
Relationship between Lesson Implementation and Intrinsic Motivation of Pre-service Physical Educators in Universities in the Border Provinces of Southern Thailand

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ABSTRACT

This study investigates the relationship between lesson implementation and intrinsic motivation of pre-service physical educators in Universities in the Border Provinces of Southern Thailand. This research adopts a cross-sectional research design. The instrument for data collection has three sections (backgrounds, intrinsic motivation for teaching, and lesson implementation) adopted from Tulyakul (2019). The participants are 141 pre-service physical educators in five universities in the border provinces of Southern Thailand. The findings reveal that the levels of lesson implementation and intrinsic motivation are high. Hence, there is a positive relationship between the lesson implementation and the intrinsic motivation of pre-service physical educators. Consequently, it is recommended that to improve the teaching effectiveness of pre-service physical educators in the universities in the border provinces of Southern Thailand, they should enhance their ability in lesson implementation and develop their intrinsic motivation in teaching.

Keywords: *lesson implementation, intrinsic motivation, pre-service physical educators, universities in the border provinces of Southern Thailand*

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INTRODUCTION

Physical education is able to decrease the amount of obesity seen in children who do not exercise (Lynn, 2017). In the long run, physical education also helps to develop knowledge of health care and sports techniques among students (De Vries, 2008). Similarly, Stark (2017) confirms that physical education is the subject that is able to develop the physical, intellectual, emotion, social and mental aspects of students through physical activities such as exercise and sports. Most of the activities during physical education classes take place at the football field, swimming pool and/or the gymnasium (Tulyakul, 2019). Thus, those who are teaching this subject should be experts and should have graduated with a degree in physical education. Consistent with Tulyakul's point, Tulyakul, Omar-Fauzee and Hussin (2018a) found that trained physical education teachers were better than untrained physical education teachers in terms of classroom management strategies and teaching effectiveness in primary schools. Hence, physical education teachers are the key persons in teaching such classes.

It is necessary for physical education majors to complete their studies in four years (eight semesters). In addition, they should then do their practicum in a primary or secondary school for one year (Faculty of Education, 2017). This is compulsory in the Bachelor's Degree Curriculum in Thailand for those who aspire to be teachers (Office of the Education Council, 2017). Furthermore, the pre-service physical educators have to conduct their research and submit their research, portfolio, and lesson plans (teaching plans) to their universities during their practicum (Bachelor of Education Program, 2018). Hence, it is necessary for them to have lessons plans to guide them in implementing their lessons in physical education (Kohl III, & Cook, 2013). This is because the lesson plans can help them to manage their classes smoothly and increase effective teaching (Morris & Hiebert, 2017). Nevertheless, Kanchana (2010) and Claypan (2014) found that that the pre-service physical educators were unable to control their classes, which led to problems in lesson implementation. Therefore, it is necessary to investigate the lesson implementation of pre-service physical educators to improve the teaching and learning process.

Not only does lesson implementation affect the teaching effectiveness of the teachers but also their motivation for teaching plays an important role in the teaching and learning process (Perlman, 2013; Tulyakul, Omar-Fauzee & Hussin, 2018b). Specifically, intrinsic motivation is the most essential for achievement. Ryan and Deci (2000a) opined that intrinsic motivation refers to the person's attentiveness and pleasure he or she finds, for example, when the teacher feels happy or enjoys teaching. The person's motivation is intrinsic if he or she does not desire a prize or other rewards (Ryan & Deci, 2000b). However, Claypan (2014) found that the pre-service physical



educators must not only teach classes during practicum but also must also conduct sports training, research, and make lesson plans, among others. Such activities may decrease intrinsic motivation (Han & Yin, 2016). Motivation is essential in teaching. Specifically, intrinsic motivation is the most critical to effective teaching. Moreover, lesson implementation is vital to enhance student achievement. Nevertheless, a previous study from Claypan (2014) and Kanchana (2010) found that pre-service physical educators had few experiences in controlling the classes, affecting the implementation of the lessons as well as the teachers' intrinsic motivation.

Teacher motivation is important to the teaching and learning process. This is because teachers' poor motivation affects teaching negatively (Tulyakul, 2019). Specifically, intrinsic motivation has the most influence on teaching and learning in class. According to Ryan and Deci (2000a), intrinsic motivation refers to the person's attentiveness and the pleasure he or she finds, for example, when the teacher feels happy or enjoys teaching. The person's motivation is intrinsic if he or she does not desire a prize or other rewards. Moreover, Ryan and Deci (2000b) state that intrinsic motivation can take place for internal reasons. Moreover, people at work are intrinsically motivated to work because the leader inspires them, and the area of work in which they engage satisfy their interest such as "When I invest effort in my work as a teacher, I do so because I enjoy creating connections with people" (Roth, Assor, Kanat-Maymon & Kaplan, 2007).

Kron (2017) mentions that lesson planning provides a step-by-step guide to teachers into what they are teaching, such as informing the students about what they are going to learn (Kyrgiridis, Derri, Emmanouilidou, Chlapoutaki & Kioumourtzoglou, 2014). A good lesson plan conveys to the teacher what is important for students when it comes to learning. Furthermore, Richards (2013) argues that good lesson planning is essential to the process of teaching and learning. Well-prepared teachers are heading towards a successful instructional experience. According to Stronge (2018), the development of interesting lessons takes a great deal of time and effort. It is also important to realize that the best-planned lesson is worthless if interesting delivery procedures along with good classroom management techniques are not present. According to Westwood (2016), physical educators should modify their aims and methods in relation to their lesson plans whenever necessary to meet the challenges posed by students' interest, physical and cognitive abilities, learning styles, and developmental levels. For instance, physical education teachers could arrange fun activities to prevent misbehavior in their classes. Castelli, Barcelona and Bryant (2015) state that teachers implement physical education lessons that are relevant and responsive to students' individual satisfaction. In order to make sure that the classroom is safe, the



physical educators should teach students the guidelines about the maintenance of personal and general space, and plan their lessons appropriately. For example, if the teaching area is limited, the pre-service physical educators may create new teaching methods to suit the classroom by grouping the students into small teams and by creating circuit stations for learning. Pre-service physical educators plan, observe and adjust the tracks to employ the present space and manage student safety and teaching effectiveness (Evertson, Emmer & Worsham, 2006). This study, therefore, investigates the relationship between lesson implementation and intrinsic motivation of pre-service physical educators in five universities in the border provinces of Southern Thailand. Moreover, the study examines what is the level of lesson implementation and intrinsic motivation of the pre-service physical educators?

PARTICIPANTS AND PROCEDURE

This research used a cross-sectional research design and quantitative technique, involving pre-service physical educators who were studying at the Bachelor's Degree level in five universities in the border provinces in Southern Thailand and doing their practicum in the primary or secondary schools as respondents. The quantitative survey questionnaire research method was used to measure the variables under examination. According to Creswell (2014), survey technic gives benefits for example, being feasible to large samples in a short time, the flexibility of responding to many questions on a title, and reliable. Thus, the survey design approach and collect data using a questionnaire are deemed appropriate for this study.

The participants in this study were pre-service physical education students in five universities in the border provinces of Southern Thailand and doing their practicum in primary or secondary schools in the study area. It is worth noting that there were 157 pre-service physical educators in five universities in the border provinces of Southern Thailand in the school year 2019 form the population of the study.

Table 1: Population of the Study

Universities	Provinces	Pre-service Physical Educators
- Thaksin University	Songkhla	30 Teachers
- Songkhla Rajabhat University	Songkhla	30 Teachers
- Prince of Songkhla (Pattani Campus)	Pattani	35 Teachers
- Yala Rajabhat University	Yala	27 Teachers
- Sport National University (Yala Campus)	Yala	35 Teachers
Total 5	3	157



This study used self-administered questionnaires and sent by post service to collect data. A total of 157 pre-service physical educators from five universities in the border provinces of Southern Thailand responded to the questionnaires. One hundred and forty-five copies of the questionnaire were returned, while twelve sets were not returned. However, only one hundred and forty-one copies of questionnaire were correctly completed and use for analysis.

The instrument used in this study was a questionnaire adapted from Tulyakul (2019). There are three parts in the questionnaire. The first part asks questions about the background of the respondents such as age, gender, and institution, among others. The second part includes questions about lesson implementation. The last part contains statements about intrinsic motivation. The pilot test was used with 30 pre-service physical educators at Nakhon Si Thammarat Rajabhat University before real data collection. The results of a pilot test found that in the second and third parts of the questionnaire had a reliability value of 0.85 and 0.90 respectively.

The data collected from the participants were analyzed with Pearson Product Moment correlation coefficient using Statistical Package for Social Sciences (SPSS) version 23. Moreover, to achieve the objectives of this study in terms of Pearson Product Moment correlation coefficient value based on Table 2. While the category of mean to identify the level of lesson implementation and intrinsic motivation was demonstrated in Table 3.

Table 2 Accepted guidelines for interpreting correlation coefficient.

Strength of Association	Coefficient, <i>r</i>	
	Positive	Negative
Weak	0 to 0.3	0 to -0.3
Moderate	0.3 to 0.7	-0.3 to -0.7
Strong	0.7 to 1	-0.7 to -1

Source: Ratner (2009)

Table 3 Category of Mean to Identify the Level of Lesson Implementation and Intrinsic Motivation

Category of Mean	Description
1.00 - 1.80	Very low level
1.81 - 2.60	Low level
2.61 - 3.40	Moderate level
3.41 - 4.20	High level
4.21 - 5.00	Very high level

(Source: Kamaruzzaman, 2009)



RESULTS AND DISCUSSION

Table 4 presents the results to measure the frequency and percentage of respondents in terms of institution, gender, age, religion, teaching hours and responsibility. Table 5 shows the mean value and the *S.D.* of overall lesson implementation as 4.14 and 0.72 respectively. The mean value indicates a high level of lesson implementation. In addition, the mean value of intrinsic motivation is 4.01 and its *S.D.* value is 0.71, indicating a high level of intrinsic motivation. Based on the result in Table 6, it was found that there is a moderate positive relationship between lesson implementation and intrinsic motivation among pre-service physical educators ($r = .674, p < .05$). The result shows that the mean value of lesson implementation is high. This is because the pre-service physical educators are expected to submit their teaching plan to their school and university to evaluate their performance during their practicum. Thus, this reason led to the pre-service physical educators' use of the teaching plan for implementing their lesson plan. SPARK (2015) states that lesson plans or teaching plans in physical education are the most important teaching implements as they can enhance effective teaching. The pre-service physical educators are able to use lesson plans for the right teaching in their class (Stănescu, 2013).

Moreover, it was found that the mean value of intrinsic motivation is high. This is due to the fact that most pre-service physical educators' areas of expertise are sports and physical education. Especially, their passion and want to study physical education as a specializ field in order for becoming the competence physical educators after their graduation. This could have affected their intrinsic motivation for teaching. In the same way, Woolley and Fishbach (2018) maintain that intrinsic motivation refers to the feeling of enjoyment and happiness in doing something. Hagger and Chatzisarantis (2007) confirm intrinsic motivation refers to the person's interest in something without the desire for rewards. Thus, it is not surprising that intrinsic motivation is high among pre-service physical educators (Tulyakul, 2019).

In addition, this study revealed that there is a positive relationship between the lesson implementation and the intrinsic motivation of pre-service physical educators. Such a result may be attributed to the pre-service physical educators' experience, which makes them happy with teaching. This could have helped them in the implementation of their lesson plans and classroom management. William (2014) states that teaching effectiveness can occur when teachers employ their expertise to teaching. By the same token, Tulyakul (2019) found that there is a positive relationship between intrinsic motivation for teaching and lesson implementation among physical education teachers in Thailand. Similarly, Demir (2011) confirms that the teacher's intrinsic



motivation affects the teaching and learning process. This means that the pre-service physical educators feel happy and enjoy teaching in relation to their lesson implementation in the classroom.

Table 4 Frequency and Percentage of Respondents based on Institution, Gender, Age, Religion, Hours Teaching, Responsibility.

Profile	Factors	Frequency	Percentage
Institution	Total	141	100 %
	- Thaksin University	29	20.6%
	- Songkhla Rajabhat University	30	21.3%
	- Prince of Songkhla (Pattani Campus)	28	19.9%
	- Yala Rajabhat University	22	15.6%
	- Sport National University (Yala campus)	32	22.7%
Gender	Total	141	100 %
	- Male	106	75.2%
	- Female	35	24.8%
Age	Total	141	100%
	- 22	35	24.8%
	- 23	93	66.0%
	- 24	7	5.0%
	- 25	5	3.5%
	- 26	1	0.7%
Religion	Total	141	100%
	- Buddhism	63	44.7%
	- Islam	77	54.6%
	- Other	1	0.7%
Hours Teaching	Total	141	100%
	- Less than 8 hours	1	0.7%
	- 8 to 12 hours	122	86.5%
	- More than 12 hours	18	12.8%
Responsibility	Total	141	100%
	- Coach	94	66.7%
	- Class Teacher	36	25.5%
	- Other	11	7.8%

Table 5: Mean, Standard Deviation and Level of Lesson Implementation and Intrinsic Motivation

Variables	N	Mean	Std. Deviation	Level
Lesson Implementation	141	4.14	.72	High level
Intrinsic Motivation	141	4.01	.71	High level



Table 6 Relationship between Lesson Implementation and Intrinsic Motivation among Pre-Service Physical Educators.

Variables	Lesson Implementation	Pre-service Physical Educators (N=141)
Intrinsic Motivation	Correlation Coefficient	.674**
	Significance Level	.001*

CONCLUSION

The key aim of this study was to examine the relationship between lesson implementation and intrinsic motivation. Additionally, it investigated the levels of lesson implementation and intrinsic motivation of pre-service physical educators. The result shows that there was a significant positive relationship between lesson implementation and intrinsic motivation. In addition, the study found that the levels of lesson implementation and intrinsic motivation were high among pre-service physical educators. Hence, in order to greater teaching effectiveness should enhance the performance of lesson implementation and develop their intrinsic motivation in teaching.

However, the participants in this study are pre-service physical educator in five universities in the border provinces of Southern Thailand. Hence, it is recommended that future research be conducted in every part or province in Thailand to give a wider view of the subject matter. Moreover, future research could utilize other questionnaires or instruments to collect data, for example, classroom management strategies, job satisfaction, teacher and student relationship and interview, among others. Furthermore more investigations into the aspects of lesson implementation and intrinsic motivation of pre-service physical educators need to be conducted. These are essential to support and develop pre-service physical educators to recognize, understand, and practice lesson implementation, and boost their motivation for teaching that will, in the end, encourage student achievement in class.

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