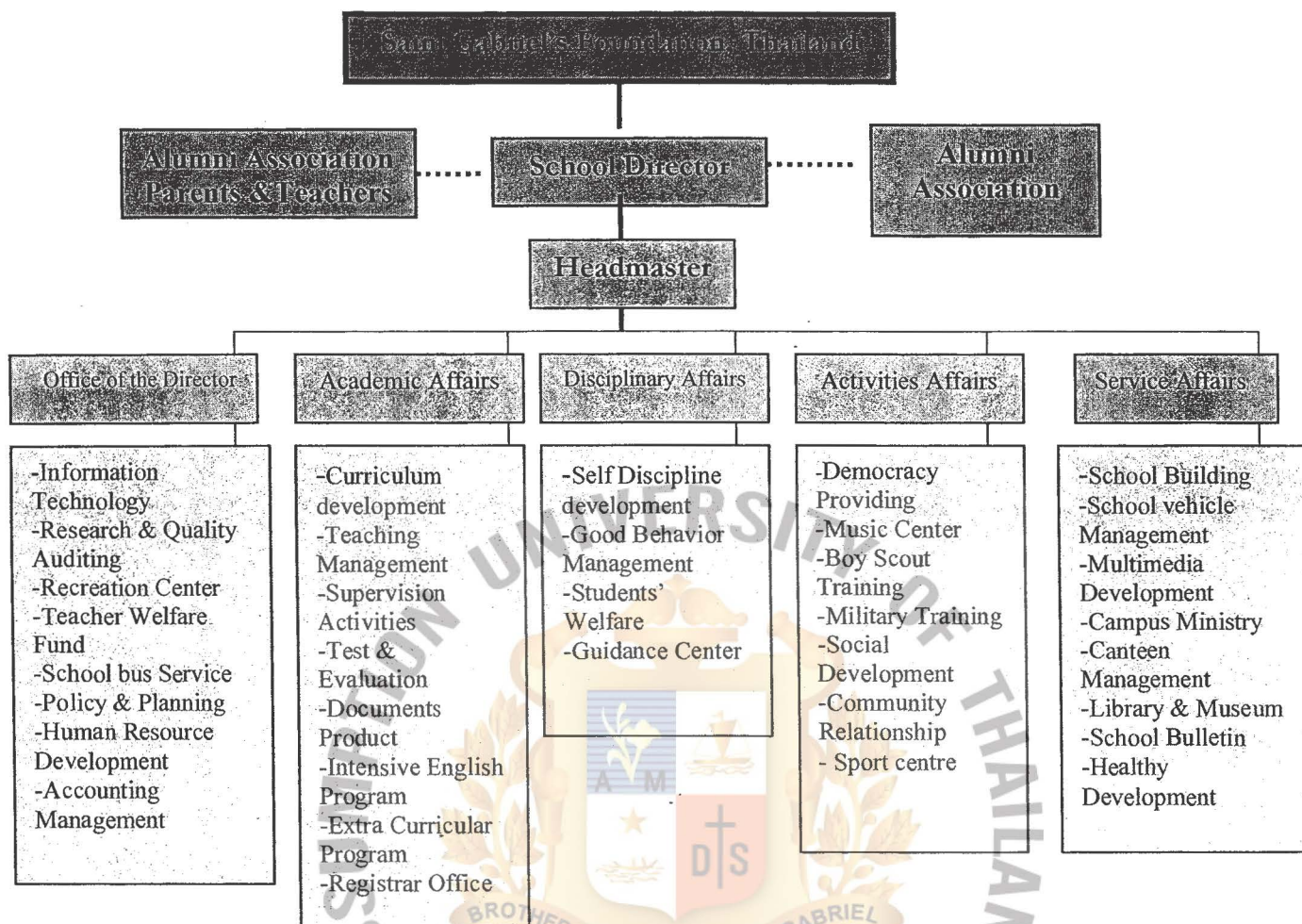
1.1.3 Saint Gabriel's College

St. Gabriel's College is administered by the Brothers of St. Gabriel, a Catholic religious congregation founded by St. Louis Marie de Montfort in 1751, in France. From the early beginning of their existence as a religious community the Brothers had as their educational objectives, and the Christian Religion as a way of life, to the children, especially those of the working class.

For over two centuries, this educative mission and traditions enriched with professional expertise have been transmitted to succeeding generations of Brothers and their pupils. Because of this reason, the Brothers hold as their sacred duty the Ministry of Teaching which is expressed in the maintenance and the promotion of the Catholic School System, through the education of children and youth according to Christian principles.

St. Gabriel's College was founded in 1920 by Reverend Brother Martin de Tours, the then superior of the Brothers of St. Gabriel's in Thailand, and was named after the religious order. In an effort to divert the steadily increasing demand for admission to Assumption College (Bangkok), it was the second school in Thailand to be founded by the Brothers. This is expressed by the school motto: LABOR OMNIA VINCIT. (www.sg.ac.th)

Organizational Structure of Saint Gabriel's College



Source: created by the author for this study.

Figure1.1: Organization Structure

Information students of Saint Gabriel's College.

Table 1.1 Data of number of Students

Elementary	Students	Secondary	Students
Grade One	420	Grade Seven	494
Grade Two	481	Grade Eight	435
Grade Three	444	Grade Nine	436
Grade Four	442	Grade Ten	408
Grade Five	454	Grade Eleven	356
Grade Six	454	Grade Twelve	303
Total number of Students		=	5,131

1.1.5. Current Situation of Physical Education in primary 6 at Saint Gabriel's College.

Physical in Saint Gabriel's College department' had been 18 teachers teach physical and health. The Physical department separate teacher to teach and responsibility curriculum in each level differentiation between primary and secondary. All of teacher have meeting once a month to offer and solve the problem. When the school had sport competition tournament. Policy have a focus for get into their Activity for receive the experience because school have more many Activity and have shot time to training and practice before competition. In a time on tournament can't success or go to the champion.

Saint Gabriel's College had been to teach all of 12 grades in primary and secondary. The researcher is a physical education staff in Saint Gabriel's College. The researcher has been teaching for 5 years and teaches Athletic in P.6, Swimming on secondary 1-2. The researchers teach 24 periods a week and there are 50 minutes in each period. In primary 6 have work to responsibility and management of students by separate task in level such as Discipline in level, Activities of school in level, cleaning, Boy Scout anything and have teacher response subject to teach on Science, Mathematics, Social, English, Technology, Thai language and Physical Education.

The students come to learn in each subject such as Technology' Science' Physical Education, Art and music. The teacher were often to separate students to 2 group to group A and B, for teach student in small group

In Physical Education subject have 2 teachers to teach and difference skill, knowledge and then separate students to 2 Group. For group A student's number 1 to 33 and group B number 34 to last students number 66 or 67 each room.

In first term students learn in group A; B and second term alternate group to learn on Group A the students learn physical Education Gymnastic, soccer and Group B learn Recreation, basketball and athletic and Group B. Students learn Recreation 2 skill to learn and first are team skill movement in sound of the song and second learning to Aerobic dance.

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Second' Basketball learning skill to passing, shutting, and practice to use technique and Tactic apply to play team. Third athletic in classroom group B, students primary 6 have 2 type that are track athletic such as run in 100 M., 200 M., 400 M., 800., 1200 M., 1500 M. Crossing hurdle race and Field athletic such as put the weight, discus, broad jump. That they will know to all of basic skill about athletic.

In this Action Research analyze about the skill of track Athletic is hurdle race and Field is Putt the weight for the student group A, in primary 6/2. And also improve all of skills of track and Field Athletic. The students received injured among practice in learning Physical Education and do not correct skill for performance. The students to be apply and use the knowledge Athletic skill to College Day or Sports Day of Saint Gabriel's College.

The Researcher used SWOT analysis to find the problems that happen in the school.

A SWOT analysis is a tool for auditing an organization and its environment. It is the first stage of planning. It helps marketers focus on key issues. SWOT stands for strengths, weaknesses, opportunities, and threats. Strengths and weaknesses are internal factors. Opportunities and threats are external factors. The researcher used them to analyze and find problems in the track and Field Athletic at Saint Gabriel's College.

SWOT Analysis (Table 1.2: SWOT analysis)

<p><u>S-Strengths</u></p> <ul style="list-style-type: none"> - Strength Academic - Many technology - Curriculum - Vision of school - Location - Well known alumnus - English language - Good qualities of parents - Scholarship - High qualities of teachers - Students favorite - Very good some parent support. - Favorite to play other sports. - Healthy 	<p><u>W-Weakness</u></p> <ul style="list-style-type: none"> - Old technology to teach in class - Infliction of rules is not strict - Students lack of disciplines in class room. - Less area of the playground for the students. - Time to teach do not enough - Some parent takes students to home early. - More activities of school
<p><u>Physical</u></p> <ul style="list-style-type: none"> - Go to the Champion in their level. - Make reputation of school. - Can be changing they behavior. 	<p><u>Physical</u></p> <ul style="list-style-type: none"> - Equipment not interesting for training and learn. - Don't have attention to learn. - Don't like to exercise - Students receive injured among learn. - Students have uncorrected of skill - Don't have bravely to practice show.
<p><u>O-Opportunity</u> (Outside)</p> <ul style="list-style-type: none"> - Competition of academic - Many students need to learn in this school - Close to Government office - Very good Support from alumnus and parents - Students can improve their English with foreign teacher - Can make friend from other school. - Can receive scholarship form university or other school to learn in the future 	<p><u>T-Threats</u> (Outside)</p> <ul style="list-style-type: none"> - Many game shops near the school that can attract students to play. - Many tutorial centers attempt to persuade students to pay more money for learn with them. - There are many cartoon book and toy shops. - The parent does not believe latency practice for competition. - Too many sports competitors in Bangkok.

Physical - build the fame to school - Get more real experience and teach sport junior	Physical - The parents are too busy working and have a little time to take care of students. - Some parents spoil students
--	---

Strengths

Saint Gabriel College has wide vision of education. The college has the academic strength because it has strong curriculums; especially, English language that the college has many various subjects in English. For example, English, Science, Social, Art, Computer and Hygiene that are all studied in English. Accordingly, the parents see the usefulness of these subjects, so they have confidence in the college and send their children to study in this college. Moreover, the college always develops the teachers. They have always been given the good opportunities to study abroad. Most of the teachers developed themselves a lot. They have high qualities. They always have more information to adapt their knowledge for using with the students. Moreover, the college has many scholarships for the teachers and the students to develop their capabilities in every side. This is because of there are good parents and good alumnus to support the college for making the college famous; parents ,alumnus and all teachers, help with each other to develop everything, especially, develop the students.

Students in Saint Gabriel College has to healthy because they would like to play sports too much when their have free time they come to play or chase around classroom and yard for relax and exercise. Some of students have better skill more than other their friends. They come to practice for Athletic of school. The parent of

their student can support anything such as their uniform, shoe, drink water. There hope their students have healthy

Saint Gabriel's College is quite lucky because the college has much opportunity from many foundations. They can change some behavior to be better and they able teach or demonstrate to another person or their friends. On the future you will go to Athletic of school for competition with another school to build esteem to saint Gabriel's College.

Weakness

For the weakness of Saint Gabriel's College, it is limited in some areas. Then in the classrooms, the students are too crowded because of the large population of each class which is a maximum of 65 students. Sometimes, the teachers have some problems because they could not control all the students. Then the students developed some negative behaviors toward their friends in the classroom. The teacher has to inflict some punishments towards their behavior. Sometimes, because the teacher punished them, the students don't respect the teacher anymore. They don't have regard to teacher. Some of parents take the students home early and have short time to practice the Athletic. They cannot improve their sports skill. They won't have the chance to practice in the evening. These students won't have the chance to learn more. Sometime students had bored and disappear attention because their receive injured among to learn and do not know about the law of the game to play cover in do not dare to show their ability of sports.

Opportunity

Saint Gabriel's College is quite lucky because the college has much opportunity from many foundations. Then the school gives a scholarship to students to gather experience to another country. The school has a good opportunity of having

parents who can support school. Students have opportunity to go to abroad for improving their knowledge. Moreover, the college was constructed in the centre of Capital in Thailand which is close to the Government Office of Thailand. The sportsman can make friends form play or competition with other school then the athletic will build great fame after receive winner or show spirit inside and outside a game, help other person when the Athletic have more skill and get more real experience and come back to teach junior sportman. After the Athletic graduate high school can receive scholarship Form University or other school to learn in future

Threats

The school has many games and internet cafes nearby school area which attract the student interests and induce them to do an immoral behavior. For example, some of them are smoking, gambling. They spend more time for these behaviors instead they will spend the time to studying, practicing and reading. Many tutorial centers have many ways to persuade the students to pay more and more to learn in their centers. There is an over advertisement showing which quote they can help the students to pass in every examinations. Some centers have not standard, safety and guarantee from the Ministry of education. The damages that come from these centers give the student more than someone think since they cannot read and create by themselves. Thaïs's causes to students can't to training, practice this sport. Some parent do not support because their family do not have the person take the sport man go back home and little need their son come to only exercise.

The above information shows that Saint Gabriel's College can see everything which is strengths and weakness of Saint Gabriel's College. Teachers don't have to improve about strengths but we have to concern about the weakness that we have to research for improving and development usefully.

1.2 Research Objectives

1. To describe and analyze the current status of the Instructional Development Intervention in terms of Teaching strategy and Students Athletic skill in Primary 6 room 2 and room 3
2. To identify and implement appropriate IDI's to improve the Teaching strategy and Students Athletic skill in Primary 6 room 2 on group A.
3. To determine the impact of IDI's on Teaching strategy and Students Athletic skill on Primary 6 room 2 Group A

1.3 Statement of the Problem

The main purpose of this study is the initial impact of Instructional organizational development intervention on Teaching strategy and Students Athletic skill on Saint Gabriel College Primary 6 room 2 on group A.

1.4 Research Questions

1. What is the current status of Teaching strategy and Students Athletic skill on track Athletic and Field athletic in primary 6 room 2 and room 3?
2. What are the appropriate Instructional Development Interventions (IDI's) for the Teaching strategy and Students Athletic skill on track Athletic and Field athletic in primary 6 room 2 group A?
3. What is the impact of IDI on Teaching strategy and Students Athletic skill on track Athletic and Field athletic in primary 6 room 2 group A?
4. What is the different between Primary 6 room 2 and room 3 in terms of Teaching strategy and Students Athletic skill?

1.5 Research Hypothesis

Ho 1: There is no initial impact of IDI on teaching strategy and Students Athletic skill in primary 6 room 2 group A

Ha 1: There is initial impact of IDI on Teaching Strategy and Students Athletic skill in primary 6 room 2 group A

1.6 Definition of Term

1.6.1 Teaching Strategy

A combination of instructional methods, learning activities, and materials that actively engage students and appropriately reflect both learning goals and students' developmental needs. (Chris Street, Ph.D., 2003)

1.6.2 Athletic skill.

Developing expertise in any area requires determined, consistent effort. It takes "grit." But grit will not help you if you are only reinforcing existing strengths (horizontal growth) instead of developing weak areas into strength (vertical growth). The Levels are designed to provide a general fitness perspective, to help set appropriate goals, and to allow focus work on weak areas that result in the rewarding mastery of activities you couldn't do before.

1.6.3 Students Athletic skill.

The article discusses the benefits to community colleges and their students of having athletic programs, noting that 60 percent of community colleges have such programs. The article notes that athletics is seen as a way of offering extracurricular activities to promote a well rounded student, and that full-time community college students increasingly demand it. Intercollegiate athletic programs can provide opportunities for students to be recruited by Division I four-year colleges.

1.6.4 Track and field athletics is a collection of sports events that involve running, sprinting, throwing, jumping and walking. Organized athletics are traced back to the Ancient Olympic Games from 776 BC, and most modern events are conducted by the member clubs of the International. The athletics meeting forms the

backbone of the modern Summer Olympics, and other leading international meetings include the IAAF World Championships and World Indoor Championships.

1.6.5 Cooperative Learning Students' learning goals may be structured to promote cooperative, competitive, or individualistic efforts. In contrast to cooperative situations, competitive situations are ones in which students work against each other to achieve a goal that only one or a few can attain. In competition there is a negative interdependence among goal achievements; students perceive that they can obtain their goals if and only if the other students in the class fail to obtain their goals (Deutsch, 1962; Johnson & Johnson, 1989).

1.6.6 Hurdle racing, running races over short distances, at intervals in which a number of hurdles, or fence-like obstacles, must be jumped. This has always been a favorites branch of track athletics, the usual distances being 120 yds., 220 yds. and 440 yds. The 120 yds. hurdle race is run over ten hurdles 3 ft. 6 in. high and 20 yds. apart, with a space of 15 yds. from the start to the first hurdle and a like distance from the last hurdle to the finish. In Great Britain the hurdles are fixed and the race is run on grass; in America the hurdles, although of the same height, are not fixed, and the races are run on the cinder track. The "low hurdle race" of 220 yds. is run over ten hurdles 2 ft. 6 in. high and 20 yds. apart, with like distances between the start and the first hurdle and between the last hurdle and the finish.

1.6.7 Putt the Weight the sport of weight-putting as formulated by the Athletic Association runs as follows: 'The weight shall be put from the shoulder with one hand only, and without follow, from a 7-foot square. The weight shall be of iron, and spherical, and shall weigh 16 lb. All puts shall be measured perpendicularly from the first pitch of the weight to the front line of the square or to that line produced.'

The definition requires perhaps a few words of explanation. The weight must first be

'put' from the shoulder, not 'bowed.' There have been cases where men with fine muscles of the arm and chest have been able to 'bowl' a 16-lb. weight like a cricket-ball farther than it can be put in the legitimate style. In a legitimate 'put' the elbow is directly below the hand and close to the side where the weight is delivered. Secondly, there must be no 'follow,' that is, after the weight is delivered the 'putter' must draw back and not allow the impetus given to his body to carry either foot over the front line, or he will be 'no-balled,' to borrow a phrase from cricket. Thirdly, the weight must be of iron. There really seems to be very little reason for this restriction, which, as a matter of fact, gives an advantage to men with large hands.

In this Action Research, The researcher analyze about the skill of Track Athletic that is running crossing hurdle race and Field Athletic that is putt the weight. The students always receive injured after their performance, practice from hurdle race and put the weight. The students fear and do not bravely practice and then they will be to success in College's Day Competition tournament or other outside school tournament.

1.7 Significance of the Study

Physical Education in Saint Gabriel's College considers to safety of students play and practices any sports. They have the problem to play and practice. This action research analysis the process develop abilities of Athletic skill in students primary 6 for useful all benefit from students, teacher, parent, school.

Students: The students of Saint Gabriel's College have knowledge and life skill when they learn in and outside the classroom happily and interestedly. They are fond of learning and they can develop themselves in basic skill in track and field Athletic. Moreover, they are happy to join in the class.

In Physical Education subject have 2 teachers to teach and difference skill, knowledge then separate students to 2 Group. For group A' student's number 1 to 33 and group B number 34 to last students number 66 or 67 each room.

In first term students learn in group A; B and second term alternate group to learn. Group A the students learn physical Education Gymnastic, soccer and Group B learn Recreation, basketball and athletic.

Group B. First Students learn Recreation 2 skill to learn and first are team skill movement in sound of the song and second learning to Aerobic dance.

Second' Basketball learning skill to passing, shutting, and practice to use technique and Tactic apply to play team.

Teacher: The teachers learn the techniques and strategies of teaching. They can adapt usefully to teach the students; moreover, they can improve themselves.

School: Saint Gabriel College is accepted by the society and the parents. The college is very famous in making high qualities of the students who progress qualitatively. Furthermore, there are various high qualities in the teachers of the college.

Parent: The parents are proud of their children that they are disciplined and they can spend their lives in the society usefully and happily. They have good life skills from the learning of Saint Gabriel's College.

1.8 Scope and Delimitation of the Study

In this action Research analysis students of Saint Gabriel's College in Hurdle race in track Athletic and Putt the weight in Field athletic for students in primary 6 rooms 2 in students group A' on number 1-33. The students received injured among learn Physical Education and do not correct skill when they have to play and practice.

The researcher have respondent to teach students on primary 6 rooms 1 to room 7' teach about basic track and field Athletic skill. Some students lack of skill. The researcher have target for students can do and correct performance in track and field Athletic. The students can use and apply skill to correct and success in competitions tournament with school of College Day on February.



CHAPTER 2

Review of Related Literature and conceptual Framework

Chapter 2 is related about the processes that are the ways of developing the procedure of teaching styles and get rid of student and school's problem

2.1 Organization as a System

Cummings and Worley (1997) explain organization as a system approach of the view that organization is the unified system in which a system is a set of interrelation parts unified by desire to achieved goals. The effect of this system theory in management is that writers, educators, consultants, etc. are helping managers to look at organizations from a broader perspective. Systems theory has brought a new perspective for managers to interpret patterns and events in their organizations. In the past, managers typically took one part and focused on that. Then they moved to another part. The problem was that an organization could, e.g., have wonderful departments that operate well by themselves but don't integrate well together. Consequently, the organization suffers as a whole.

Now, more managers are recognizing the various parts of the organization, and, in particular, the interrelations of the part, e.g., the coordination of central offices with other departments, engineering with manufacturing, supervisors with workers, etc. Managers now focus more attention on matters of ongoing organization and feedback. Managers now diagnose problems, not by examining what appear to be separate pieces of organization, but by recognizing larger patterns of interactions. Managers maintain perspective by focusing on the outcomes they want from their organizations. Now managers' focus on structures that provoke behaviors that

determine events – rather than reacting to events as was always done in the past.

Heinz Wehrich, Harold Koontz (2005).

2.2 Organization Development

Organization Development is the process through which an organization develops the internal capacity to most efficiently and effectively provide its mission work and to sustain itself over the long term. This definition highlights the explicit connection between organizational development work and the achievement of organizational mission. This connection is the rationale for doing OD work.

Organization development, according to Richard Beckhard, is a planned organization-wide effort, managed from the top, to increase organization effectiveness and health, through interventions in the organization's 'processes', using behavioural science knowledge.[1] According to Warren Bennis, organization development is a complex strategy intended to change the beliefs, attitudes, values, and structure of organizations so that they can better adapt to new technologies, markets, and challenges. Warner Burke emphasizes that OD is not just "anything done to better an organization"; it is a particular kind of change process designed to bring about a particular kind of end result. OD involves organizational reflection, system improvement, planning, and self-analysis.

The term "Organization Development" is often used interchangeably with Organizational effectiveness, especially when used as the name of a department or a part of the Human Resources function within an organization. Organization Development is a growing field that is responsive to many new approaches including Positive Adult Development. (Nielsen, "Becoming an OD Practitioner", Englewood Cliffs, CA: Prentice-Hall, 1984, pp. 2-3).

2.3 Change Management

According to Harry Wong (1998), change is needed to explicitly focus on supporting teachers and students in changing from current styles to new styles in teaching. A multitude of considerations need to be given to the teaching style change at any school. These include the degree of the change, how change is accepted by teachers, and the impact of the change to the school setting especially in the classroom. Communicating fully the need for the change and providing information on the benefits of the change, as well as being honest about any difficulty that may be encountered eases the transition to the new procedure and style of teaching.

All aspects of organization development and change management are linked in these resources. They access information about group facilitation, culture change, consulting, managing change, planned change, and leading edge topics such as emotional intelligence and large group processes. Check here for the best organization development and change management resources.

Change in schools is often managed in an informal, implicit manner. While this might be appropriate in a school setting, the nature and magnitude of the change associated with the One School deployment necessitates a more formal treatment of the change.

Teaching styles and procedures have been developed to provide assistance to schools in identifying relevant areas of focus for their own Change Teaching Style. To ensure this change is managed and the transformation is smooth, an analysis of current practices in your school will need to be undertaken. A gap analysis will identify the differences between the current and future procedures and

each school will need to assess and identify those gaps which need to be managed prior to implementation.

2.4. Teaching strategies

Institutions of higher learning across the nation are responding to political, economic, social and technological pressures to be more responsive to students' needs and more concerned about how well students are prepared to assume future societal roles. Faculty are already feeling the pressure to lecture less, to make learning environments more interactive, to integrate technology into the learning experience, and to use collaborative learning strategies when appropriate. Some of the more prominent strategies are outlined below. (Ceri Dean, 2000)

Lecture For many years, the lecture method was the most widely used instructional strategy in college classrooms. Nearly 80% of all U.S. college classrooms in the late 1970s reported using some form of the lecture method to teach students (Cashin, 1990). Although the usefulness of other teaching strategies is being widely examined today, the lecture still remains an important way to communicate information. Used in conjunction with active learning teaching strategies, the traditional lecture can be an effective way to achieve instructional goals. The advantages of the lecture approach are that it provides a way to communicate a large amount of information to many listeners maximizes instructor control and is non-threatening to students. The disadvantages are that lecturing minimizes feedback from students, assumes an unrealistic level of student understanding and comprehension, and often disengages students from the learning process causing information to be quickly forgotten.

The following recommendations can help make the lecture approach more effective (Cashin, 1990): Process Lecture helps the school, parent, and students to be success.

1. Fit the lecture to the audience
2. Focus your topic - remember you cannot cover everything in one lecture
3. Prepare an outline that includes 5-9 major points you want to cover in one lecture
4. Organize your points for clarity
5. Select appropriate examples or illustrations
6. Present more than one side of an issue and be sensitive to other perspectives
7. Repeat points when necessary
8. Be aware of your audience - notice their feedback
9. Be enthusiastic - you don't have to be an entertainer but you should be excited by your topic. (from Cashin, 1990, pp. 60-61)

Case Method. Providing an opportunity for students to apply what they learn in the classroom to real-life experiences has proven to be an effective way of both disseminating and integrating knowledge. The case method is an instructional strategy that engages students in active discussion about issues and problems inherent in practical application. It can highlight fundamental dilemmas or critical issues and provide a format for role playing ambiguous or controversial scenarios.

Course content cases can come from a variety of sources. Many faculty have transformed current events or problems reported through print or broadcast media into critical learning experiences that illuminate the complexity of finding solutions to critical social problems. The case study approach works well in cooperative learning

or role playing environments to stimulate critical thinking and awareness of multiple perspectives.

Check abilities of students in class for know each one. We have ability in what level for take students to correct method because students have different skill when he researcher have information or background of students it will use more or less process to adapt student.

Discussion. There are a variety of ways to stimulate discussion. For example, some faculty begin a lesson with a whole group discussion to refresh students' memories about the assigned reading(s). Other faculty find it helpful to have students list critical points or emerging issues, or generate a set of questions stemming from the assigned reading(s). These strategies can also be used to help focus large and small group discussions.

Obviously, a successful class discussion involves planning on the part of the instructor and preparation on the part of the students. Instructors should communicate this commitment to the students on the first day of class by clearly articulating course expectations. Just as the instructor carefully plans the learning experience, the students must comprehend the assigned reading and show up for class on time, ready to learn.

Discussion with students and their teacher about good thing and anything the students like to perform. The researcher would like to bring something of normal abilities apply to play when they have to practice and hope to performed something efficiency in game Competition game.

2.5 Instructional Delivery for Active Learning

Active learning is most effective when implemented within an instructional delivery framework based on a strong theoretical model of how learning occurs in the classroom. Kolb's Model of Experiential Learning, derived from Lewin's model of Action Research, provides one of the foundations for this model:

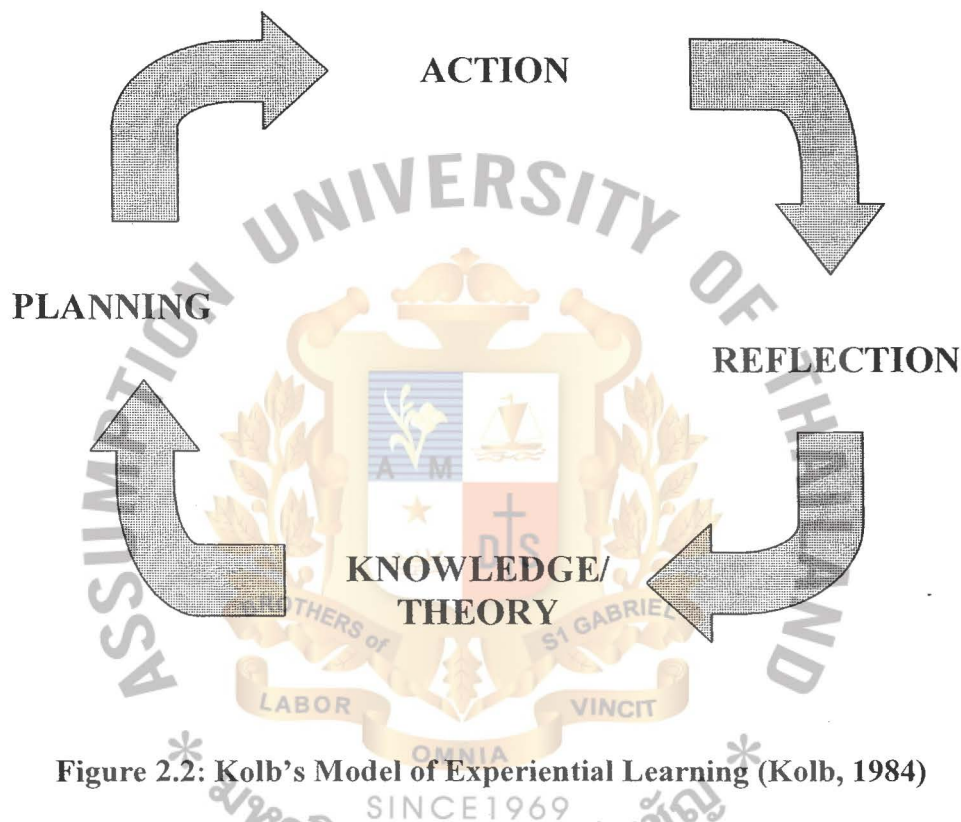


Figure 2.2: Kolb's Model of Experiential Learning (Kolb, 1984)

This model of learning follows these steps:

1. **Action-** The learner performs some type of activity related to the lesson or subject.
2. **Reflection-** The learner reflects about what they did and what happened as a result of their activity. This can be in one of several forms: free writing, journaling, or small or large group discussions.

3. **Knowledge/theory-** The learner uses the results of the reflection to develop knowledge and theories, which helps further the learning process because the learner is conceptualizing their own theories, not accepting the theory of the instructor.
4. **Planning-** Based on the learner's theories, they plan what to do next and anticipate the results of further activity. This process moves the learner into the higher levels of thinking than merely recall/recite facts or information.

2.5.1 Active Learning.

Meyers and Jones (1993) define active learning as learning environments that allow “students to talk and listen, read, write, and reflect as they approach course content through problem-solving exercises, informal small groups, simulations, case studies, role playing, and other activities -- all of which require students to apply what they are learning” (p. xi). Many studies show that learning is enhanced when students become actively involved in the learning process. Instructional strategies that engage students in the learning process stimulate critical thinking and a greater awareness of other perspectives. Although there are times when lecturing is the most appropriate method for disseminating information, current thinking in college teaching and learning suggests that the use of a variety of instructional strategies can positively enhance student learning. Obviously, teaching strategies should be carefully matched to the teaching objectives of a particular lesson. For more information about teaching strategies, see the list of college teaching references in Appendix N.

Assessing or grading students' contributions in active learning environments is somewhat problematic. It is extremely important that the course syllabus explicitly

outlines the evaluation criteria for each assignment whether individual or group. Students need and want to know what is expected of them. For more information about grading, see the Evaluating Student Work section contained in this Guide.

2.5.2 Cooperative Learning.

Cooperative Learning is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal. The term 'Collaborative Learning' is often used as a synonym for cooperative learning when, in fact, it is a separate strategy that encompasses a broader range of group interactions such as developing learning communities, stimulating student/faculty discussions, and encouraging electronic exchanges (Bruffee, 1993). Both approaches stress the importance of faculty and student involvement in the learning process.

When integrating cooperative or collaborative learning strategies into a course, careful planning and preparation are essential. Understanding how to form groups, ensure positive interdependence, maintain individual accountability, resolve group conflict, develop appropriate assignments and grading criteria, and manage active learning environments are critical to the achievement of a successful cooperative learning experience. Before you begin, you may want to consult several helpful resources which are contained in Appendix N. In addition, the Program in Support of Teaching and Learning can provide faculty with supplementary information and helpful techniques for using cooperative learning or collaborative learning in college classrooms.

2.5.3 Integrating Technology. Today, educators realize that computer literacy is an important part of a student's education. Integrating technology into a course

curriculum when appropriate is proving to be valuable for enhancing and extending the learning experience for faculty and students. Many faculty have found electronic mail to be a useful way to promote student/student or faculty/student communication between class meetings. Others use listserves or on-line notes to extend topic discussions and explore critical issues with students and colleagues, or discipline-specific software to increase student understanding of difficult concepts.

Currently, our students come to us with varying degrees of computer literacy. Faculty who use technology regularly often find it necessary to provide some basic skill level instruction during the first week of class. In the future, we expect that need to decline. For help in integrating technology into a course curriculum contact the Program in Support of Teaching and Learning or the Instructional Development Office (IDO) at 703-993-3141. In addition, watch for information throughout the year about workshops and faculty conversations on the integration of technology, teaching and learning.

2.5.4 Distance Learning. Distance learning is not a new concept. We have all experienced learning outside of a structured classroom setting through television, correspondence courses, etc. Distance learning or distance education as a teaching pedagogy, however, is an important topic of discussion on college campuses today. Distance learning is defined as 'any form of teaching and learning in which the teacher and learner are not in the same place at the same time' (Gilbert, 1995).

Obviously, information technology has broadened our concept of the learning environment. It has made it possible for learning experiences to be extended beyond the confines of the traditional classroom. Distance learning technologies take many

forms such as computer simulations, interactive collaboration/discussion, and the creation of virtual learning environments connecting regions or nations. Components of distance learning such as email, listserves, and interactive software have also been useful additions to the educational setting.

For more information about distance learning contact the Instructional Development Office at 703-993-3141 (Fairfax Campus) and watch for workshops and faculty discussions on the topic throughout the year.

Gardner's theory argues that intelligence, particularly as it is traditionally defined, does not sufficiently encompass the wide variety of abilities humans display. In his conception, a child who masters multiplication easily is not necessarily more intelligent *overall* than a child who struggles to do so. The second child may be stronger in another *kind* of intelligence, and therefore may best learn the given material through a different approach, may excel in a field outside of mathematics, or may even be looking through the multiplication learning process at a fundamentally deeper level that hides a potentially higher mathematical intelligence than in the one who memorizes the concept easily.

2.5.5 Bodily-kinesthetic

This area has to do with bodily movement and physiology. In theory, people who have bodily-kinesthetic intelligence should learn better by involving muscular movement, i.e. getting up and moving around into the learning experience, and are generally good at physical activities such as sports or dance. They may enjoy acting or performing, and in general they are good at building and making things. They often learn best by doing something physically, rather than reading or hearing about it.

Those with strong bodily-kinesthetic intelligence seem to use what might be termed muscle memory - they remember things through their body such as verbal memory or images.

2.5.6 Interpersonal

This area has to do with interaction with others. In theory, people who have a high interpersonal intelligence tend to be extroverts, characterized by their sensitivity to others' moods, feelings, temperaments and motivations, and their ability to cooperate in order to work as part of a group. They communicate effectively and empathize easily with others, and may be either leaders or followers. They typically learn best by working with others and often enjoy discussion and debate.

2.5.7 Intrapersonal

This area has to do with introspective and self-reflective capacities. Those who are strongest in this intelligence are typically introverts and prefer to work alone. They are usually highly self-aware and capable of understanding their own emotions, goals and motivations. They often have an affinity for thought-based pursuits such as philosophy. They learn best when allowed to concentrate on the subject by themselves. There is often a high level of perfectionism associated with this intelligence.

Verbal-linguistic

This area has to do with words, spoken or written. People with high verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words along with dates. They

tend to learn best by reading, taking notes, listening to lectures, and discussion and debate. They are also frequently skilled at explaining, teaching and oration or persuasive speaking. Those with verbal-linguistic intelligence learn foreign languages very easily as they have high verbal memory and recall, and an ability to understand and manipulate syntax and structure.

Logical-mathematical

This area has to do with logic, abstractions, reasoning, and numbers. While it is often assumed that those with this intelligence naturally excel in mathematics, chess, computer programming and other logical or numerical activities, a more accurate definition places emphasis on traditional mathematical ability and more reasoning capabilities, abstract patterns of recognition, scientific thinking and investigation, and the ability to perform complex calculations. It correlates strongly with traditional concepts of "intelligence" or IQ.

Naturalistic

This area has to do with nature, nurturing and relating information to one's natural surroundings. This type of intelligence was not part of Gardner's original theory of Multiple Intelligences, but was added to the theory in 1997. Those with it are said to have greater sensitivity to nature and their place within it, the ability to nurture and grow things, and greater ease in caring for, taming and interacting with animals. They may also be able to discern changes in weather or similar fluctuations in their natural surroundings. They are also good at recognizing and classifying different species. They must connect a new experience with prior knowledge to truly learn something new. "Naturalists" learn best when the subject involves collecting and

analyzing, or is closely related to something prominent in nature; they also don't enjoy learning unfamiliar or seemingly useless subjects with little or no connections to nature. It is advised that naturalistic learners would learn more through being outside or in a kinesthetic way.

The theory behind this intelligence is often criticized, much like the spiritual or existential intelligence (see below), as it is seen by many as not indicative of an intelligence but rather an interest. However, it remains an indispensable intelligence for humans who live almost entirely from nature such as some native populations.

Visual-spatial

This area has to do with vision and spatial judgment. People with strong visual-spatial intelligence are typically very good at visualizing and mentally manipulating objects. Those with strong spatial intelligence are often proficient at solving puzzles. They have a strong visual memory and are often artistically inclined. Those with visual-spatial intelligence also generally have a very good sense of direction and may also have very good hand-eye coordination, although this is normally seen as a characteristic of the bodily-kinesthetic intelligence.

There appears to be a high correlation between spatial and mathematical abilities, which seems to indicate that these two intelligences are not independent.^[1] Since solving a mathematical problem involves manipulating symbols and numbers, spatial intelligence is involved.

Musical

This area has to do with rhythm, music, and hearing. Those who have a high level of musical-rhythmic intelligence display greater sensitivity to sounds, rhythms, tones, and music. They normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music. Since there is a strong auditory component to this intelligence, those who are strongest in it may learn best via lecture. In addition, they will often use songs or rhythms to learn and memorize information, and may work best with music playing in the background.

Active learning

refers to techniques where students do more than simply listen to a lecture. Students are DOING something including discovering, processing, and applying information. Active learning "derives from two basic assumptions: (1) that learning is by nature an active endeavor and (2) that different people learn in different ways" (Meyers and Jones, 1993). Research shows greater learning when students engage in active learning. It is important to remember, however, that lecture does have its place and that you should not do active learning without content or objectives. The elements of active learning are talking and listening, writing, reading, and reflecting (Meyers and Jones, 1993). Bonwell and Eison (1991) state that some characteristics of active learning are:

Students are involved in more than listening, less emphasis is placed on transmitting information and more on developing students' skills, students are involved in higher-order thinking (analysis, synthesis, evaluation), students are engaged in activities (e.g.,

reading discussing, writing), and greater emphasis is placed on students' exploration of their own attitudes and values. (p. 2)

There may be some resistance to active learning by students who are accustomed to lectures, students who prefer passive learning, or students in large classes (who don't expect it). Thus, you need to prepare students. Explain your objectives and the benefits of the active learning techniques explicitly to students. Expect both successes and failures as you try active learning techniques. Solicit feedback on the activity afterwards from the students to improve it in the future. Some active learning techniques take little faculty preparation and may be done spontaneously; others require much more preparation. Active learning techniques can occur in class or outside of class (e.g., computer simulations, internships, WWW assignments, class Internet discussion lists, independent study research). Active learning can be used with all levels of students from first year through graduate students. Teaching a mass class does not prohibit the use of active learning techniques; in fact, they may be especially important to promote interest and learning in a mass class. Below, I offer a few examples of **in-class** active learning techniques used in small and large classes, and with all levels of students.

Think-Pair-Share Give students a task such as a question or problem to solve, an original example to develop, etc. Have them work on this 2-5 minutes alone (think). Then have them discuss their ideas for 3-5 minutes with the student sitting next to them (pair). Finally, ask or choose student pairs to share their ideas with the whole class (share). I have used these in classes ranging from 12 to 340 students.

Collaborative learning groups These may be formal or informal, graded or not, short-term or long-term. Generally, you assign students to heterogeneous groups

of 3-6 students. They choose a leader and a scribe (note-taker). They are given a task to work on together. Often, student preparation for the CLG has been required earlier (reading or homework). The group produces a group answer or paper or project. These work best in small to medium size classes, but I have also used them in a class of 340 students. If interested, see my short paper on "Collaborative Learning Groups in the Large Class: Is it Possible?" in *Teaching Sociology*, 1993, 21, 403-408.

Student-led review sessions Instead of the traditional instructor-led review session, have the students do the work. For example, in my review sessions, we spend half the time working in small groups. Each student is to ask at least one question related to the material he or she doesn't understand, and to try to answer a question raised by another student. Students can also practice discussing, illustrating and applying difficult material or concepts, or drafting exam questions. For the second half of the review session, the whole class works together. Students may ask questions; other students volunteer to answer them. All students who ask or answer questions receive a "treat" (I bring small candy bars, gum, and boxes of raisins). I try to only speak if there is a problem. Again, I have done these in classes as large as 340 students. Be sure to explain what will be going on ahead of time so students are less frustrated when you don't stand up there and simply review the material or give the answers or tell them what to study!

Games Games such as jeopardy and crossword puzzles can be adapted to course material and used for review, for assignments, or for exams. They can be used at the individual, small group or full class levels. There are now some computer programs, for example, to help you create crossword puzzles.

Analysis or reactions to videos

Videos offer an alternative presentation mode for course material. Videos should be relatively short (5-20 minutes). Screen them to make sure they are worth showing. Prepare students ahead of time with reaction or discussion questions or a list of ideas on which to focus; this will help them pay attention. After the video, have them work alone or in pairs to answer critical questions, write a "review" or reaction, or apply a theory.

Student debates

These can be formal or informal, individual or group, graded or not, etc. They allow students the opportunity to take a thesis or position and gather data and logic to support that view, critically. Debates also give students experience with verbal presentations. Some faculty members ask students their personal view on an issue and then make them argue the opposite position.

Student generated exam questions

This can be used for review or for the actual exam. This technique helps students actively process material, gives them a better understanding of the difficulties of writing reliable and valid exam questions, helps them review material, and gives them practice for the exam.

Mini-research proposals or projects; a class research symposium

Have the students work on designing a research study on a topic from the class. In some situations, you may be able to have them collect data during class time (observe some situation or give out some short surveys) or you may have them doing this as part of an outside-of-class project. Either way, have students present their research in a

class research symposium similar to what we do at professional meetings. Invite other faculty and students.

Analyze case studies

Bring in case studies for students to read (for example, I will put a case example of sexual harassment on an overhead). Have students discuss and analyze the case, applying concepts, data, and theory from the class. They can work as individuals or in groups or do this as a think-pair-share. Consider combining this with a brief in-class writing assignment.

Keeping journals or logs

Have students make journal or log entries periodically (on paper or computer, in or outside of class). Require a brief critical reflection or analysis of each entry as well. For example, in my gender class, students must record instances of sex inequality (sex discriminations, sexism, sexual harassment against women or men) they observe. They then discuss this instance applying course terms and theories. Be aware of ethical issues if you ask students to record and analyze personal events or issues.

Write and produce a newsletter

Have small groups of students produce a brief newsletter on a specific topic related to class. Students should include articles with relevant research, post information on upcoming related public events, and so on. Share these with faculty and students in related courses or in the major.

Concept mapping

Here students create visual representations of models, ideas, and the relationships between concepts. They draw circles containing concepts and lines, with connecting phrases on the lines, between concepts. These can be done individually or in groups, once or repeated as students acquire new information and perspectives, and can be shared, discussed, and critiqued.

Motivation – Basic concepts and theories

Motivation is the activation of goal-oriented behavior. Motivation is said to be intrinsic or extrinsic. The term is generally used for humans but, theoretically, it can also be used to describe the causes for animal behavior as well. This article refers to human motivation. According to various theories, motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality. Conceptually, motivation should not be confused with either volition or optimism.^[1] Motivation is related to, but distinct from, emotion

This overview is compiled from Michael Armstrong's book A Handbook of Human Resource Management Practice. It intends to give a very brief overview on the most important concepts and theories of motivation.

According to Arnold, there are **3 components** of motivation:

- Direction – what a person is trying to do

- Effort – how hard a person is trying
- Persistence – how long a person keeps on trying

Furthermore, literature distinguishes **2 types of factors** that influence motivation:

- **intrinsic** – self generated factors (responsibility, freedom to act, scope to use and develop skills and abilities, interesting and challenging work, opportunities for advancement) – they have a deeper and longer-term effect
- **extrinsic** - what is done for people to motivate them (rewards, promotion, punishment) – they have an immediate and powerful effect, but won't necessarily last long

Most influential is the Needs (content) Theory

- The underlying concept is the belief that an unsatisfied need creates tension and a state of disequilibrium. To restore balance, a goal is identified that will satisfy the need and a behavior pathway to this goal is selected.
- All behavior is motivated by unsatisfied needs.
- People will be better motivated if their work experience satisfies their needs and wants.

The researcher thing about this theory very importance because of the students got the problem in Physical Education class. There are received injure and hurt, some students have shy to perform. They do not like to try again or practice and exercise. The searchers use this theory to make the power in their mind before they try to perform again. The researchers take the senior sportsman of school to

describe their experience when there go to competition tournament, and teach them to step by step in practice and all things teach them in happy time always.

The students will show and perform in real potential among practice

Alderfer's ERG Theory

- About subjective states of satisfaction and desire
- 3 primary categories of human needs
- existence needs – need for material and energy exchange
- relatedness needs – transactions with human environment, process of sharing or mutuality
- growth needs – people make creative or productive efforts for themselves

McClelland's needs

- Based mainly on studies of managers
- 3 most important needs:
 - achievement – need for competitive success measured against a personal standard of excellence
 - affiliation – need for warm, friendly relationships with others
 - power – need to control and influence others

Herzbergs two-factor model

- Motivators – factors that really motivate people,
- Hygiene factors – dissatisfiers; their absence would demotivate people, but their presence not necessarily improves motivation; essentially describe the environment, little effect on positive job attitudes

Process cognitive theory

- Emphasis on psychological processes that effect motivation and on basic needs
- Concerned with peoples perceptions and the way they interpret and understand it
- People will be highly motivated if they can control the means to attain their goals

Expectancy theory

- By Vroom
- Value, instrumentality (belief that if we do one thing it will lead to another), expectancy (probability that action or effort will lead to an outcome)
- Strength of expectations may be based on past experiences
- Motivation is only likely when a clearly perceived relationship exists between performance and an outcome that is seen as a means of satisfying needs
- Porter and Lawler: two factors determining the effort people put into their jobs:
- Value of rewards to individuals in so far as they satisfy their needs

- Probability that rewards depend on effort, as perceived by individuals, their expectation about relationships between effort and reward

- Two additional variables:

- Ability – individual characteristics and skills
- Role perceptions – what he wants to do or thinks he is required to do, good if they correspond with the viewpoint of the organisation

Goal theory

- Latham and Locke
- Motivation and performance are higher when individuals are set specific goals
- Goals have to be difficult but accepted
- Feedback on performance
- Participation in goal setting is important – goals need to be agreed
- As long as they are accepted – demanding goals lead to better performance than easy goals

Reactance theory

- Brehm
- Individuals are not passive receivers but responders

- They seek to reduce uncertainty by seeking control about factors influencing rewards

Equity theory

- Perceptions people have about how they are being treated as compared with others
- Involves feelings and perceptions, is always a comparative process
- People will work better if they are treated equitably
- Two forms of equity:
 - Distributive – fairness people feel they are rewarded in accordance with their contribution and in comparison with others
 - Procedural – perceptions of employees about fairness of company procedures
- We hope/expect that the inputs we give into our job equal the outputs we get

This action research, the researcher use Active Learning theory and Motivation theory to find and solve the problem include the Develop skill Athletic of students in Physical Education classroom to be success in their tournament.

2.6 Conceptual Framework

The conceptual framework of this research is composed of three phases OD of action research to describe the concept of OD intervention of current situation in the organization. It is focused in determining an appropriate intervention plan in function of obtaining levels of operations wanted by the organization.

Conceptual Framework

Teaching strategy and Students Athletic skill Track and Field Athletic

Table 2.1 : Conceptual Frame work

Pre IDI	IDI	Post IDI
<p><u>Teaching strategy</u></p> <ul style="list-style-type: none"> - Students don't pay attention to learn. - Students don't like to exercise <p><u>Students Athletic skill</u></p> <ul style="list-style-type: none"> - Receive injured - Lack of skill - Don't have bravely to practice 	<p>Motivation</p> <ul style="list-style-type: none"> - Talk about positive of sportsman for imaginary in the future. - Take senior sportsman to suggestion <p>Active Learning Case Study</p> <ul style="list-style-type: none"> - Using various interesting activities programs - Using worm up game. - Show picture and use the VCD/DVD to build imagine before practice - Using special time to practice in Lunch time, evening. - Swimming program. - Use wheel, fence, T-Shirt, cone 	<ul style="list-style-type: none"> - The students Interesting to learn. - Students have more attention before learn. - Reduce injure -The students will have corrected to performance. - develop skill of Athletic. - Love to exercise.

In this Action Research analyze about the skill of track Athletic and Field for the student group A, in primary 6/2. And also improve all of skills of track and Field Athletic.

In Track and field Athletic skill that is run in the in 100 M., 200 M., 400 M., 800, 1200 M., 1500 M, Crossing hurdle race and put the weight, discus, and broad jump.

The Researcher find problem on Crossing hurdle race and putt the weight.

The students received injured among learn Physical Education.

Pre-IDI: Some of students don't have attention to learn Physical Education because they won't the sweat and feel sticky on their shirt and body. Students often receive injured from run to cross hurdle race and they hurt in shoulder after their putt the weight. The searcher find problem that's lack of skill in both type and student don't have bravely to practice

IDI: - The researcher would like to use game worm up before teach students to build concentration to students and then Show some picture environment in tournament and sportsman to be success get the win. Learn techniques from VDO. Design practice and use instrument' wheel, fence, T-shirt, cone to teaching at students. Practice in special time in lunch time or after school and take those to swimming for practice capacity of lung. The research build motivate to students by listen experience and suggestion form senior sportsman. Talk about positive' if students come to sportsman of school or International Team and go to competition they will build fame to their family and get the some reward to students.

Post-IDI: The teachers have the new interesting teaching strategies for teaching the students. They will get the right basic Athletic skill in learning. They can have the good management in teaching to be win in College Day tournament competition. Lastly That's important' The students to be love exercise.

Table 2.2 : Intervention Time Scale

Process	Start Time Date (2009-2010)						
(Students)							
Pretest the skill of Hurdle race and putt the weight	1-4 Dec.09	-----Intervention-----					
See the picture and learning from VCD		8-10 Dec.09					
Suggestion from senior sportsman.			14-15 Dec.09				
Training with Instruments at lunch, after school				15 Dec.09 - 27 Jan.10			
Swimming at Evening		----- 5 Dec 09 - 27 Jan 10 -----					
College Day Competition						29-30 Jan.10	
Post test the skill							3-5 Feb.10

From the intervention schedule, the researcher started the project with the students' first the researcher gives them to do Pre-test their the skill of Hurdle race on track Athletic and putt the weight on Field Athletic then gives them the course of training. Moreover, they learn and practice from the DVD and the senior sportsman. After that, they join in the College Day competition to use and adapt their knowledge from their teacher for using in the game. Finally, the researcher gives them to do Post test of the Track and field Athletic skill to find out their improvement.

CHAPTER 3

Methodology

3.1 Research Design

Action research model

This chapter is about the research design, methodology, population, instruments such as questionnaires and interview, the data collection technique, the data collection procedure, and data analysis. The research studied **“The Impact of Instructional Development Intervention on Teaching Strategy and Student Athletic skill on track Athletic and Field athletic in the Primary 6”**. The researcher used the action research model to diagnose and analyze the problems of Teaching Strategy and Learning Style , to identify and develop instructional development intervention (IDI) and evaluate its impact in the post IDI. Therefore, this framework of research design consists of Pre-IDI, IDI activities and Post-IDI in the figure below:

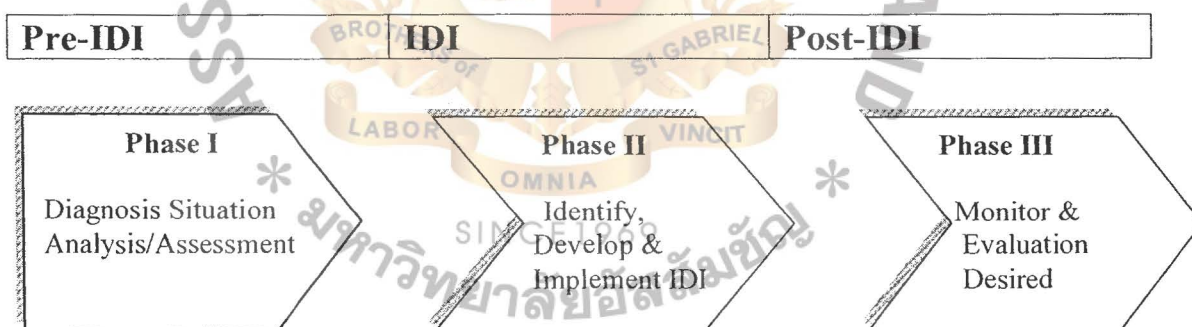


Figure 3.1 Organization Development

The researcher collects data and uses the student in primary 2 about 20-30 students by observation and interview from the student.

Phase 1 : Diagnosis Situation Analysis / Assessment

-Pre ODI

In this Action Research analyze about the skill of track Athletic and Field for the student group A, in primary 6/2. And also improve all of skills of track and Field Athletic. The Researcher teach students on primary 6 rooms 1 to 7 teach about basic track and field Athletic skill. Some students lack of skill. I have target for students can do and correct performance in track and field Athletic. They will use and apply their skill to correct the skill and success in Competitions tournament with school of College Day on February.

Phase 2 : Identify , Development & Implement IDI

It is a process for solving the problem or improving teaching strategy. Using VCD/CD show students, talk a big picture in the future after they have to be able correct performance of track and field athletic and benefit of sportsman for motivation before separate group of them to practice by emphasize in step by step and observe them to practice together with commence.

Teach the student in classroom and take someone to demonstrate practice and have commence together among show to their friend and have question to all student to step show wrong or correct.

Appointment some student to practice in special time after school in evening teach them and solve their track and field athletic action such as wing of arm when the students run, step jumping to cross hurdle race.

Make the students to be happy before learn by use game worm up or anything for they laugh to relax and ready to learn.

Motivational influences on learning The depth and breadth of information process, and what and how much is learned and remembered, are influenced by

- (a) self-awareness and beliefs about personal control, competence, and ability;
- (b) clarity and saliency of personal values interest, and goals;
- (c) personal expectations for success of failure;
- (d) affect, emotion, and general states of mind; and
- (e) the resulting motivation to learn.

Phase 3 : Monitor & Evaluation Desired

The results of the study from OD Intervention that the researcher has expected to succeed will make everybody satisfied about all of the results. The students able to correct and reduce injured from practice or competition with their friends in track and field Athletic.

3.2 The Population

Table 3.1 Number of Primary 6 Student

Room	P 6/1	P. 6/2	P 6/3	P 6/4	P 6/5	P 6/6	P 6/7
Group A	1-33	1-33	1-33	1-33	1-33	1-33	1-33
Group B	34-66	34-67	34-67	34-67	34-66	34-67	34-66
Total	66	67	67	67	66	67	66

The respondents of study are the students in primary 6 rooms 2 of Saint Gabriel's College.

Table 3.2: Students in class primary 6/2

Department	Number of respondent
Student Group A in primary 6/2	33
Physical Education teachers	1
Total	34

The population of the research there are 33 students are the respondents who study in P 6/2 = 33 students and from P 6/3 = 33 students. They are the group who learn Physical Education in learning Track and Field Athletic. There are 1 teachers who teach in Physical Education are the respondents.

3.3 The Instruments

3.3.1 Questionnaire

The researcher used the questionnaires for collecting information from the respondents before and after the conduct of IDI. The questionnaire was designed after studying the theories and consulting with the specialists in Hurdle race on track Athletic and putt the weight on Field Athletic. The questionnaire will be translated in Thai language to support the respondents and it is easy for the students to do questionnaire.

3.3.2 Interview guideline

In the interview it will be conducted individually to collect information for the students, by using structured interview model to create question before interview the students and to use same as the question in each students. And record answer information of the students to analyze in case study.

3.3.3 Observation

The researcher used the observation process to study each of the students in primary 6 rooms 2. Moreover, the researcher focused on students who cannot to cross hurdle race and putt the weight and then took all of them to be a target group to collect data

Table 3.3: Criteria of the Athletic teacher's observer before and after

LEVEL	Q.1	Q.2	Q.3	Q.4	Q.5	TOTAL
GOOD	3	3	3	3	3	15
NEITHER	2	2	2	2	2	10
NOT GOOD	1	1	1	1	1	5

The researcher use this process to check point of students to pre-test and post-test in Hurdle race and Putt the weight. There are 3 standard skills for the respondents guide as the following:

Table 3.4: The contents of skill observation

<u>Hurdle Race.</u>		<u>Putt the weight</u>	
Skill of Hurdle Race	(10 Point)	Skill of Putt the weight	(10 Point)
Running	10, 8, 6	Catch the weight	10, 8, 6
Take to Crossing the fence	10, 8, 6	Foot step	10, 8, 6
Foot step to Floor	10, 8, 6	Release the ball	10, 8, 6

Table 3.5: The contents of observation form Track athletic on Hurdle race.

Observations about.../Criteria	Contents
<p><u>Hurdle Race.</u></p> <p>Running</p> <p>Good = 10 Points</p> <p>Neither agrees nor disagrees = 8 Points</p> <p>Not good = 6 Point</p>	<p>Observed skill running of the students when they have per-test and Post-test in regularly step foot, elevate of knee, use tiptoe, Arms swing</p>
<p>Take to Crossing the fence</p> <p>Good = 10 Points</p> <p>Neither agrees nor disagrees = 8 Points</p> <p>Not good = 6 Point</p>	<p>Observed skill Take to Crossing the fence of students when they have per-test and Post-test in Take foot, elevate of leg, Not Touch the fence, Not Take both of foot</p>
<p>Foot step to Floor</p> <p>Good = 10 Points</p> <p>Neither agrees nor disagrees = 8 Points</p> <p>Not good = 6 Point</p>	<p>Observed skill Foot step to Floor of the students when they have per-test and Post-test in foot to floor and can do next step, Arms wing , Foot step, Not Both of foot to floor, Not fall</p>

Table 3.6: The contents of observation form Field Athletic on Putt the weight

Observations about.../Criteria	Contents
<p><u>Putt the weight</u></p> <p>Catch the ball</p> <p>Good = 10 Points</p> <p>Neither agrees nor disagrees = 8 Points</p> <p>Not good = 6 Point</p>	<p>Observed skill Catch the ball of the students when they have per-test and Post-test in Catch the ball, ball close mandible, stand position, Step foot, putt the ball</p>
<p>Foot of step</p> <p>Good = 10 Points</p> <p>Neither agrees nor disagrees = 8 Points</p> <p>Not good = 6 Point</p>	<p>Observed skill Foot of step for Students when they have per-test and Post-test in Stand separate foot, Turn side to out. , Step close step. , Do not have next step</p>
<p>Release the ball</p> <p>Good = 10 Points</p> <p>Neither agrees nor disagrees = 8 Points</p> <p>Not good = 6 Point</p>	<p>Observed skill Release the ball for students when they have per-test and Post-test in hand start from back to top ,hand follow the ball ,opposite hand help for balance ,putt the ball do not throw the ball</p>

This table is Information of limitation observation checklist in Track Athletic on Hurdle race and Field Athletic on Putt the weight

3.4 Data Collection – Techniques

Use of the questionnaire

The researcher will collect data as in the following procedure.

1. The questionnaire will be developed and prepared by the researcher.
2. The researcher gives questionnaire to the respondent to do it.
3. The questionnaire will have different questions divided in to students and teachers.
4. Record data collection from questionnaire to analyze the research.
5. In this case, the researcher sets average of students' attitude in the level of Physical Education into 4 levels by calculating the length of the rank.

Average of Score	Level
3.25 - 4.00	Strongly Agree
2.50 - 3.24	Agree
1.75 - 2.49	Disagree
1.00 - 1.74	Strongly Disagree

Interview

For interview, the researcher will apply interview guideline to get the data from respondent as in the following procedure.

To keep more information to support this study, the researcher prepares the question to interview in each person and interviews same as the question. The respondents will be interviewed one by one at the time to share their opinions.

In each person will be interviewed by the researcher around 10 minutes and the researcher will conduct by following interview guide.

Skill testing

The researcher will use skill – testing (pre – test / post – test) for learning the Running skill, Take to Crossing the fence skill and Foot step to Floor skill in Hurdle

race on track Athletic and Catch the weight , Foot step and Release the weight putt the weight on Field Athletic skill of the students in respondent and respondent by comparing from the standard skill and record the information that the researcher sees in the class for analyze in cause study.

3.5 Data analysis

The researcher used Statistical Package for the quantitative data. This program will be used for descriptive analysis mean, \bar{X} , SD, Pre – IDI and Post – IDI and percentage.

For the qualitative data, the researcher collects the data by using the interview and proving the correction of the information content analysis from the various respondents.



Chapter 4

Research Findings and Analysis

This chapter includes the presentation of the findings and analysis of the data of the action research process respondents and sampling procedures, research instrument or questionnaires, interviews, collection of data or gathering procedures and statistical treatment of data.

4.1 Demographic profile

4.1.1 Demographics Profile of Respondents

The frequency and percentage were used to determine the demographic profile of respondents who were divided into two groups: students and parents

Table 4.1: Population

Class	No. of student	Percent
Primary 6/2	33	100
Total	33	100

There were 33 students or 100% are all the respondents.

4.2 Phase I: Pre IDI

The Pre IDI phase focused on the current situation of the school which was divided into two main areas: 1) teaching strategies and 2) Students Athletic skill on Track and Field Athletic.

In this phase, it was the process to identify the problems in the organization and to find the appropriate IDI activities to improve its current situations. Moreover, this part was provided to answer the first research questions.

The data collection was mainly collected from the primary data such as the questionnaire, interview and skill testing in order to support the data analysis of the primary data.

4.3 Phase II – Current Situation

Research Question 1: What is the current situation of Teaching strategy and Students Athletic skill

4.3.1 Teaching Strategies in term of teaching Athletic

The current situation analysis in the teaching strategies in terms of cooperatives and training was collected from the primary data: survey questionnaires.

Table 4.2 Questionnaire teaching strategies before IDI on room 2

Questions	Level		
	\bar{X}	S.D.	Result
1. The teacher use worm up game before teaches.	2.64	.549	Agree
2. The teacher talk about something for motivate before teach.	2.82	.528	Agree
3. See the picture and VCD before teach	2.64	.489	Agree
4. The teacher have demonstrate Athletic	3.70	.467	Strongly Agree
5. The teacher have Collaborate with students to learn	2.82	.528	Agree
6. The Teacher use wheel in process teaching	2.64	.603	Agree
7. The teacher use cone for practice in track and field Athletic.	3.06	.429	Agree

8. Use special time in lunch time and after school for practice.	2.64	.549	Agree
9. Have senior sportsman come to suggestion to students.	1.76	.435	Disagree
10. Use swimming program for develop Their lung.	1.61	.864	Strongly Disagree
Total	2.63	0.16	Agree

This table shows the Information of respondents in teaching strategy before intervention in Primary 6 room2, the area with the highest score was “The teacher have demonstrate Athletic”(3.70) and use “cone for practice in track and field Athletic” (3.06) Have double score in “teacher talk about something for motivate before teach” and “Collaborate with students to learn”(2.82) The lowest score was Use swimming program for develop their lung (1.61). The research see the average means was 2.63 the standard derivation was 0.16 and the all most rating level was Agree. This implied that the respondents were unsatisfied with the current teaching strategies from physical education teachers

4.3.2 Skill Track Athletic on Hurdle race Pre-test on room 2 and 3

The Researcher has analysis Track and Field Athletic on Hurdle race and putt the weight. For the skill of hurdle race and putt the weight’ the Researcher’s have three level for pre-test and post-test in Good, Moderate and Not Good to in three skill of each in students room 2 and compare with students in room 3.

A: Running skill Hurdle race pre –test on student room 2 and 3

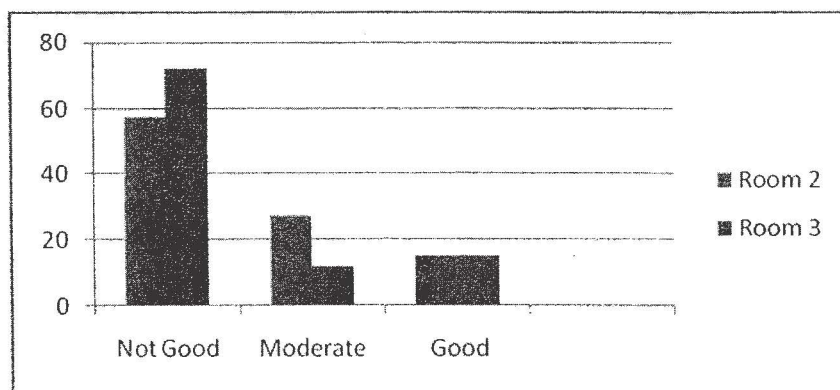


Figure 4.1: Bar graph of Running skill the students pre-test in Hurdle race

on room 2 and 3

Running skill Hurdle race pre –test

This bar graph, show students on room 2 and room 3, after pre-test Running skill in Hurdle race for students in Number 1-33. The Research finds the result in Students 19 Respondent (57.5%) They have lack of skill of running and 9 Respondent (27.2%) they have in moderate level in running skill and to check 5 Respondent (15.2%) they have good level skill of Running

Room 3' Students 24 Respondent (72.7%) They have lack of skill of running and 4 Respondent (12.1%) they have in moderate level in Running and last check 5 Respondent (15.2%) they have good level skill of Running.

B: Take to Crossing the fence skill Hurdle race pre –test on room 2 and 3

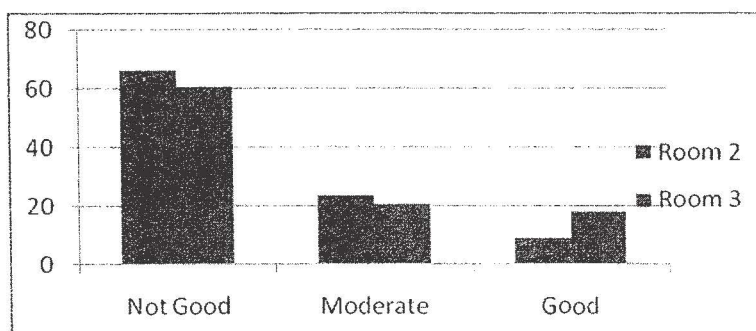


Figure 4.2: Bar graph of Take to Crossing the fence skill in Hurdle race

This bar graph, show students on room 2 and room 3, after pre-test Take to Crossing the fence skill in Hurdle race for students in Number 1-33. The Research finds the result in Students 22 Respondent (66.6%) They have lack of skill of Take to Crossing the fence and 8 Respondent (24.2%) they have in moderate level in taking cross the fence and last skill to check 3 Respondent (9.2%) they have good level skill of Take to Crossing the fence.

Room 3' Students 20 Respondent (60.6%) They have lack of skill of Take to Crossing the fence and 7 Respondent (21.2%) they have in moderate level in taking cross the fence and last skill to check 6 Respondent (18.2%) they have good level skill of taking cross the fence

C: Foot step to Floor skill of Hurdle race pre –test on room 2 and 3

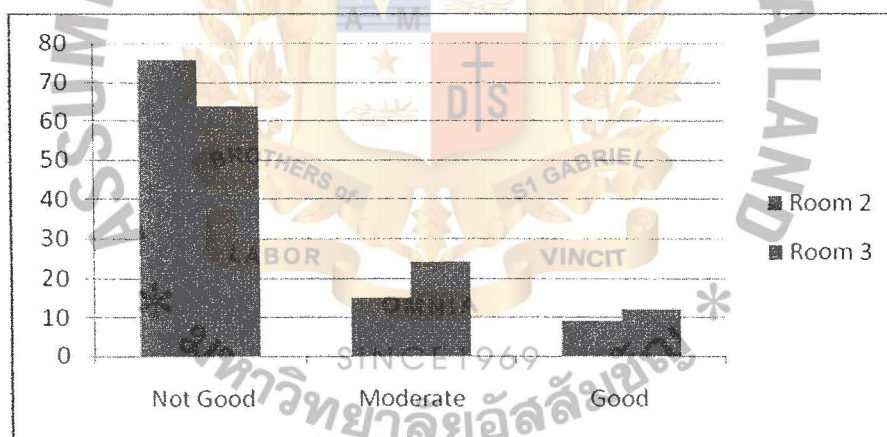


Figure 4.3: Bar graph of Foot step to Floor skill in Hurdle race

This bar graph, show students on room 2 and room 3, after pre-test Foot step to Floor skill in Hurdle race for students in Number 1-33. The Research finds the result in Students 25 Respondent (75.7%) They have lack of skill of Foot step to Floor and 5 Respondent (15.1%) they have moderate level in Foot step to Floor and have 3 Respondent (9.2%) they have in good level skill of Foot step to Floor.

Room 3' Students 21 Respondent (63.6%) They have lack of skill of Foot step to Floor and 8 Respondent (24.2%) they have moderate in Foot step to Floor and last skill to check 4 Respondent (12.1%) they have in good level skill of Foot step to Floor.

4.3.3 Field Athletic on Putt the weight

D: Catch the weight of Putt the weight Pre- test on room 2 and 3

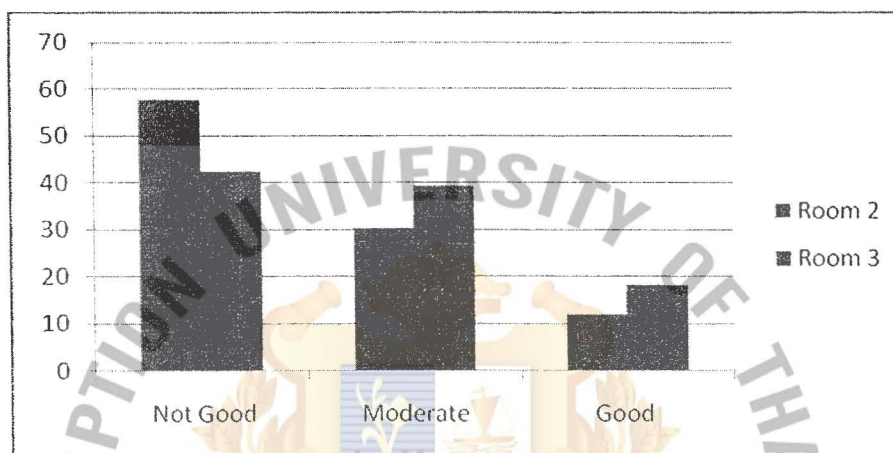


Figure 4.4: Bar graph of Catch the weight skill in Putt the weight Pre- test

This bar graph, show students on room 2 and room 3' after pre-test in catch the weight for students in Number 1-33. The Research finds the result in Students 19 Respondent (57.6%) They have lack of skill of catch the weight and 10 Respondent (30.3%) they have moderate and 4 Respondent (12.1%) they have in good level of skill of catch the weight.

Room 3' Students 14 Respondent (42.4%) They have lack of skill of catch the weight and 13 Respondent (39.4%) they have moderate of skill of catch the weight and 6 Respondent (18.2%) they have in good level of skill of catch the weight

E: Foot step of Putt the weight Pre- test on room 2 and 3

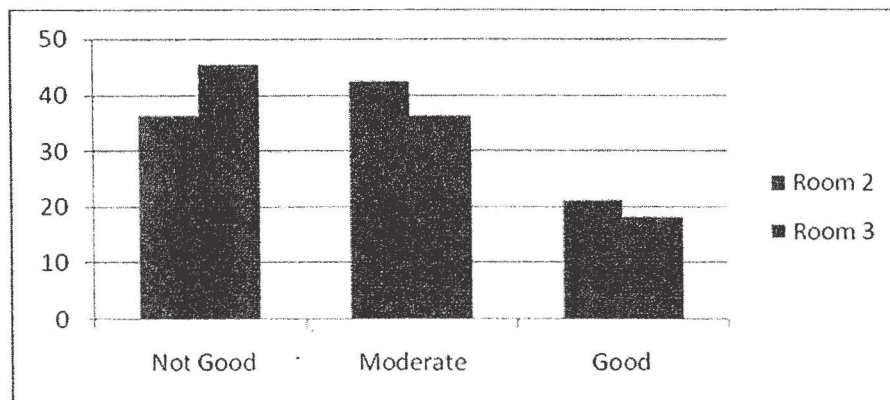


Figure 4.5: Bar graph of Foot step skill in Putt the weight Pre- test

This bar graph, show students on room 2 and room 3' after pre-test in Foot step for students in Number 1-33. The Research finds the result in Students 19 Respondent (57.6%) They have lack of skill of Foot step skill and 10 Respondent (30.3%) they have moderate of Foot step skill and 4 Respondent (12.1%) they have in good level in foot step skill on Putt the weight

Room 3' Students 14 Respondent (42.4%) They have lack of skill of foot step skill and 13 Respondent (39.4%) they have moderate of Foot step skill and 6 Respondent (18.2%) students they have in good level in foot step skill on Putt the weight

F: Release the weight of Putt the weight Pre- test on room 2 and 3

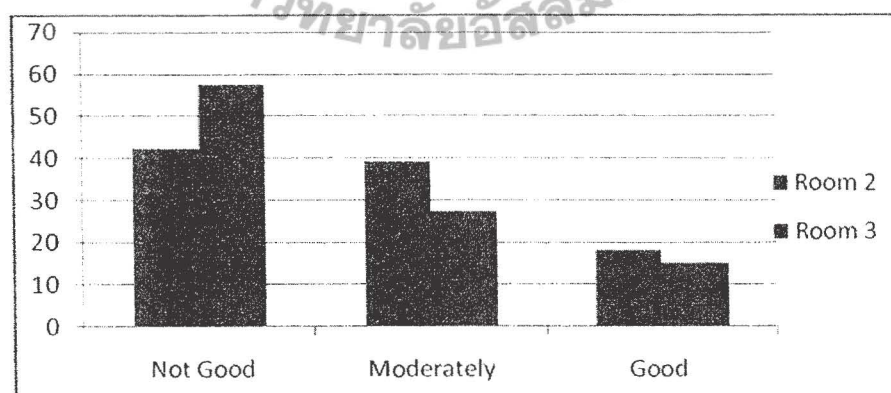


Figure 4.6: Bar graph of Release the weight skill in Putt the weight Pre- test

This bar graph, show students on room 2 and room 3' after pre-test in Release the weight for students in Number 1-33. The Research finds the result in Students 19 Respondent (57.6%) They have lack of skill of Release the weight and 10 Respondent (30.3%) they have moderate of Release the weight skill and 4 Respondent (12.1%) students they have in good level skill of Release the weight.

Room 3' Students 14 Respondent (42.4%) They have lack of skill of Release the weight and 13 Respondent (39.4%) they have moderate skill of Release the weight and 6 Respondent (18.2%) students they have in good level skill of Release the weight.

4.3.4 Observation check list's information (Before starting the project)

In this part the researcher used the observation checklist form to observe teaching strategies on Track and Field Athletic

Table 4.3: Criteria of the Athletic teacher's observer before IDI

LEVEL	Q.1	Q.2	Q.3	Q.4	Q.5
GOOD	5	5	7	12	8
NEITHER	8	14	21	15	13
NOT GOOD	20	14	5	6	12
Total	33	33	33	33	33

4.4 Phase II: ID Intervention

In this topic the researcher would present the conducted IDI activities and answer **the research question Number Two:** What are the appropriate IDI on Teaching strategy and Students Athletic skill. The researcher conducted and implemented the IDI activities in the area of teaching strategy and Students Athletic skill based on the information gathered from the interview and questionnaires. The researcher would like to separate group develop students for practice in Intervention process by test all students on primary 6/2 group A. The researcher have two topic to develop skill for learn in teaching strategies and putt the weight and Hurdle race skill of Athletic students.

4.4.1 IDI for teaching strategies

The researcher designed the IDI activities of the teaching strategies to adapt style teaching Athletic to students and practice and play with them for build relationship between teacher and students. When the students have more confident and bravely they can do to other pattern. The teacher use worm up game before teaches students and talk about good thing the sportsman receives in the future after to tolerance practice for build motivation to students have more power inside to performance.

4.4.2. IDI for Athletic skill

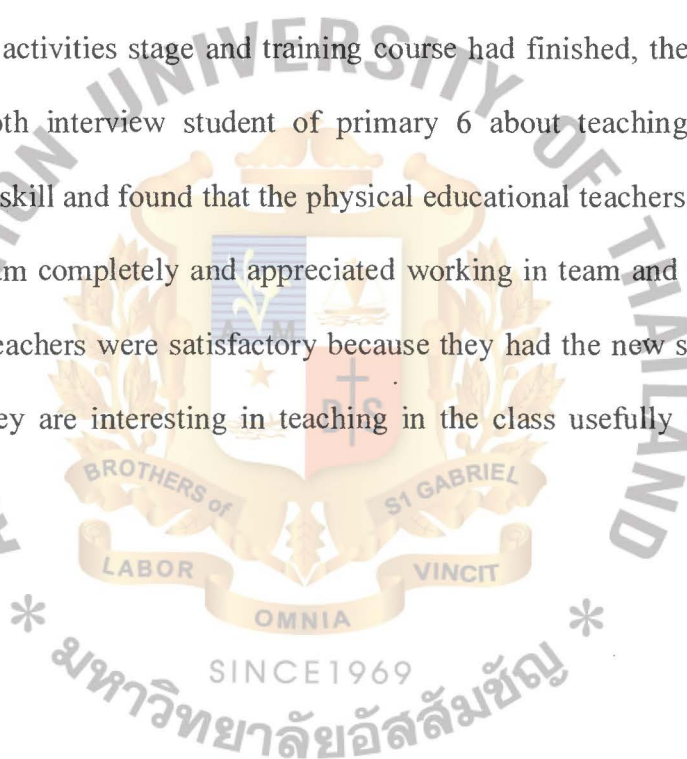
The teacher has to try to motivate the students by joining and demonstrate in pattern practice. Show the Information, picture in laptop and VCD about real satiation in competition tournament. Appointment students on the lunch time and after school for practice Athletic. Take students to swimming program for develop their lung and relax. Apply some materials to instrument practice to be build their proud themselves

when they can do it. Listen suggestion from senior sportsman and exchange experience. They are motivated by the rewards for their team.

4.5 Phase III: Post IDI

This part is the post ODI process, which consists of the qualitative data analyzed from interview and observation. This part is provided to answer **the research question number three**: “What is the initial impact of ODI on Teaching strategy and Students Athletic skill. room 2?”

After IDI activities stage and training course had finished, the researcher had conducted in-depth interview student of primary 6 about teaching strategies and students Athletic skill and found that the physical educational teachers were interested in training program completely and appreciated working in team and the feedback of the educational teachers were satisfactory because they had the new style of teaching strategies and they are interesting in teaching in the class usefully for develop the students skill.



4.5.1 Questionnaires

Table. 4.4 Questionnaire about teaching strategies After IDI on room 2

Questions	Level		
	\bar{X}	S.D.	Result
1. The teacher use worm up game before teaches.	3.48	.508	Strongly Agree
2. The teacher talk about something for motivate before teaches.	3.45	.564	Strongly Agree
3. See the picture and VCD before teach	3.21	.545	Agree
4. The teacher have demonstrate Athletic	3.45	.666	Strongly Agree
5. The teacher have Collaborate with students to learn	3.45	.564	Strongly Agree
6. The Teacher use wheel in process teaching	3.12	.781	Agree
7. The teacher use cone for practice in track and field Athletic.	3.52	.566	Strongly Agree
8. Use special time in lunch time and after school for practice.	3.48	.508	Strongly Agree
9. Have senior sportsman come to suggestion to students.	3.27	.801	Strongly Agree
10. Use swimming program for develop lung.	2.52	.566	Agree
Total	3.30	.197 62	Strongly Agree

The perception of respondents toward the teaching strategies after IDI, It showed that the total average means was 3.24 the standard derivation was 0.753 and the rating level was agree. This implied that the respondents were satisfied with the current teaching strategies from physical education teachers.

Table 4.5: The Comparison of Mean on the Perception of Teaching Strategies before and after IDI on room 2

Item	Pre-Post	Mean	SD	t-test	Sig.
1.The teacher use worm up game before teaches.	Pre-Test	2.64	.549	7.880	.000
	Post-Test	3.48	.508		
2. The teacher talk about something for motivate before teaches.	Pre-Test	2.82	.528	6.062	.000.
	Post-Test	3.45	.564		
3. See the picture and VCD before teach	Pre-Test	2.64	.489	5.899	.000
	Post-Test	3.21	.545		
4. The teacher have demonstrate Athletic	Pre-Test	3.70	.467	-2.101	.044
	Post-Test	3.45	.666		
5. The teacher have Collaborate with students to learn	Pre-Test	2.82	.528	6.062	.000
	Post-Test	3.45	.564		
6. The Teacher use wheel in process teaching	Pre-Test	2.64	.603	2.424	.021
	Post-Test	3.12	.781		
7. The teacher use cone for practice in track and field Athletic.	Pre-Test	3.06	.429	3.922	.000
	Post-Test	3.52	.566		
8. Use special time in lunch time and after school for practice.	Pre-Test	2.64	.549	7.880	.000
	Post-Test	3.48	.508		
9. Have senior sportsman come to suggestion to students.	Pre-Test	1.76	.435	8.953	.000
	Post-Test	3.27	.801		
10. Use swimming program for develop lung.	Pre-Test	1.61	.864	5.013	.000
	Post-Test	2.52	.566		
Total	Pre-Test	2.6303	.15709	17.970	.000
	Post-Test	3.2970	.19762		

From the table of the student's result of analysis in the difference of average in pre test and post test of teaching strategies by using the average of statistic (t-test), The average test scores of students in every topic is better than pre test in the significance of 0.05

4.5.2 Observation

Table 4.6: Criteria of the Athletic teacher's observer After IDI on room2

LEVEL	Q.1	Q.2	Q.3	Q.4	Q.5
GOOD	25	27	20	24	29
NEITHER	7	4	12	6	3
NOT GOOD	1	2	1	3	1
Total	33	33	33	33	33

Source: created by the author for this study.

The data analysis after the researcher observed students to learn Physical Education on Track and Field Athletic in Hurdle race and putt the weight. After Intervention' The researcher finds the performance in classroom' students had improve and interesting to learn more than before take action. They want to learn and practice in pattern teaching.

4.5.3 Skill Track Athletic on Hurdle race Post-test on room 2 and 3

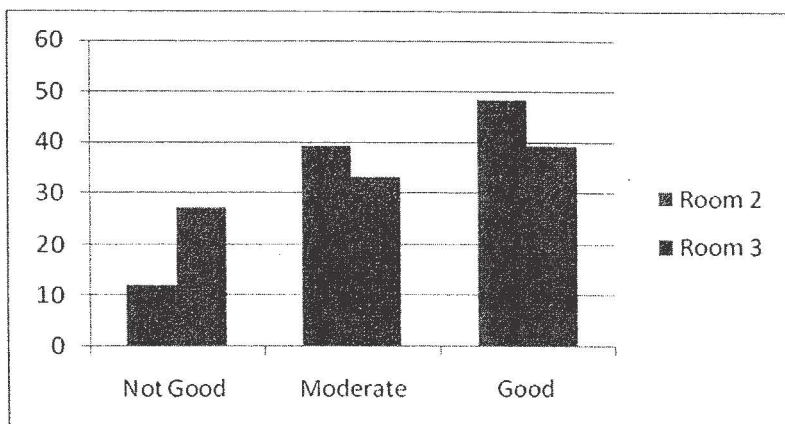


Figure 4.7: Bar graph of the students post-test in running skill of Hurdle race

G: Running skill of Hurdle race post-test

This bar graph, show students on room 2 and room 3, after post -test Running skill in Hurdle race for students in Number 1-33.

On the room 2' the result in Students 4 Respondent (12.1%) and 13 Respondent (39.3%) they have in moderate level, 16 Respondent (48.4%) they have good level skill of Running

Room 3' Students 9 Respondent (27.3%) and 11 Respondent (33.3%) they have in moderate level, 13 Respondent (39.4%) they have good level skill of Running.

H: Take to Crossing the fence skill Hurdle race Post-test on room 2 and 3

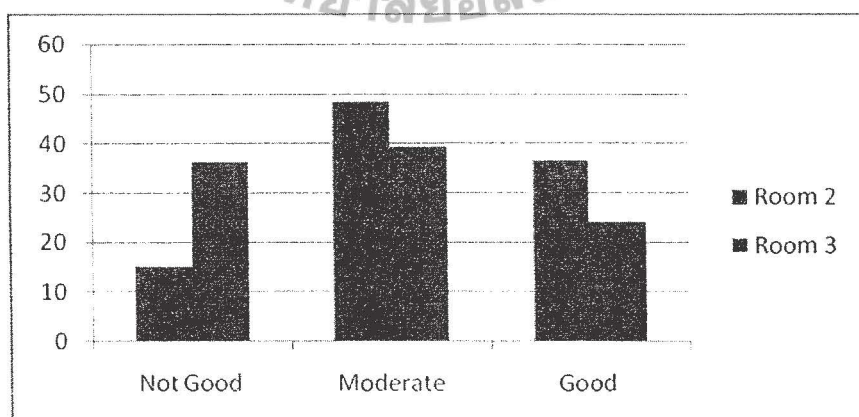


Figure 4.8: Bar graph of Take to Crossing the fence skill in Hurdle race

Take to Crossing the fence of Hurdle race post –test

This bar graph, show students on room 2 and room 3, after post-test Take to Crossing the fence skill in Hurdle race for students in Number 1-33.

On the room 2' the result in Students 5 Respondent (12.1%) and 16 Respondent (39.3%) they have in moderate level, 13 Respondent (48.4%) they have good level skill of Take to Crossing the fence

Room 3' Students 12 Respondent (36.4%) and 13 Respondent (39.4%) they have in moderate level , 8 Respondent (24.2%) they have good level skill of Take to Crossing the fence skill in Hurdle race

I.: Foot step to Floor skill of Hurdle race Post –test on room 2 and 3

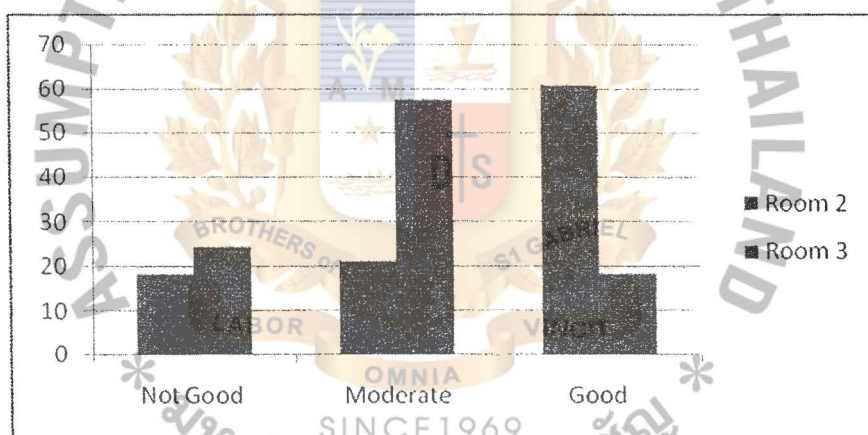


Figure 4.9: Bar graph of Foot step to Floor skill in Hurdle race

Foot step skill to Floor skill post –test.

This bar graph, show students on room 2 and room 3' after post-test Foot step to Floor skill in Hurdle race for students in Number 1-33.

On the room 2' the result in Students 6 Respondent (18.2%) and 7 Respondent (21.2%) they have in moderate level, 20 Respondent (60.6%) they have good level skill of Foot step to Floor

Room 3' Students 8 Respondent (24.2%) and 19 Respondent (57.6%) they have in moderate level , 9 Respondent (18.2%) they have good level skill of Foot step to Floor in Hurdle race

Field Athletic on Putt the weight

J: Catch the weight of Putt the weight Post- test on room 2 and 3

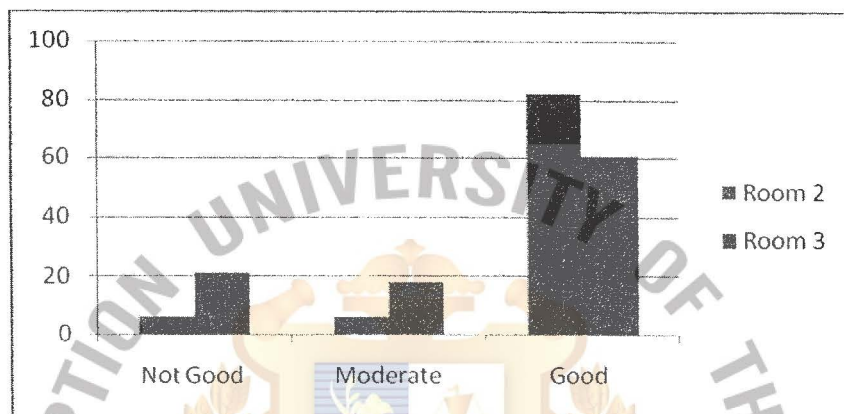


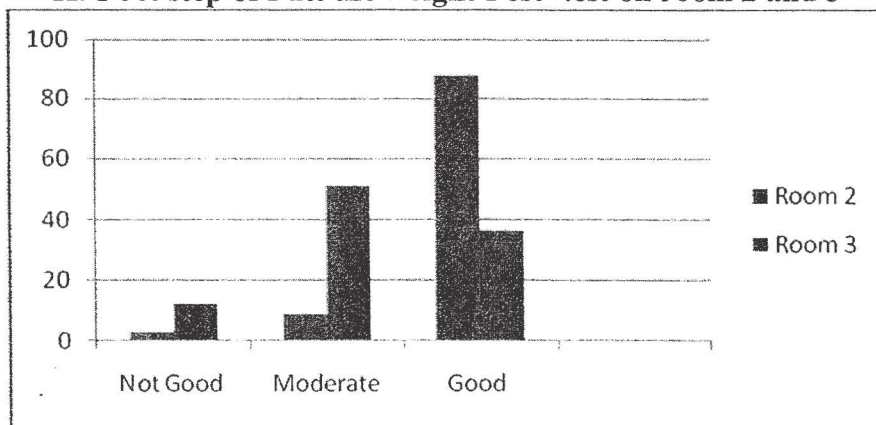
Figure 4.10: Bar graph of the students post-test in Catch the weight of Putt the weight

Catch the weight skill of putt the weight Post-test

This bar graph, show students on room 2 and room 3' after post-test Catch the weight of Putt the weight for students in Number 1-33.

On the room 2' the result in Students 2 Respondent (6.1%) and 2 Respondent (6.1%) they have in moderate level, 29 Respondent (87.8%) they have good level skill of Catch the weight of Putt the weight

Room 3' Students 7 Respondent (21.2%) and 6 Respondent (18.2%) they have in moderate level , 20 Respondent (60.6%) they have good level skill of Catch the weight of Putt the weight.

K: Foot step of Putt the weight Post- test on room 2 and 3**Figure 4.11: Bar graph of the students post-test in Foot step of Putt the weight.****Foot step skill of putt the weight Post-test**

This bar graph, show students on room 2 and room 3' after post-test Foot step of Putt the weight for students in Number 1-33.

On the room 2' the result in Students 1 Respondent (3.0%) and 3 Respondent (9.1%) they have in moderate level, 29 Respondent (87.9%) they have good level skill of Foot step of Putt the weight

Room 3' Students 4 Respondent (12.2%) and 17 Respondent (51.2%) they have in moderate level , 12 Respondent (36.6%) they have good level skill of Foot step of Putt the weigh

L: Release the weight of Putt the weight Post- test on room 2 and 3**Figure 4.12 : Bar graph of the students post-test in Release the weight of Putt the weight**

Release the weight skill of putt the weight Post-test.

This bar graph, show students on room 2 and room 3' after post-test Foot step of Release the weight for students in Number 1-33.

On the room 2' the result in Students 4 Respondent (12.1%) and 8 Respondent (31.8%) they have in moderate level, 19 Respondent (56.1%) they have good level skill of Foot step of Putt the weight

Room 3' Students 9 Respondent (27.2%) and 12 Respondent (36.4%) they have in moderate level , 12 Respondent (36.4%) they have good level skill of Foot step of Putt the weigh

Table 4.7: Compare Hurdle race Pre IDI and After IDI on room2

Skill	Pre - Post	Not Good	Moderate	Good
1. Running skill	Pre-test	19 (57.5%)	9 (27.2%)	5 (15.2%)
	Post-test	4 (12.1%)	13 (39.3%)	16 (48.4%)
2. Take to Crossing	Pre-test	22 (66.6%)	8 (24.2%)	3 (9.2%)
	Post-test	5 (12.1%)	16 (39.3%)	13 (48.4%)
3. Foot step to Floor	Pre-test	25 (75.7%)	5 (15.1%)	3 (9.2%)
	Post-test	6 (18.2%)	7 (21.2%)	20 (60.6%)

Table 4.8: Compare Putt the weight Pre IDI and After IDI on room2

Skill	Pre - Post	Not Good	Moderate	Good
1. Catch the weight	Pre-test	19 (57.6%)	10 (30.3%)	4 (12.1%)
	Post-test	2 (6.1%)	2 (6.1%)	29 (87.8%)
2. Foot step	Pre-test	12 (36.4%)	14 (42.4%)	7 (21.2%)
	Post-test	1 (3.0%)	3 (9.1%)	29 (87.9%)
3. Release the weight	Pre-test	14 (42.4%)	13 (39.4%)	6 (18.2%)
	Post-test	4 (12.1%)	8 (31.8%)	19 (56.1%)

In Room 2' Students can perform correct skill more than before Intervention and Some students cannot improve because they over weight and have an accident they have un comfortable to perform.

Table 4.9: Compare Hurdle race After IDI on room 2and room 3

Skill	Room	Post - Post	Not Good	Moderate	Good
1. Running skill	2	Post-test	4 (12.1%)	13 (39.3%)	16 (48.4%)
	3	Post-test	9 (27.3%)	11 (33.3%)	13 (39.4%)
2. Take to Crossing	2	Post-test	5 (12.1%)	16 (39.3%)	13 (48.4%)
	3	Post-test	12 (36.4%)	13 (39.4%)	8 (24.2%)
3. Foot step to Floor	2	Post-test	6 (18.2%)	7 (21.2%)	20 (60.6%)
	3	Post-test	8 (24.2%)	19 (57.6%)	6 (18.2%)

Table 4.10: Compare Putt the weight After IDI on room 2 and room 3

Skill	Room	Post - Post	Not Good	Moderate	Good
1. Catch the weight	2	Post-test	2 (6.1%)	2 (6.1%)	29 (87.8%)
	3	Post-test	7 (21.2%)	6 (18.2%)	20 (60.6%)
2. Foot step	2	Post-test	1 (3.0%)	3 (9.1%)	29 (87.9%)
	3	Post-test	4 (12.2%)	17 (51.2%)	12 (36.6%)
3. Release the weight	2	Post-test	4 (12.1%)	8 (31.8%)	19 (56.1%)
	3	Post-test	9 (27.2%)	12 (36.4%)	12 (36.4%)

In this table is the result compare between students on room 2 and room 3. On room 2 the searcher has to take Intervention in teaching strategy in Hurdle race and Putt the weight. On room 3 cannot take Intervention. The researcher teaches in normal class teaching. Students on room 2' they can success and correct to perform more than students on room 3.

Summary of before and after intervention students on room 2 and 3

The Research sees the result for alteration of respondent on room 2 after Intervention. There have to received new process teaching and then the respondent on room 3 have to normal learning of Athletic skill. The result after intervention' respondent on room 2 have attention to learn more than before take action with them and better more than respondent on room 3. They have a little improvement for the skill Hurdle race in Track Athletic and skill of Put the weight in Field Athletic. The researcher use instrument for check satisfying in teaching and step develop their skill by Questionnaire, Observation in bar graph, and Interview to respondents.

4.5.4 The perception of respondents toward the teaching strategies after IDI

For this part the researcher sets an information interview with the students 10 people to be interviewed. There are 5 questions for interview guide as the following to discover the satisfaction of the students with the teaching strategies of the teacher.

Five Question of students to Interview after IDI

1. How do you feel in the changing of new style teaching of teacher?

Students 5 respondents' Like to learn this style because very Interesting the knowledge and 3 respondents. "I had been happy too much for learn Physical Education". "I want to other subject have this style teaching in classroom" and Then 2 respondents. They like to practice in after school after that also to continually training soccer

2. How much the point do you get about your Ability-Athletic (10 point) and Why?

Students 7 respondents' they get score 9 points for improve their both skill of hurdle race and putt the weight and students 2 respondents get score on 8 points because they thing the teacher have more pattern practice.

3. How much you will be bringing knowledge for learn in Track and Field Athletic to College Day and How you will do?

Students 6 respondents' talk to research they want to practice more and they hope to be win in hurdle race and putt the weight. 3 respondents they will use this practice form to training to competition 100, 200 meter running. 1 respondent his will apply to Tug-of-war for Thai sport.

4. Do you thing for senior sportsman suggestion technique and tactic to training.

Students 10 respondents' have to like very much. I can thing about real satiation in competition tournament in my Imagine and also want to go in that tournament.

5.Can you develop your Athletic skill by using the various equipments?

Students 8 respondents' they agree to develop their skill Athletic and 2 respondents they have the answer is If students have more attention to learn or performance something they can successful all thing.

4.6 Hypothesis Testing Result

In a study on Teaching Strategies and students Athletic Skill in Primary 6 of Saint Gabriel College

Ho 1: There is initial on group A no Impact of IDI on teaching strategy and Students Athletic skill in primary 6 room 2 group A

Ha 1: There is impact of IDI on Teaching Strategy and Students Athletic skill in primary 6 room 2 group

Questionnaire teaching strategies After IDI Compare with room 2 and 3

Table 4.11 : The Comparison of Mean on the Perception of Teaching Strategies before and after IDI on room 2 and room 3

Item	room	Mean	SD	t-test	Sig.
1. The teacher use worm up game before teach.	2	3.48	.508	6.521	.000
	3	2.64	.549		
2. The teacher talk about something for motivate before teach.	2	3.45	.564	4.733	.000
	3	2.82	.528		
3. See the picture and VCD before teach	2	3.21	.545	4.518	.000
	3	2.64	.489		
4. The teacher have demonstrate Athletic	2	3.70	.666	-1.713	.092
	3	3.45	.467		
5. The teacher have Collaborate with students to learn	2	3.45	.564	4.733	.000
	3	2.82	.528		
6. The Teacher use wheel in process teaching	2	3.12	.781	2.823	.006
	3	2.64	.603		
7. The teacher use cone for practice in track and field Athletic.	2	3.52	.566	3.679	.000
	3	3.06	.429		
8. Use special time in lunch time and after school for practice.	2	3.48	.508	6.521	.000
	3	3.06	.429		
9. Have senior sportsman come to suggestion to students.	2	3.27	.801	9.545	.000
	3	1.76	.435		
10. Use swimming program for develop their lung.	2	2.52	.566	5.057	.000
	3	1.61	.864		
Total	2	3.2970	.19762	15.170	.000
	3	2.6303	.15709		

From the table of the student' `s result of analysis in the difference of average in post- test and post test of teaching strategies on room 2 and 3 by using the average of statistic (t-test), The average test scores of students room 2 in every topic is better than students room 3 in the significance of 0.05



CHAPTER 5

Summary Conclusions and Recommendations

5.1 Summary

This research is a cause study of A Study on teaching strategy and Students Athletic skill by the researcher has the purpose of learning in techniques of teaching in Physical Education (Athletic) for developing teachers' abilities and students' abilities. By the teachers use usefully the knowledge of Teaching Strategies and Skill Development teaching to the students and the students can understand Physical Education (Athletic skill) clarify. Moreover, the students can learn and solve the problems by themselves. The researcher collects the data from the students of 33 respondents of Primary 6 room 2 by using the Statistical Package for the quantitative data, interview and Skill-Testing to collect the data analysis.

This research was conducted based on 33 respondents of Primary 6 of Saint Gabriel's College. The demographic result showed that all of the respondents were male who have age range 11-12 years.

5.2 Conclusions

Students had a correct and better in their skill after used the OD process was implemented and the data analyzed as shown in Table.4.7 and 4.8. For The Teaching Strategies, the overall result showed. The teacher could develop and adapt their teaching style which the students. They happy after they got the correct skill and success to perform hurdle race and putt the weight. Some of students cannot success to perform because there are overweight' but they have little improve and develop in their skill. I had to observe in my group students on room 2. They have more happy when they come to learn Physical Education class and have more attention, confident

to perform crossing hurdle race and have concentration to perform putt the weight. They have to love exercise in normal.

Lastly' In the process and theory for take Intervention the problem of sports the result There is impact of Instructional Development Intervention on Teaching strategy and students Athletic skill A case study of Primary 6 on Track and Field Athletic.

5.3 Recommendation

The researcher needs to keep students' motivated and keep thing's fun and interesting. And in the future, the researcher wants to use this process from action research to continue for expansion to teach students in primary 6. So, the important thing is that the researcher expects to take this process and apply into other subjects

A good result for the researcher has continues to enhance teaching and provides students with Athletic tournament in College Day or Sports Day of school. This activity helps students have more motivation and be interested in improving their skills because the students would like to success to be win in tournament before they have to finish in primary level.

Table 5.1 Recommendation in instruction field

Findings after IDI	Proposed ODI/IDI	Desired Result in the Future
Teaching strategy. - Students have Attention to learn. - Love to exercise	-Thinking, Design new Idea for teaching. - separate time	-Also have to attention learning in other subject. -Healthy their self.
Student Athletic skill. - Reduce injured - Correct skill Athletic. - Parent happy for Their son learn Physical Education	- Learn more technique. - Apply other thing to teaching - support other tournament to competition. - Promote and get the some reward.	-More confident. - Can suggestion to other. -To be come to sportsman of school -Students will be success in Competition Tournament. - To be great the fame of school

Recommendation for Future Study

1. Some teachers still had negative attitude in the new teaching strategies. They still believed in the old style of teaching
2. Apply the strategy in other teaching methods in order to enhance students' learning.
3. More confidents to perform any sport of Athlete.

EPILOGUE

Before, I started to be a student of MMOD at Assumption University; it was very difficult for me to understand about this course. I would like to learnt more interesting knowledge about the organization development management. When I started to learn this course, I changed my mind. I think that I have to solve it and change those situations, especially the situations which generate problems to my school. Therefore I started to do this research with my subject. I learnt more interesting knowledge about the organization development management. It helped me a lot to use and adapt knowledge from instructors and books to apply and solve the problem in real situation research.

I have been working at Saint Gabriel's College, Bangkok, Thailand for 6 years. I have seen problems about my subjects which occurred with my students. There are many problems that happened but I designed to solve problems that happened with my subject first. Therefore, it became this thesis which is about "The Initial Impact of IDI on Teaching Strategies and Students Athletic skill on Track and Field Athletic in Primary 6 at St. Gabriel's College, Bangkok. In this thesis; I have gained a lot of knowledge and experience. I got a lot of proud feelings in my thesis, especially after doing the instructional development implementation (IDI), and up with coming the results from questionnaires, observations and interviews that showed a change of the situation for the better.

Even though this thesis is close to the end, I think that we cannot stand still, because change happens every day. I need to bring the knowledge to use and apply to solve and build their some behavior or character to learn. Important for students to get and understand detail of the skill' They will have to often to practice be to success in

sports their favorite or their mind. They can use in other subject to develop their education together.

Mr.Wongsapat Pongpakkittiul



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Appendix A

Questionnaire

This questionnaire is part of a study being conducted by the MM Program in Organization Development and Management for A Study on Teaching Strategies and Skill Development about Learning Futsal at Assumption University, Thailand. One of the goals of my study is to study classroom processes through an active association with teachers, students and administrators. In that regard, I have developed a questionnaire to learn more about the teaching and learning processes used in the class. To gain an accurate understanding of these processes, it is critical that I learn from you about your approach to teaching.

All information you provide will be kept strictly confidential and under no circumstances will your individual responses be released to the school or the school board administration. Participation in this project is voluntary and you are free to discontinue at any time. However, your professional experiences and opinions are crucial to helping me understand teaching from the educator's point of view. I would greatly appreciate your taking the time to complete our questionnaire.



Instructions

Please complete the questionnaire following the steps outlined below:

- (1) In section 1, please provide brief personal information by writing in the blanks as appropriate.
- (2) In sections 2-6, please rate each aspect of the system as 4 = Strongly agree, 3 = Agree, 2 = Disagree or 1 = Strongly disagree by placing a tick in the appropriate box.

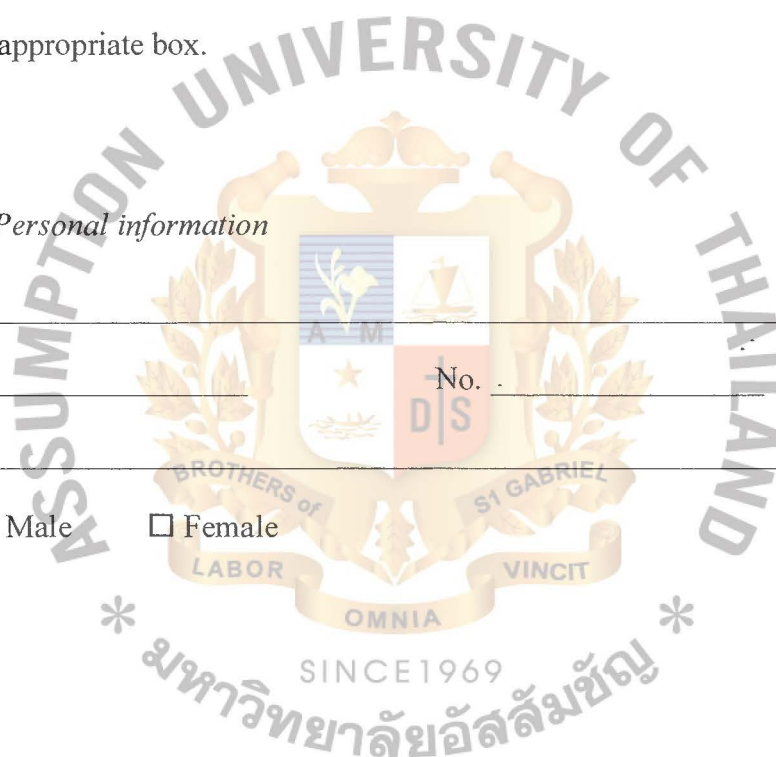
Section 1: Personal information

Name: _____

Class: _____ No. _____

School: _____

Gender: ☐ Male ☐ Female



Section 2: Teaching Strategies

4 = Strongly agree, 3 = Agree, 2 = Disagree or 1 = Strongly disagree



<u>In the class</u>	(4) Strongly agree	(3) Agree	(2) Disagree	(1) Strongly disagree
1. The teacher use worm up game before teach.				
2. The teacher talk about something for motivate before teach.				
3. See the picture and VCD before teach.				
4. The teacher have demonstrate Athletic				
5. The teacher have Collaborate with students to learn				
6. The Teacher use wheel in process teaching				
7. The teacher use cone for practice in track and field Athletic.				
8. Use special time in lunch time and after school for practice.				
9. Have senior sportsman come to suggestion to students.				
10. Use swimming program for develop lung.				
Total				

Appendix B

Interview Guide

Section I: Personal information (Students)

Name: _____

Class: _____ No. _____

School: _____

Gender: ☐ Male ☐ Female

1. How do you feel in the changing of new style teaching of teacher?

(นักเรียนรู้สึกอย่างไร กับการเปลี่ยนวิธีการสอนของครูผู้สอน)

:

2. How much the point do you get about your Ability Athletic (10 point) and Why?

-Ability in Track Athletic

Because _____

-Ability in Field Athletic _____ Because _____

คุณคิดว่าความสามารถทางด้านกรีฑาประเภทลู่และลานมีการเปลี่ยนแปลงมากนักน้อยเพียงใด (10 คะแนน) เพราะว่า

3. How much you will be bringing knowledge for learn in Track and Field Athletic to College Day and How you will do?

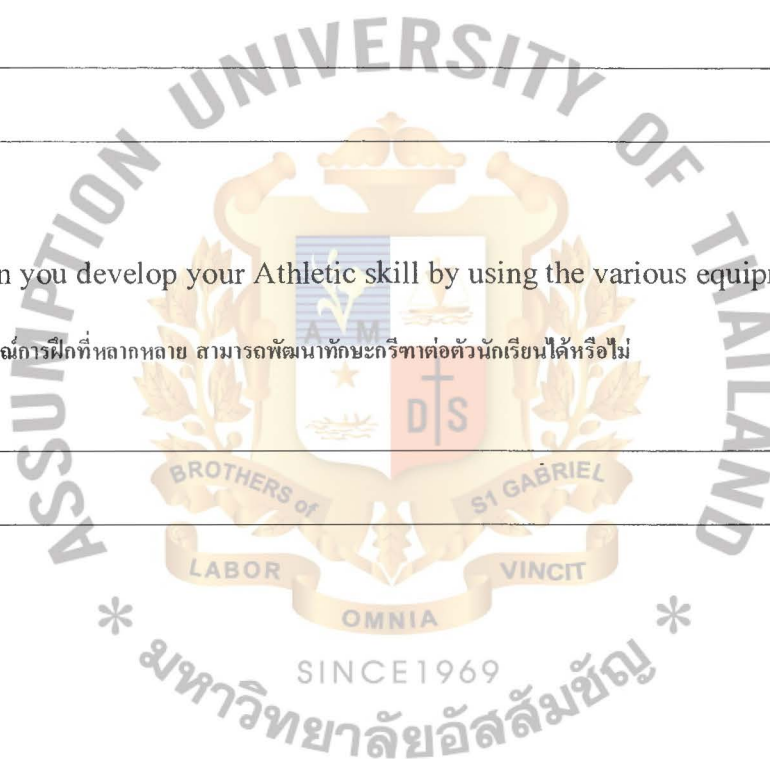
(คุณคิดว่าจะ นำความรู้จากการเรียนกรีฑาประเภทลู่และลานได้มากน้อยขนาดไหน? ยังไง?)

4. Do you thing for senior sportsman suggestion technique and tactic to training.

(คุณคิดอย่างไรกับการที่นักกีฬารุ่นพี่มาแนะนำเทคนิคและ แท้กติก การฝึกซ้อม)

5. Can you develop your Athletic skill by using the various equipments?

การใช้อุปกรณ์การฝึกที่หลากหลาย สามารถพัฒนาทักษะกรีฑาต่อตัวนักเรียนได้หรือไม่





OBSERVATION FORM

Physical Education of Saint Gabriel's college

In Track and Field Athletic on Hurdle race and putt the weight

Information in observe	Very good	Neither agree or disagree	Not good
1. The students have interesting in method teaching.			
2. The students have attention to listen pattern of practice.			
3. Students brainstorming and design other way the practice.			
4. Students come to learn on time.			
5. Have more to practice or want to play again.			
Total			

The researcher divided the points in each part for 3 levels.

Points	Level
3 points	Good Interesting, Attention
2 points	Moderate
1 point	Not good They not have interesting, Attention



Appendix C

The contents of skill observation

<u>Hurdle Race.</u>		<u>Putt the weight</u>	
Skill of Hurdle Race	(10 Point)	Skill of Putt the weight	(10 Point)
Running	10, 8, 6	Catch the weight	10, 8, 6
Take to Crossing the fence	10, 8, 6	Foot step	10, 8, 6
Foot step to Floor	10, 8, 6	Release the ball	10, 8, 6

Observations about.../Criteria	Contents
<u>Hurdle Race.</u> Running Good = 10 Points Neither agrees nor disagrees = 8 Points Not good = 6 Point	Observed skill running of the students when they have per-test and Post-test in regularly step foot, elevate of knee, use tiptoe, Arms swing
Take to Crossing the fence Good = 10 Points Neither agrees nor disagrees = 8 Points Not good = 6 Point	Observed skill Take to Crossing the fence of students when they have per-test and Post-test in Take foot, elevate of leg, Not Touch the fence, Not Take both of foot
Foot step to Floor Good = 10 Points Neither agrees nor disagrees = 8 Points Not good = 6 Point	Observed skill Foot step to Floor of the students when they have per-test and Post-test in foot to floor and can do next step, Arms wing , Foot step, Not Both of foot to floor, Not fall

The contents of observation form Field Athletic on Putt the weight

Observations about.../Criteria	Contents
<p align="center"><u>Putt the weight</u></p> <p align="center">Catch the ball</p> <p>Good = 10 Points</p> <p>Neither agrees nor disagrees = 8 Points</p> <p>Not good = 6 Point</p>	<p>Observed skill Catch the ball of the students when they have per-test and Post-test in Catch the ball, ball close mandible, stand position, Step foot, putt the ball</p>
<p align="center">Foot of step</p> <p>Good = 10 Points</p> <p>Neither agrees nor disagrees = 8 Points</p> <p>Not good = 6 Point</p>	<p>Observed skill Foot of step for Students when they have per-test and Post-test in Stand separate foot, Turn side to out. , Step close step. , Do not have next step</p>
<p align="center">Release the ball</p> <p>Good = 10 Points</p> <p>Neither agrees nor disagrees = 8 Points</p> <p>Not good = 6 Point</p>	<p>Observed skill Release the ball for students when they have per-test and Post-test in hand start from back to top ,hand follow the ball ,opposite hand help for balance, putt the ball do not throw the ball</p>

Saint Gabriel's College
Pre-test and Post-Test of Hurdle race

Subject Physical Education
Teacher :

Class P.6/2
December 2009

Pre- test Observation in students P.6/2 Track Athletic in Running (Hurdle race)					Post- test Observation in students P.6/2 Track Athletic in Running (Hurdle race)			Note
No.	Skill running	Take and Crossing	Step foot to floor		Skill running	Take and Crossing	Step foot to floor	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
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29								
30								
31								
32								
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Saint Gabriel's College

Pre-test and Post-test

Subject Physical Education Class P.6/2

Teacher :

December 2009

Pre- test Observation in students P.6/2 Field Athletic in Running (put the weight)				Post- test Observation in students P.6/2 Field Athletic in Running (put the weight)			Note
No.	Catch the ball	Foot step	Release the ball	Catch the ball	Foot step	Release the ball	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
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