

The Principle of Individualized Instruction in Physical Education Throughout Time: A Systematic Review

Desiree Kate D. Padilla

dkdoblasdano@gmail.com

Bukidnon State University- Kitaotao Campus, Poblacion, Kitaotao, Bukidnon, 8716, Philippines

Abstract

Over time, people have always believed in the importance of maintaining physical health and fitness. Understanding how approaches to teaching fitness have changed throughout time is crucial to address. The purpose of this study was to explore how individualized instruction in physical education has evolved from ancient times to enlightenment. Personalizing physical education for each student has been very important in education throughout history, from ancient times until now. It means recognizing the inherent diversity among students is essential for understanding their unique needs and abilities. Emphasizing personalized approaches in teaching facilitates optimal learning experiences customized to each student. This, in turn, promotes more effective skill development and academic growth. The result suggest that this principle has been around for a long time in many different places, showing that it's still really important in education today. Therefore, the changes in how we teach physical education are really important for how we teach now. Understanding that everyone is different shows that each person needs different kinds of teaching. When we focus on teaching in a way that fits each person, it helps everyone learn better, making sure each student can do well in physical education and other parts of their life too.

Keywords: Physical health; fitness; individualized instruction; principle; evolution

1. Main text

1.1. Introduction

The principle of individualized instruction in physical education has become really important because it's crucial to meet the different needs of students. But regular teaching methods often overlook how different students are, which means they don't learn as well or improve their skills effectively. This study wants to look at how individualized instruction in physical education has changed over time, focusing on ways to make learning and skill development better.

In Nigerian schools, the way Physical Education is taught hasn't been working well. Teachers mostly use a strict style of teaching that doesn't match what's recommended in the education policy. Because of this, students aren't very interested in Physical Education and they're not developing their motor skills like they

should. Teachers often teach without using the right materials, which makes the subject boring for students and doesn't help them learn well.

In the Philippine setting, advancements in technology are leading to reduced physical activity, highlighting the significance of prioritizing lifelong physical health. Just increasing the number of hours for physical education class might not be enough to stop the decline of PE in the Philippines. We also need to change how we teach and plan what students learn to make sure it meets the needs of all students, and teachers need to feel confident in teaching these things in every grade level (Pill, 2006).

Despite knowing how important personalized teaching is in physical education, there aren't enough practical solutions to deal with the challenges faced in using it. We also don't fully understand how things like technology and not having enough resources or trained teachers affect how well personalized teaching works. With this, this study seeks to explore how individualized instruction has changed over time and suggest ways to make it better in different schools.

1.2. Theory Base

This study was anchored on the Theory of Differentiated Instruction by Tomlinson (2001). It is responsive teaching rather than one-size-fits-all teaching. To increase student achievement, educators proactively plan varied approaches aligned to what students need to learn, how they will learn, and how they will show what they have learned.

1.3. Research Questions

This study aims to explore how individualized instruction in physical education has changed over time. More specifically, it sought answers to the question:

1. How did the principle of individualized instruction in physical education evolve from ancient civilizations to the enlightenment?

1.4. Methods

A systematic review will be undertaken to explore deeply into historical bases and texts to discover insights about the development of instructional practices over time. According to Greenhalgh (2019), systematic reviews provide a comprehensive synthesis of historical evidence. His study offers a comprehensive overview of the principles of evidence-based medicine, including critical appraisal skills that are essential for conducting systematic reviews. This notion is supported by Higgins & Green (2019), which claims that systematic reviews help identify gaps and areas for further research in the historical literature.

1.5. Results and Discussion

The principle of individualized instruction in physical education has been around since ancient times and still matters today. It emphasizes recognizing the inherent diversity among students and tailoring teaching methods to their unique needs. This study agrees with Lee's (2024) emphasis on recognizing diversity in physical education. Emphasizing personalized approaches facilitates optimal learning, which is crucial for skill development. Phillips (2023) showed that adjusting teaching to fit each student's needs and interests is really helpful for improving learning outcomes.

1.6. Table 2: The Principle of Individualized Instruction in Physical Education throughout Time

Essential Themes	Core Ideas
Recognizes the inherent diversity among students	Ensuring fairness and inclusivity Embracing and accommodating differences Tailoring learning to individual needs Valuing diverse cultures Promoting empowerment and respect among students
Emphasizes personalized approaches to facilitate optimal learning	Tailor teaching methods and content to suit each student's unique needs, interests, and abilities.
Skill development	Systematically enhance students' motor skills, coordination, physical attributes, and proficiency in various physical activities and sports.

Acknowledgements

The researcher wishes to express her wholehearted and sincere gratitude to those who, in one way or another, have rendered valuable assistance and moral support in making this study possible:

Dr. Bryan Lee Cancio, for his wisdom and the inspiration he has given; for guiding her on this journey through his substantial direction and support; and for his guidance in the realization of the research.

To my family, for their moral and financial support; for being there to listen, to talk, to discuss, to laugh with; and for their encouragement as well as inspiration.

Most of all, to the Beloved Almighty ABBAH YHWH, for His divine blessings and guidance, which primarily gave strength and sustained the researcher's willpower to pursue her studies.

References

- Aytaç, K. (1980). Avrupa eğitim tarihi. Ankara: Dil ve Tarih-Cografya Fakültesi.
- Balcı, V. (2008). Anadolu'da antik spor alanları. Ankara: Ankara Üniversitesi.
- Binbaşıoğlu, C. (1982). Türk Eğitim Düşüncesi Tarihi. Ankara: Anı.
- Er, N., Mutlutürk, N., Er, G. (2005). Antik Yunanda spor ve felsefesi. Spor Eğitiminin ve Performansının Felsefi Temelleri Sempozyumu. Manisa, Turkey, 8-9 April.
- Gillmeister, Heiner. (1988) Fair Play. Ein Wort macht Geschichte. In: DSB (Ed.): Frauen und die vielen Dimensionen von Fairness im Sport. Frankfurt.
- Greenhalgh, T. (2019). How to Read a Paper: The Basics of Evidence-Based Medicine? Wiley.
- Higgins, J. P. T., & Green, S. (2019). Cochrane Handbook for Systematic Reviews of Interventions. Wiley.
- Joyce, B., & Weil, M. (1972). Models of teaching. Englewood Cliffs, NJ: Prentice Hall.
- Lee, S. (2024). Diversity and Inclusion in Physical Education: Strategies for Effective Practice. <https://doi.org/10.3389/fpsyg.2024.1332464>
- Mosston, M. (1966). Teaching physical education. Columbus, OH: Merrill.
- Phillips, K. (2023). Personalized Learning in Physical Education: Strategies for Effective Practice.
- Pill, S. (2006). Promoting physical activity and health in schools. Professional Educator, 5(3), pp. 36–41.
- Smith, A. (2023). Enhancing Skill Development in Physical Education: Strategies for Effective Teaching. <https://doi.org/10.1080/1612197X.2023.2168725>
- Tomlinson, C. A. (2001). How to Differentiate Instruction in Mixed-Ability Classrooms? Upper Saddle River, NJ: Pearson Education.
- Yıldırım, İ. (1992). Sporda fair play kavramının tarihsel boyutları. Spor Bilimleri II. Ulusal Kongresi. Hacettepe Üniversitesi, Ankara, 20-22 November.

Appendix A.

A.1. Historical Development of Individualized Instruction in Physical Education

This appendix highlights the evolution of individualized instruction in physical education, as explored in the main body of the research. The historical shift from ancient educational practices to more modern techniques demonstrates the critical role of personalized teaching methods in physical education. Understanding how these practices have adapted over time informs contemporary approaches to student learning and skill development.

A.2. Table of Key Historical Phases in Individualized Instruction

Table A1 provides a summary of the key phases and figures that have contributed to the development of individualized instruction in physical education. These phases represent shifts in educational philosophy and teaching methods that reflect changes in society's understanding of physical education's role in personal development.

A.3. The Role of Technology in Enhancing Personalized Instruction

Technological advancements, particularly in the 21st century, have further facilitated the individualization of instruction in physical education. Digital tools, apps, and other resources allow educators to tailor their teaching more effectively to the unique needs of students, as explored in the findings of this study.