ABSTRACT

A Study of Teachers' Perception in Curriculum Reform in Physical Education and their Behavior in Teaching Physical Education in Macau

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The Education Department of Macau introduced new concepts in physical education in 1999 as reference for school to develop physical education. Nevertheless, despite the recent interest in quality development of students through physical activities, there has been no attempt to review the conditions in which this initiative has been adopted. This paper focuses on the perception of teachers in physical education and their actual behavior in physical education lesson. Relevant study began since 2000 indicated that teachers believe they have fulfilled most of the curriculum goals while teaching process reveals the fact that the object is far from complete. Such desynchronized perceptions of teachers may indicate a failure in physical education reform and a nature fear of teachers to be classified as "backward" under the current reform trend. This study was then designed to investigate whether teaching behavior change would bring a closer distance between teaching and learning outcome. Although research data did not show a huge significance, teachers' and students' perceptions have been pulled closer, and that teachers are more aware of what students need and are more capable in applying different techniques to enhance teaching and students are more capable of visualizing what they are actually learning from class. Such findings remind the needs for professionals to train and change in order to improve today's physical education in Macau.

Keywords: Teacher perception, teaching behavior, physical education, Macau