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The Perception of Physical Education Teachers towards Physical Education at Public Secondary Schools Punjab, Pakistan

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Contents:

- [Introduction](#)
- [Literature Review](#)
- [Research Questions](#)
- [Hypotheses of the Study](#)
- [Methods](#)
- [Results](#)
- [Discussion](#)
- [Conclusion and Recommendations](#)
- [References](#)

Abstract: *The study aimed to examine the physical education teacher's perception of physical education classes at public secondary schools in Punjab, Pakistan. The targeted population of this study was the physical education teachers working in secondary schools. The study sample was taken from four districts of Punjab (Lahore, Faisalabad, Gujranwala, and Rajanpur). Eighty physical education teachers participated in this study. Data was collected using an adapted questionnaire. The descriptive and inferential statistic techniques were applied to analyse the data. The gender perception differences of teachers were tested through an independent t-test. Age and qualification differences were measured through a one-way analysis of variance (ANOVA). The relationship between age, qualification and perception was examined through correlation analysis. The findings revealed a significant difference in teachers' perceptions of gender, age and qualification groups. Age, qualification and perception have a positive and meaningful relationship. The results showed that male teachers have a higher perception of physical education than females.*

Key Words: Physical Education, Teacher's Perception, Secondary School, Pakistan

Introduction

A child's health and development are essentially related to his/her active participation in physical activities. Physical activities provide many health benefits in developing muscles, bones, and coordination; body weight maintenance; reduction in depression and anxiety levels; social development

of students (World Health Organization, 2011). Children spend most of their time in sedentary behaviours that may create obesity and chronic health problems (Riddoch et al., 2004; Hamilton, Hamilton, & Zderic, 2007; Bergouignan, Rudwill, Simon, & Blanc, 2011). The sedentary behaviour is due to a lack of physical activity opportunities at home and at schools (Tremblay et al., 2011; Mahar,

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2011). The decrease in physical activities at schools is due to strong competition among the students in academic subjects such as science, mathematics and language (Sherman, Tran, & Alves, 2010; Parks, Solmon, & Lee, 2007). Physical education provides opportunities for students to learn the skills which are good for their life and health. Physical education is now a complementary part of traditional education. Physical education is the source of physical development and the emotional, cognitive, psychological, and social aspects of students. It has important for students' personality development (Özkara, 2018; Yilmaz & Cihan, 2018).

Physical education (PE) is a significant field to learn at schools because it enhances health effectiveness among the students (Sallis et al., 2012; Hills, Dengel, & Lubans, 2015). But Physical education teachers reported that it is a challenging job to motivate the students to fully participate in the physical activities at school (Jenkinson & Benson, 2010). Motivated students' participation in physical activities is not only limited at school, but it provides an opportunity to maintain their habits outside of school (Lonsdale, Sabiston, Raedeke, Ha, & Sum, 2009; Chatzisarantis & Hagger, 2009). According to (Lox, Martin Ginis, & Petruzello, 2006), motivation is one's determination, desire, or drive to act on emotional, social and psychological forces. This process is based on intrinsic factors that emerge from the individual characteristics such as attitudes, beliefs, personal expectations or extrinsic factors, rewards and social pressures (Lox et al., 2006).

There are many models and theories of motivation related to counselling, education, and exercise behaviour. Self-determination theory (SDT) is one motivational theory that helps to understand the effect of motivation on students' social determinations, behaviours, and interest in physical education (Ryan & Deci, 2000). Different forms of motivation regulate the behaviours from low to high self-determination (Ryan & Deci, 2000). The high-end form of self-determination is autonomous, which explains the integrated regulatory behaviour where peoples act off their volitions because of their importance. But with low extrinsic motivation, people desire to gain rewards,

avoid punishment (Deci & Ryan, 1985). The tenets of self-determination theory argue that an individual's intrinsic and extrinsic motivation depends on three basic psychological needs. The first need is autonomy which belongs to one's perception and self-directedness. The second needs are relatedness (to make close relationships) and competence (to show effectiveness). The autonomous motivation based on interest, enjoyment and perceptions of valued benefits dominates the other two, i.e., competence and relatedness (Ryan & Deci, 2000).

Prior research studies also highlighted that PETs must be educated or trained in accordance with needs supporting teaching styles so they can well improve their motivations, develop educational, psychological and behavioural outcomes (Tessier, Sarrazin, & Ntoumanis, 2010; Cheon, Reeve, & Moon, 2012; Aelterman et al., 2013; Perlman, 2013). The student's motivation cannot be the only factor that determines their participation in physical activities. In physical education, the teacher's role is important in motivating and encouraging students to be active in physical education classes. Many factors influence the physical education teacher's effectiveness in physical activities at secondary schools. The factors could be the teacher's education, certifications, self-evaluation, teacher preparation and training for physical education classes (Rice, 2003). Though student evaluation carried out by the physical education teachers helps them to achieve the learning objectives. But different studies suggested that the teacher's participation in the assessments process helps other teachers improve their practices. Quality teachers and their teaching effectiveness lead to the student's successful outcomes; therefore, teacher evaluations are considered essential (Clinton and Dawson, 2018).

Physical education teachers can make the learning environment more enjoyable and easier for students. More effective teachers have a more positive and greater impact on students' performance (Hattie, 2012). Physical education teachers perceived that there are so many barriers that negatively affect students' motivation and learning process. Weather conditions, especially

outdoor activities for girls, physical education tools and equipment, and other facilities, are barriers to physical education classes ([Kyrgiridis et al., 2014](#)). The teachers are also exposed to certain barriers such as low level of interest of confidence, safely planning of structured lessons, negative experiences; Knowledge, lack of training, expertise and low qualifications in physical education ([Morgan and Hansen, 2008](#)).

Many studies have investigated the student's attitude towards physical education, but very few studies have been conducted to explore the physical education teacher's perception of physical education. Therefore, this study focused on analysing the physical education teacher's perception of how it affects and is important for students. The findings of this study will provide the baseline for the designing of the physical education curriculum by the educational policymakers and the Ministry of Education, Pakistan. Although Pakistan's four provinces have separate educational ministries working independently, it is expected that this study will help formulate a single physical education curriculum, especially to encourage female teachers and students' participation. Therefore, this study investigates the perception of physical education teachers about physical education at secondary schools. This area needs to be explored in more depth and in designing the physical education curriculum in Pakistan.

Literature Review

The different studies have investigated the teacher's perception of physical activities in schools and their importance for students' academic performance, character building, and social aspects. The researchers found a positive effect on the above three students' aspects in different studies. [Lewis \(2004\)](#) examined the teacher's attitude towards classroom management and students' competence during the physical education classes. The teacher's perception was positive for the students who willingly participated in physical activities. Teachers perceived that students showed more self-confidence, respect for others, strong social connections, better classroom management, and high self-motivation towards physical class activities

after the participation in physical activities. In another study, [Barney and Deutsch \(2011\)](#) investigated the teacher's attitude and perception of student achievement and behaviour. The findings revealed that teachers from the three states (Utah 91%, North Dakota 78% and Oklahoma 95%) strongly agreed that physical education classes at schools have much importance for the development of students' behaviour. The 1% of teachers from Utah state perceived that physical

[Golbini, Fallah and Tabarsa \(2013\)](#) analysed the teacher's attitude towards the physical education textbooks and activities taught to the elementary, middle, and high school students. According to 90% of teachers' female students, the results showed punctuality and more motivation towards soft games offered at high school compared to boys. [Guan, McBride and Xiang \(2005\)](#) conducted a comparative study to investigate Chinese and American teachers' attitudes towards physical education and physical fitness. The study focused on analysing the effect of physical education classes on four aspects: motor skills, self-actualization, physical education fitness, and social development. The findings revealed that Chinese teachers' scores were high for physical fitness and self-actualization while American teachers scored higher in social development than Chinese.

[Trouilloud, Sarrazin, Martinek and Guillet \(2002\)](#) examined the teacher's expectations of the high school student's achievement in physical activities. The data was collected from seven teachers and 173 students. The results showed a high correlation between teachers' expectations and high school students' achievements. Results confirmed that students' achievements were high with higher expectations of teachers. Many other studies confirmed these findings (e.g., [Hoge & Butcher, 1984](#); [Alvidrez & Weinstein, 1999](#); [Jussim, 1991](#)).

Physical education is much affected by Society's attitude. Society's perception of physical education is important for the student's participation, learning, and promotion of physical education teaching. If society perceives it as positive, then physical education positively influences students and physical education teachers.

A Khan, Qureshi, Islam, [Khan, and Abbass \(2012\)](#) study examined the female lecturers' attitude towards the physical education profession in Pakistan. The female attitude was negative about the physical education profession. This negative attitude was due to Society's negative perception of physical education as a profession. Society takes it as a waste of time and unimportant for kids. Therefore, school administration, lecturers and physical education teachers take interest/care for physical education classes. This type of attitude negatively influences the Physical education teacher's motivation and students' physical activities.

[Alsagheir \(1999\)](#) study was one of the important research in the Saudi Arabia context. The focus of this study was to examine the teacher's perceptions towards four physical education goals psychomotor, cognitive, health and effective programs. The study investigated the relationship between qualification and school level. The teachers having graduation and higher degrees have a much better understating of these four categories. The findings revealed that about 68% of high school teachers support promoting the idea of psychomotor and affective categories. At the elementary level, 77% of teachers give more weight to the cognitive and affective categories. Overall, 91% of teachers with different degrees and school levels, i.e., primary, middle and high, reinforced four categories of development in students through physical education classes.

The female teacher's negative perception of teaching physical education could be due to cultural factors. Cultural factors, especially the religious aspect, discourage female teaching and females' participation in physical education classes. There is also very limited physical education degree-awarding institution for females as compared to males. The other factors that may influence the teacher's attitude towards physical education could be cultures, traditions, resources and time availability.

Teachers' qualification is one of the basic requirements in hiring physical education teachers. The most common minimum qualification in public school is graduation for physical education teachers ([Alter and Cogshall, 2009](#)). According to

[Blomeke and Delaney \(2012\)](#), teachers having higher qualification receives high remuneration/salary. The physical education teachers mostly have 2-year college degrees ([Voss, Kunter & Baumert, 2011](#)). Physical education has not been given valuable consideration as compared to other subjects in schools. Therefore, students, physical education teachers and school administration paid almost no attention towards physical education and activities. However, recent development in health-related issues gives more importance to physical education and activities at schools. So, to well train and guide students' physical education, teachers' requirements increases. However, a physical trainer which a physical education certificate may well perform at school, but teachers with minimum graduation in the respective fields perform better than certificate holders ([Schmidt, Cogan & Houang, 2011](#)).

The curriculum is the backbone of any educational institute. The smooth functioning of educational activities (traditional and non-traditional education) strongly relies on a well-planned and future-oriented educational curriculum. It has a positive effect on students' academic achievements and social and cultural development. In different words, there is a positive relationship between academic curriculum and student performance. Curriculum designing for schools makes the teaching and learning environment measurable, achievable and enjoyable ([Alenezi, 2005](#)).

Physical education curriculum did not consider in the past. Due to not properly forming a physical education curriculum, teachers just engage students in their free/recess time in different physical activities such as running, basketball, football, cricket and other games. [Tannehill and Zakrajsek \(1993\)](#) have given some suggestions and recommendations about forming a physical education curriculum that focuses on students' needs and objectives. These recommendations cover the student's and teacher's benefits, academically, culturally, socially, and morally. The curriculum should emphasize physical education teachers to promote positive values such as respect, love, competition, negotiation, commitment and

forgiveness, which are the requirement of the current era. [Wright \(2016\)](#) analyzed emotional and social learning during physical education classes. He argued that the education curriculum is revising in many countries. [Wright \(2016\)](#) enforced those countries such as New Zealand, Canada, Scotland, Singapore, and the US included social and emotional learning abilities in the physical education curriculum.

Research Questions

The research questions in this study were:

Is there a significant difference in physical education teachers' perceptions towards physical education at secondary schools among gender groups?

Is there a significant difference in physical education teachers' perceptions towards physical education at secondary schools among different age groups?

Is there a significant difference in physical education teachers' perceptions towards physical education at secondary schools among different education levels?

Is there a significant association between physical education teachers' perceptions, age and experiences?

Hypotheses of the Study

H1: There is a significant difference in PET's perception of male and female teachers.

H2: There is a significant difference in PET's perception in teacher's age groups.

H3: There is a significant difference in PET's perception of teacher's qualification levels.

H4: There is a significant relationship between PET's perception of age and qualification of teachers.

Methods

This study is the extension of the work of [Akhtar et al. \(2021\)](#). The first part of this study was to investigate the student's attitude towards sports and games in public secondary schools in Punjab, Pakistan. The second part of this research study aimed to investigate the physical education teacher's perception of physical educational activities offered in Girls' and Boys' secondary schools in Punjab, Pakistan. The study investigated the relationship between PET's age, experience and physical education perception working in public schools. Further, to examine the difference between female and male perceptions for both girls' and boys' schools. The research study was conducted in the annual session of 2018 – 2019.

The physical education teachers are directly engaged in the physical activities. The female teachers are providing services on girls' campuses while males are in boys' schools. Therefore, PETs working in a school can better evaluate the student's attitudes towards physical education. The targeted population of this study was PETs working in public secondary schools (classes 9th – 10th) of province Punjab, Pakistan. But due to the increasing number of public schools in Punjab, the author used a convenience sampling technique to select the four districts such as Lahore, Gujranwala, Faisalabad, and Rajanpur Punjab province. Further, to select schools from these districts random sampling method was applied.

Table 1. District Wise Schools' Distribution

District	Boys	Girls	Total	Boys %age	Girls %age	District Wise Proportionate
Lahore	153	180	333	46%	54%	29.50%
Faisalabad	208	253	461	45%	55%	40.83%
Gujranwala	122	143	265	46%	54%	23.47%
Rajanpur	44	26	70	63%	37%	6.20%
Total	527	602	1129	--	--	100%
Percentage	46.68%	53.32%				

The sampled schools in this study were 100. But 20 schools have the vacancy of physical education teachers that need to be filled. Therefore, only eighty questionnaires were filled by PETs working in schools. The PET's proportion was 54% girls while 46% boys' schools.

The instrument for data collection was a questionnaire. The instrument used in this study was developed by [Albeialy \(2000\)](#) and further applied by [Samargandi \(2018\)](#). The questionnaire was adapted and modified according to the Pakistani context and to meet the study purpose. PETs filled the questionnaire by personally visiting the schools. The survey consisted of two parts. The first part was related to demographic information of respondents such as gender, age, qualification, experience and the districts in which they are performing jobs of PETs. The second part consisted of 29 items.

The PET's perception of physical education at their schools was measured through 29 items of the survey. To measure the perception 5 – point Likert scale was applied. The 5 – Point Likert scale was ranging from "Strongly Disagree" to "Strongly Agree" rated as 1 = "Strongly Disagree", 2 = "Disagree", 3 = "Neutral", 4 = "Agree" and 5 = "Strongly Agree". The instrument was designed in the English language.

To maintain the confidentiality of respondents, the data was coded and saved in SPSS v 24. Data was

analyzed in two ways. The demographic information was analyzed through descriptive analysis. The demographic information was presented and tabulated in frequency and percentages. In the second part, inferential analysis was performed. The comparison of gender groups was made by independent t-test, while age and experiences groups' difference in perception was analyzed using a one-way ANOVA test. Finally, the correlation between age, experience and PET's perception total scores was carried out to find the strength and direction of relationships. All hypothesis acceptance or rejection was tested on a 5% significance level.

Results

The demographic characteristics of physical education teachers are presented in table 1. The first part of the survey has the five main demographic characteristics of respondents. The survey was filled by the physical education teachers working in public schools of four districts of Punjab province in Pakistan. The questionnaire was filled by eighty physical education teachers both from girls' and boys' secondary schools. There were 54 % (n = 43) female respondents while 46% (n = 37) male respondents. This also indicated that among eighty sampled schools, girls' schools were 43 and boys' 37.

Table 2. Demographic Characteristics of Respondents

Variables	Categories	Frequency	Percent
Gender	Female	43	53.75
	Male	37	46.25
Age	25 - 35 Years	15	18.75
	35 - 45 Years	28	35
	45 - 55 Year	26	32.5
	55 Years & above	11	13.75
	HSSC-Diploma Phy Edu	17	21.25
Qualification	Graduation	29	36.25
	Master	23	28.75
	MPhil & PhD	11	13.75
Experience	1 - 5 Years	15	18.75
	5 - 10 Years	31	38.75
	10 - 15 Years	23	28.75

Variables	Categories	Frequency	Percent
Districts	15 Years & Above	11	13.75
	Lahore	23	28.75
	Faisalabad	33	41.25
	Gujranwala	18	22.5
	Rajanpur	6	7.5

The age characteristics of respondents showed that 19% (n = 15) fall in the age group of “25 – 35 Years”, 35% (n = 28) in “35 – 45 Years”, 33% (n = 26) in “45 – 55 Years” and 14% (n = 11) in “55 Years & above”. The qualification of respondents described that 21% (n = 17) have the HSSC/Diploma Physical Education, 36% (n = 29) graduation, 29% (n = 23) master and 14% (n = 11) MPhil & PhD degrees. The experience of physical educational teachers showed that 19% (n = 15) have experience between “1 – 5 Years”, 39% (n = 31) between “5 – 10 Years”, 29% (n = 23) between “10 -15 Years” and 14% (n = 11) between “15 years & above”. The survey was filled from public schools located in four districts of Punjab, Pakistan. The physical education teachers participated 29% (n = 23) from Lahore, 41% (n = 33) from Faisalabad, 22% (n = 18) from Gujranwala and, 8% (n = 6) from Rajanpur.

Comparison of Mean Differences of Physical Education Teachers' Perception about Physical Education at Schools among Gender Groups.

The physical education teacher's perception was measured using an instrument having 29 items. Every teacher rated the instrument on a 5-point Likert scale. The total scores of each respondent were calculated according to their responses. Further, to perform the statistical analysis for the acceptance/rejection of the hypothesis of this study, total scores were used to compare gender, age and experience groups.

The first research question, "There is a significant difference in PET's perception about physical education at schools among genders," was tested using an independent t-test in SPSS v 24. The independent t-test results are reported in table 2.

Table 3. Independent T-test to Compare the mean Difference of Genders about Physical Educational Teachers' Perception about Physical Education at Schools

	Gender	N	Mean	Std. Deviation	T-test for Equality of Means		
					T	df	Sig. (2-tailed)
Teacher's Perception	Female	43	89.19	24.813	-3.186	78	0.002
	Male	37	107.3	25.969			

There were 43 female and 37 male PET respondents. The results described that the mean score of female PETs was 89.19 (Std. Deviation = 24.813) while male PET's average score was 107.3 (Std. Deviation = 25.969). The mean score comparison showed that male PETs have high perception than females. The t-test for equality of means results indicated that the value of t-statistics was -3.186 with 78 degrees of freedom. The t-statistics value was significant at 95 % (p < 0.005) confidence interval. Therefore, it confirmed that the perceived level of male and female PETs was

different. This accepts our null hypothesis that perception regarding physical education at high schools is significantly different among male and female PETs.

Comparison of Mean Differences of Physical Education Teachers' Perception about Physical Education at Schools among Age Groups.

The second research question was formulated to test the significant difference in PET's perception of physical education at high schools among the different age groups. One-way ANOVA is used to

compare the mean responses of more than two groups. One-way ANOVA statistical test was carried out in SPSS v 24 to compare the average responses of PET's physical education perception of four age groups at a 5% significance level. The first

half of the ANOVA output shows the descriptive statistics, while in the second half, f-statistics significance is calculated to compare the mean differences.

Table 4. ANOVA Test to Compare the Mean Differences among the Age Groups in PETs Perception

Age Groups	N	Mean	Std. Deviation	Df	F	Sig.
25 - 35 Years	13	72.62	22.47			
35 - 45 Years	29	86.83	20.20			
45 - 55 Year	27	109.78	23.71	3	18.567	0
55 Years & above	11	125.36	7.76			
Total	80	97.56	26.78			

The average response of 13 PETs having ages between "25 -35 Years" was 72.62 (Std. Deviation = 22.47), and 29 PETs from the age group "35 - 45 Years" had 86.83 (Std. Deviation = 20.20). The PETs of the third age group, "45 - 55 Years," average score was 109.78 (Std. Deviation = 23.71), while the PETs had an age "55 Years & above" mean score was 125.36 (Std. Deviation = 7.76). The average responses of four age groups indicated that the higher the age level has higher the perception about physical education at high schools. It is further confirmed from the f-statistics output presented in the second half of the ANOVA table 3. F-statistics is used to test the significant difference among the different age groups in ANOVA. The f-statistics (F = 18.567, df = 3, p < 0.05) was significant at 5% confidence interval. Therefore, the ANOVA

test accepts our null hypothesis that there is a significant difference among different age groups of PETs in physical education perception at high schools.

Comparison of Mean Differences of Physical Education Teachers' Perception about Physical Education at Schools among Experience Groups.

The third research question of this study was whether PETs at high schools have different perceptions about physical education according to their experience at school. Again, one-way ANOVA was carried out to analyse the difference in different experience groups at a 5% significance level.

Table 5. ANOVA test to Compare the Mean Difference among the Experience Groups about PETs Perception

Experience Groups	N	Mean	Std. Deviation	Df	F	Sig.
1 - 5 Years	15	80.20	21.31			
5 - 10 Years	31	91.52	28.37			
10 - 15 Years	23	108.13	23.12	3	6.834	0
15 Years & Above	11	116.18	15.39			
Total	80	97.56	26.78			

The one-way ANOVA result presented in the first half showed that the average response of 15 PET's having experience between "1 - 5 Years" was 80.20 (Std. Deviation = 21.31), 31 Pets' having experience of "5 - 10 Years" had 91.52 (Std. Deviation = 28.37).

The PET's experience level of "10 - 15 Years" average perception score was 108.13 (Std. Deviation = 15.39), while the PETs having experienced "15 Years & above" mean perception score was 116.18 (Std. Deviation = 15.39). The average responses of

the four experience groups also showed that the perception about physical education increases as experience increases in the physical, educational activities. The experience group differences further confirmed from the *f*-statistics output presented in the second half of the ANOVA table 4. *F*-statistics is used to test the significant difference among the different experience groups. The *f*-statistics ($F = 6.834$, $df = 3$, $p < 0.001$) was significant at 5% confidence interval. Therefore, the ANOVA test accepts our null hypothesis that there is a significant

difference among different experience groups of PET's about physical education perception at high schools.

Correlation Analysis of Total Perception Score of PETs with Age and Experiences

Finally, PET's perception about physical education at high school relationship with age and experience was analysed. The bivariate correlation using Pearson's correlation method was applied to test the relationship in SPSS. The correlation results are reported in table 5.

Table 6. Correlation Analysis between PETs Perception Scores, Age and Experience

	Tperception	Age	Experience
Tperception	1		
Age	.584**	1	
Experience	.456**	.431**	1

** . Correlation is significant at the 0.01 level (2-tailed).

The findings explained that the total perception score of all respondents positively correlated with age ($r = 0.584$, $p < 0.01$). It described that with the increase in age, physical education perception among teachers increases. The relationship between experience and total perception was also positive and significant ($r = 0.456$, $p < 0.01$). The correlation between age and experience was significant ($r = 0.431$, $p < 0.01$) and positive too. The results indicated a moderate relationship among the variables as the correlation coefficient values lie between 0.40 to 0.60. The positive correlation described that perception of teachers increases with the increase in age and experience at schools.

Discussion

This study aimed to examine the perception of physical education teachers about physical education and activities being performed in secondary schools in Punjab, Pakistan. In this study, the researchers explored the factor affecting the PET's perception of students' physical education.

This study revealed that almost all PETs working in secondary schools have positive perceptions about physical education and physical activities being offered in public schools. First, we

found a significant difference in the perception of female and male teachers from girls' and boys' schools, respectively. That accepts hypothesis H1. Secondly, one-way ANOVA results confirmed the significant differences in perception due to age and experience of PETs. On the finding of these results hypothesis, H2 and H3 were accepted. Finally, the correlation analysis accepted the H4 hypothesis that there was a significant relationship between age, experience and PET's perception total score. The findings were consistent with [Samargandi \(2018\)](#).

Pakistan's independence comes from Islamic ideology. It has strong religious followings, strong cultural norms and traditions, with a strong combined family system. The boys have more freedom as compared to the girls in this society. Especially in rural areas, females have to face more restrictions in participation in physical activities than in urban areas. The student's participation in physical activities at schools also varies in four provinces with further in different districts of Pakistan. Beyond these limitations, the students are found more willing to participate in physical activities. The PETs have a direct relationship with students; therefore, they can better judge or analyze the attitude/feelings of the students at schools. The PET's perception of boys' and girls' physical

education was positive. The boys have more opportunities to participate in games and sports at school and outside the school. In contrast, girls' participation is only limited to the school's level. They also have limited facilities for their physical activities. The PETs perceived that physical education is important for both girls and boys to improve their confidence, health, social maturity and psychological status ([Samargandi, 2018](#); [Bailey, 2006](#); [Rink & Hall, 2008](#); [McLachlan & Hagger, 2011](#)).

There is a strong relationship between physical activities and health. Therefore, there are more physical activity classes in schools as previous studies have highlighted that nowadays, there is strong competition in traditional studies, mostly school time allocated to science, math, and other subjects. Students have very limited periods for physical education. [Bailey \(2006\)](#) explained that schools are the main sources to provide structured and regular physical activities. Parents got much satisfied with their children's contribution to physical education at schools as it did not create an extra financial burden on them.

Also, the other strong reasons for limited participation in Physical education are the lack of awareness, Society, culture and social traditions. Society, culture, and social tradition were the most prominent factors that negatively affected girls partaking in physical education activities. Pakistan's culture does not fully support girls as compared to boys. Parents discourage children from participating in any extra co-curricular activities except routine subject classes, especially girls. Male and female perception scores can better explain it. The male PET's score was higher than the female participants. Female PETs also have very little opportunity to get training and development, while male PETs can attend workshops within and outside the schools.

PET's role is to engage the students in physical activities and encourage them to improve their social skills and externalization of emotions ([Sklad et al., 2012](#); [Twemlow et al., 2001](#)). They have to create a positive environment during the physical activities classes to develop social empathy and student empowerment ([Gano-Overway and](#)

[Guivernau, 2014](#)). The PETs can improve students' physical status and do develop social skills, enhance their personal growth and empowerment, which have a very positive and constructive effect on society.

Conclusion and Recommendations

This study was conducted to analyze the perception of physical education teachers about physical education at secondary schools. The researcher also investigated the relationship of age and experience with the PET's physical education perception. The sample of this study was the PETs working in secondary schools of four districts of Punjab, Pakistan. The data was collected through the survey in the session 2018 - 2019. The findings of this study revealed a significant difference in the male and female PETs perception. Age and experience have a positive relationship with PET's perception. The PETs' perception was positive about physical education classes both for girls and boys. Male teachers' perception was higher as compared to female teachers. Boys' schools have more facilities and opportunities for physical activities. Females have a limited scope.

There were some limitations of this study. The study was just focused on physical, educational teachers which makes the sample size very small. Secondly, it was limited to four districts of Punjab, Pakistan. The study was also cross-sectional and only conducted for the year 2018 - 2019. Despite the limitations, this study has importance in addressing the problem of physical education at schools. Therefore, it is recommended proper physical education curriculum need to be formalized by the federal education ministry and implemented in all provinces of Pakistan. Special physical education programs/degrees to be offered especially for female teachers. A proper budget is allocated for physical education equipment and grounds/buildings as well as for PET's training and development. The media should advocate and promote female teachers and girls' participation in Physical activities. Finally, this study should be extended to others provinces that have different cultures and traditions to deeply understand the perception of PETs and other subject teachers.

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