



Teachers' Perceptions of Physical Education Curriculum at High Schools in Tumkur District, Karnataka

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Abstract

The purpose of this study is to investigate how government high school subject teachers perceived the obstacles associated with implementing the Physical Education (PE) curriculum, including those connected to student-related hurdles, institutional support, and facilities. The researcher in this study employed survey methods. In the Tumkur area of Karnataka State, 300 high school teachers are involved in this research. High school instructors were chosen at random for the convenience sampling. To get the percentage, data from a self-structured five-point scale questionnaire about teachers' opinions of the curriculum's implementation in physical education were analysed. Every sample expressed willingness to participate in this investigation. Results indicate that the main obstacle to teaching physical education in high schools is institutional issues. Teachers must overcome these obstacles by utilising modification in every teaching and learning process because awareness of these barriers has consequences for teaching physical education in the secondary school setting.

Key words: Physical Education, Curriculum, Subject teacher, High school.

Introduction

Programmes for physical education can satisfy kids' requirements for mobility while teaching them new motor abilities. Increased physical activity and pupils' overall growth and development were the two main objectives of physical education programmes (Naylor and McKay, (2009). Providing high school students with high-quality physical education is crucial. The reason for this is that formative years are crucial for acquiring healthful behaviours. There is a need to enhance physical exercise at these times. Children that engage in physical activities on a regular basis will enhance their psychomotor, social, and cognitive skills (Martin, 2010). Children can enjoy a pleasant environment when facilities and equipment are available to assist physical activities for those who are suitable. The reason for this is that they feel at ease and competent if children have access to appropriate facilities that are adaptable to their needs, their level of physical activity will rise (Shelly, 2015).

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It has been determined that some obstacles, such as those connected to institutions, teachers, and students, can affect the quality of instruction provided in physical education (Asola2016, Rudisill, 2004). From most to least impactful, the following were the institution-related barriers: 1) insufficient time for physical education classes; 2) inadequate departmental support; 3) insufficient funding for purchasing tools and equipment for physical education; 4) insufficient facilities and equipment for each student; and 5) excessively large class sizes (Hansen,2008, Eugene,2016). The following barriers were related to teachers: 1) low confidence or lack of interest in teaching physical education; 2) inability to deliver lessons that are safely planned and structured; 3) personal negative experiences with physical education and lack of training, knowledge, and expertise; and 4) qualifications to teach physical education (Morgan, 2008, Dixon, et. al., 2005, P. Xiang, et. al., 2002). One, students' reluctance to engage in physical education programmes; two, their distaste for the activities included in the programmes; three, their ignorance of the advantages of physical activity for their lives; and four, a decrease in students' interest in physical education in schools were the student-related barriers (S. Dagkas, and A. Stathi, 2007, Humbert, 2009).

In research published in 2020, Martin Banda investigated how instructors in a chosen group of elementary schools felt about physical education and sport (PES). A crucial component of Expressive Arts in upper primary (grades 5-7) and creative and technology Studies in lower primary (grades 1-4) is physical education and sport. But it's tested nationally in seventh grade under the creative and technology studies curriculum. Both qualitative and quantitative paradigms were incorporated in the survey methodology used for the investigation. Interviews and questionnaires were used to collect data. Head teachers were the subjects of the interviews, and teachers' information was gathered through questionnaires. There were two types of responders in this study. The purposive sampling technique was employed to select a sample of five (5) head teachers from the first group. With ninety-four (94) respondents in the second category—teachers—systematic random sampling was employed as a sampling strategy. As a result, the study gathered information from 99 participants. The study's conclusions showed that, despite government attempts, teacher perceptions were crucial to the processes of teaching and learning, particularly when it came to PES. However, instructors' opinions of PES were more negative than positive, which had a mostly unfavourable impact on teaching and learning.



P.K. et al. (2018) sought to determine how an exercise regimen affected the body mass index and self-esteem of overweight teenage girls. A total of 140 females were chosen, and two groups one experimental and the other control were created. The carriage scale, tape measure, and other scales were used to gather data. There were six sessions of a physical education course, each lasting sixty minutes. For the overweight and at-risk teenagers, the sessions focused mostly on diet with the goal of helping them lose weight. The two-month intervention period was followed by a comparison of scores. The findings showed that while there was no discernible difference between the experimental and control groups' model structures and levels of self-esteem at baseline, the experimental group scored higher than the control group following the intervention. At different times, the experimental group's body mass index scores differed dramatically. The results demonstrated how beneficial the physical activity programme was in raising students' awareness, sensitivity, and severity, all of which eventually raised their self-esteem and piqued their interest in physical activity.

If there are no obstacles in the way of the teaching and learning process, physical education programmes can have a direct impact on students. Consequently, teachers must avoid obstacles and overcome all of them, including those connected to institutions, students, and teachers. The perceptions of physical education teachers regarding institutional, teacher-related, and student related impediments to providing high-quality physical education may also be highlighted by this research.

Objectives of the Study

1. To find out what other subject teachers think about the physical education curriculum.
2. To determine the extent to which other subject teachers value participation in sports.
3. Survey the awareness in other subject teachers about physical education curriculum implemented from the academic year 2009-10, as for the recommendation of prof.

Methodology

The aim of this study is to find out how government high school subject teachers felt about the challenges of putting the Physical Education (PE) curriculum into practice, particularly the challenges linked to infrastructure, institutional support, and student impediments. This study's research used survey methodologies. Three hundred high school subject teachers in Tumkur region of Karnataka State who were willing to complete the



questionnaire participated in this study. Convenience sampling was used for the sampling. Information gathered using a self-organized questionnaire. The interviewer shared Google Forms with rather brief questionnaires. Teachers' perceptions of the institutional, teacher-related, and student-related barriers that arise during the physical education learning process were described using straightforward percentage analyses.

Analysis of the Data

The responses to each item on the closed-ended poll regarding high school physical education quality. Three hurdles were described in terms of percentages for the purpose of teaching and studying physical education. Percentages for each variable were used in the analysis.

Results and Discussion

Table 1. Parents Supports to Physical Education

Category	Government high schools				
	Very good	Good	Undecided	Average	Mixed response
Responses					
Frequency	54	126	24	60	36
Percentage	18 %	42 %	8 %	20 %	12 %

When it comes to high school, table 1 shows that the subject teachers' comments show that parents support the sports. Forty two percent are good, eighteen percent are very good and eight percent are unsure. Parent support is 20% on average, whereas mixed openness is present in 12% of schools. The parent's support is 42%; the majority of the responses are for the good, so it is not enough for parents to support sports and games. All the parents are on the academic side, and students are also not interested in playing the outdoor games because they lack motivation and parental support for sports participation. Most of the schools are located in rural areas, so in rural areas, a greater number of parents have no ideas about the importance of sports activities.

Table 2. Satisfaction of Ground Facilities in High Schools

Category	Schools			
	Excellent	Good	Average	Poor
Response				
Frequency	48	84	96	72
Percentage	16	28	32	24

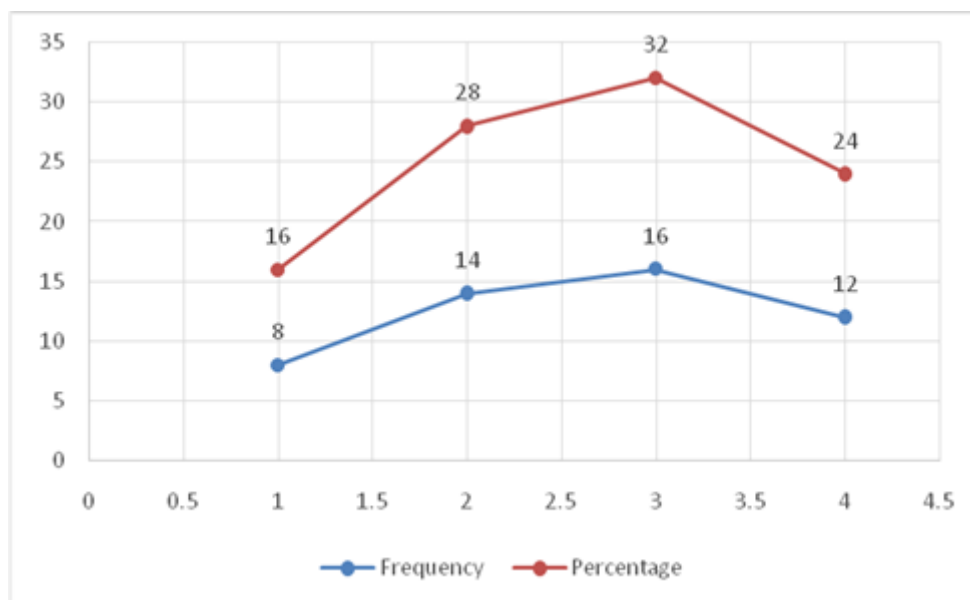


Figure 1 : Satisfaction of Grounds Facilities in High Schools

Table 2 displays the data on which subject teachers expressed satisfaction with the grounds facilities. 28% are considered good, 16% exceptional, and 24% subpar. And 32% are in agreement. A graphical representation of the result is provided (Fig. 1).

The findings pertaining to high school teachers' satisfaction with the ground amenities are displayed in Figure 1. The majority of schools lack sufficient spaces for holding sports and games. Nonetheless, parents also suffer from a lack, mostly from the government, which is like

wisely unwilling to invest money in ground facilities, even if the majority of schools have a lot of land in the available space in the schools. It may even be a lot of the quantity in schools.

Table 3. Sports Students Participation in Co-Curriculum Activities.

Category	Government High School Other Subject Teachers				
Responses	SA	A	UD	DA	SDA
Frequency	72	114	48	30	36
Percentage	24	38	16	10	12

SA-Strongly agree, A-Agree, UD-Uncecided, DA-Disagree, SDA-Strongly disagree

As shown in Table 3, 38% of respondents agree, 24% strongly agree, 16% are undecided, and 12% strongly disagree on the status of students listed as participating in athletics who will also actively participate in extracurricular activities.

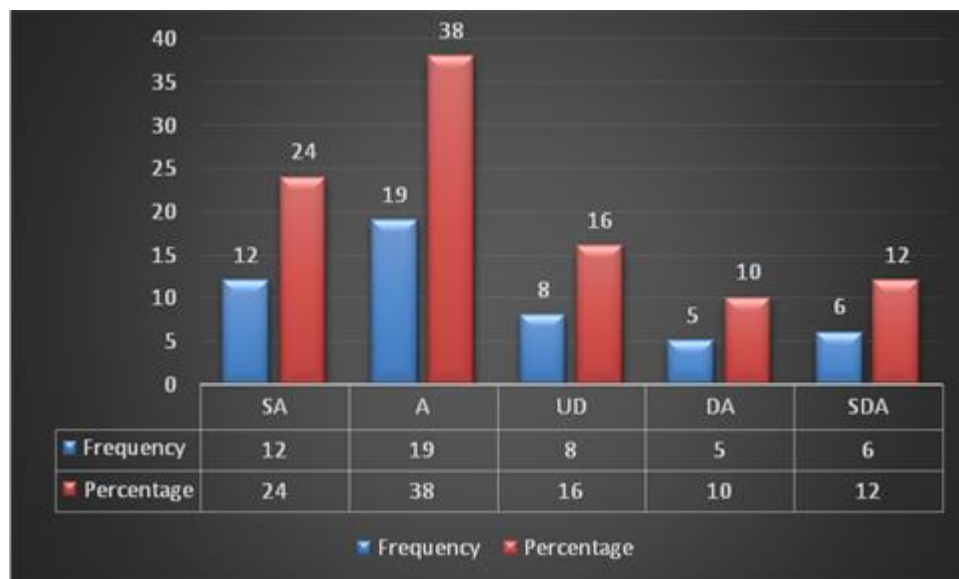


Figure 2: Sports Student Curricular Activities

As can be seen in Figure 2, other subject teachers replies are in agreement with the curricular activities offered to students in the schools. Because games and sports foster self-confidence and physical fitness, sport students are especially engaged in extracurricular activities. However, in many schools, other subject teachers downplay the value of sports. Although shoes play a significant role in this research, they do not fully capture the global.

Table 4. Physical Education and Sports Keeps Away from Bad Habits

Category	Government High School Other Subject Teachers				
Responses	SA	A	UD	DA	SDA
Frequency	72	156	36	36	0
Percentage	24	52	12	12	00

SA-Strongly agree, A-Agree, UD-Undecided, DA-Disagree, SDA-Strongly disagree

Table 4, according to the research, 52% of respondents agree, 24% strongly agree, 12% disagree, and 12% are unsure about the claim that sports and physical education will prevent students from developing negative habits. This leads us to conclude that the majority of educators acknowledge that sports and physical education help shield students from negative behaviours that tend to draw in teenagers.

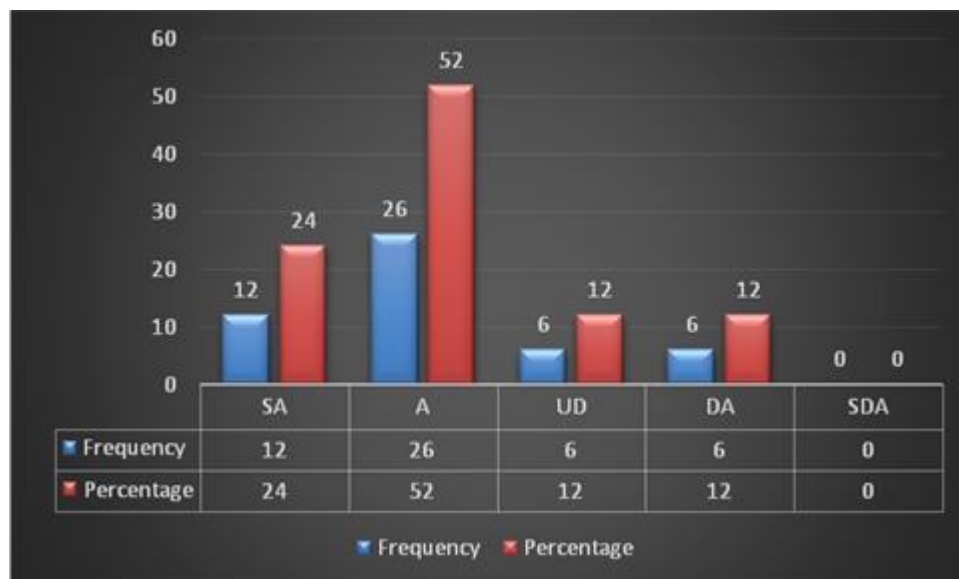


Figure 3: Physical Education and Sports Keep Away from Bad Habits.

Figure 3 leads us to conclude that students who participate in sports will be more likely to avoid negative influences.

Table 5. Perception on Physical Education as Curricular Subject.

Category	Government High School Other Subject Teachers				
Responses	SA	A	UD	DA	SDA
Frequency	66	108	72	24	30
Percentage	22	36	24	8	10

SA-Strongly agree, A-Agree, UD-Undecided, DA-Disagree, SDA-Strongly disagree

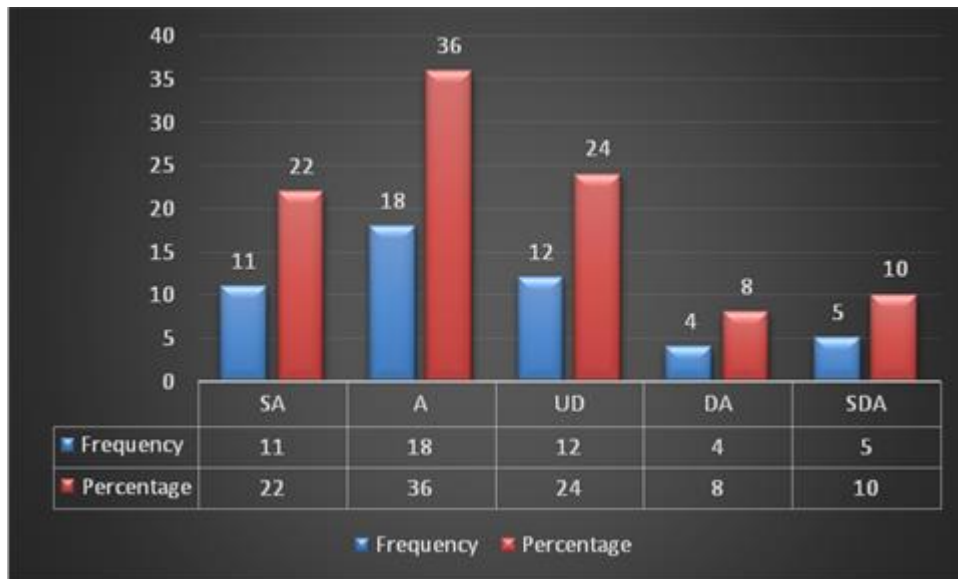


Figure 4: Physical Education as a Subject.

The data presented in figure 4, shows that 36% of respondents agree, 22% strongly agree, 24% are undecided, 10% strongly disagree, and 8% disagree that physical education should be included as a subject in the 10th board test. Thus, we may infer from this finding that about 60% of instructors are in favour of physical education being tested at the 10th board examination level.

Table 6. Physical Education is an Integral Part of Total Education

Category	Government high schools				
Responses	Strongly agree	Agree	Undecided	Disagree	StronglyDisagree
Frequency	84	186	30	0	0
Percentage	28 %	62 %	10%	%	00 %

Table 6, showed that responses given by the subject teachers 62% is agree of the physical education is integral part of total education in high schools and 28% is opinion to strongly agree, 10% of the responses is undecided, no one of the responses disagree, and strongly disagree. As table 6 makes abundantly evident, physical education is a crucial part of a high school student's entire education. It also supports the head master's remarks. Sports are unachievable without fitness and offer students great energy and support their entire development. As to the National Curriculum Framework,tThe government has implemented

several initiatives to provide health care and physical education to students around the nation (<https://pib.gov.in/PressRelease Page, 2005, dec 2019>). Greece German Today, secondary school education is practiced in China, US, and other countries. The researcher did find that high schools are not fully putting this idea into practice, though. There may be a lack of awareness and inadequate oversight by higher-ranking officers in schools.

Table 7. Relationship of Physical Education Teacher with other Teachers.

Category	Government High School Other Subject Teachers				
Responses	SA	A	UD	DA	SDA
Frequency	72	162	18	30	18
Percentage	24	54	6	10	6

SA-Strongly agree, A-Agree, UD-Uncecided, DA-Disagree, SDA-Strongly disagree

The replies from the other subject teachers are shown in table 7. Regarding the assertion that physical education teachers have kept positive ties with their colleagues, 24% strongly agree, 54% agree, 6% are undecided, 10% disagree, and 6% severely disagree.

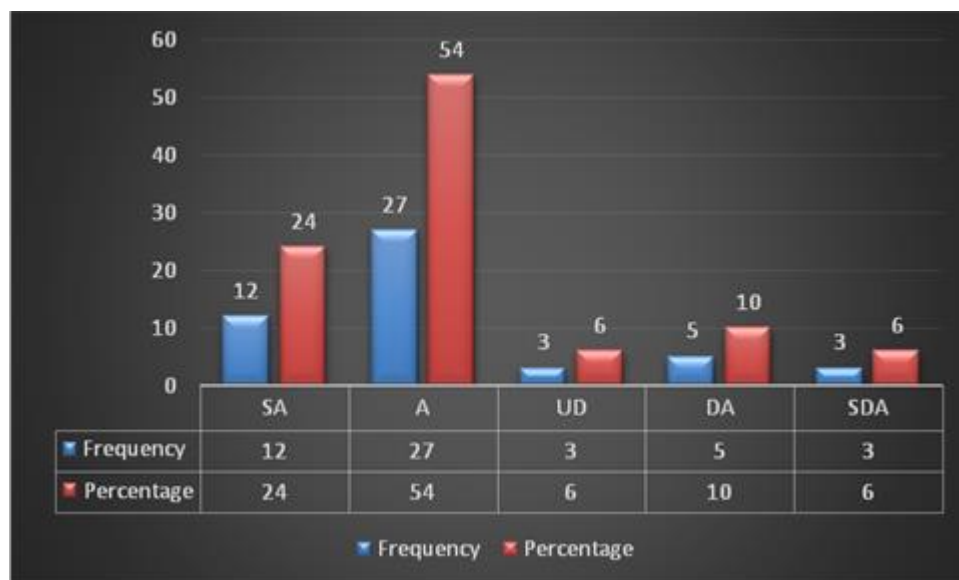


Figure 5: Relationship between Physical Education Teacher and other Subject Teachers.

Table 8. Role of Physical Education Teacher to Maintain Discipline and Punctuality.

Category	Government High School Other Subject Teachers				
Responses	SA	A	UD	DA	SDA
Frequency	60	150	54	36	0
Percentage	20	50	18	12	00

SA-Strongly agree, A-Agree, UD-Undecided, DA-Disagree, SDA-Strongly disagree

Table 8, shows that 20% strongly agree, 50% agree, and 18% are undecided. The claim that a physical education teacher's function is essential to upholding discipline in the classroom is rejected by 12% of respondents, none of whom disagree strongly.

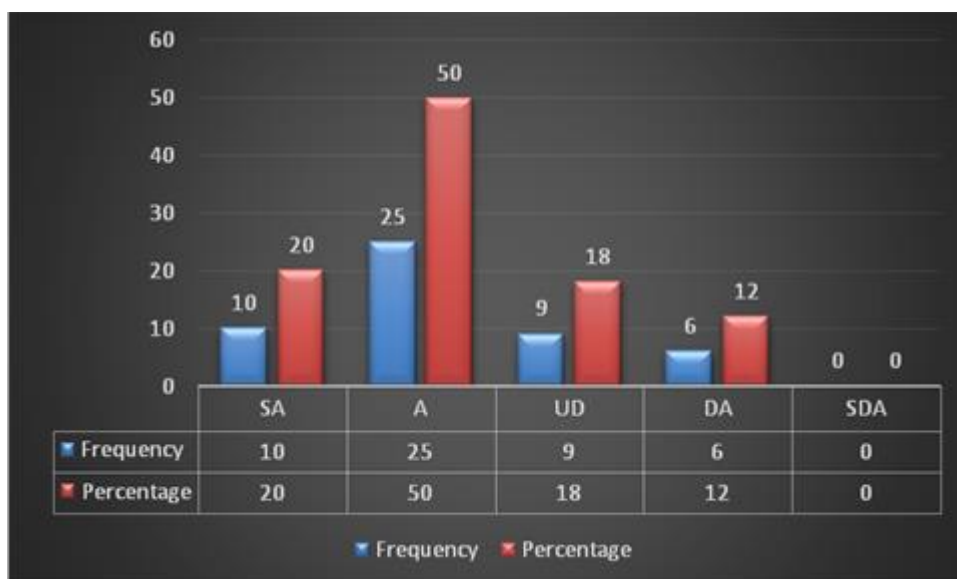


Figure 6: Role of Physical Education Teacher to Maintain Discipline and Punctuality.

While some schools do not have physical education teachers, the majority of respondents indicated that these teachers are frequently utilized to enforce discipline in schools.

Conclusions

With careful planning, teachers can get around some of these obstacles in the teaching-learning process. On the other hand, teachers cannot independently get funds for supplies, infrastructure, classrooms, and curriculum placement; instead, they must engage in dialogue and advocacy with the school's powerful leadership team to influence policy. The primary



obstacle in this study was institutional barriers, which can be addressed by teachers by making adjustments to the tools they use in the teaching and learning process. Teachers in elementary, middle, and high schools should be aware of these obstacles and take steps to avoid them in order to deliver high-quality physical education instruction.

Teachers may not have provided correct responses based on the physical education conditions in their schools, as data were gathered by self-report. In lieu of teacher-related barriers, teachers may have inclined to assert that student or institutional barriers had a stronger impact on students' perceptions. Further research is required to determine how student perceptions of barriers connect to instructor barriers and effective teaching when it comes to teaching physical education.

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