



# PERCEPTIONS OF PHYSICAL EDUCATION TEACHERS: A COMPARATIVE ANALYSIS BY GENDER, QUALIFICATIONS AND EXPERIENCE

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## Abstract

The present study was conducted to examine the perception of Physical Education teachers towards their teaching profession. It also aims at finding out the difference in the perception of male & female Physical Education teachers towards their teaching profession. Another important parameter of this study is to find out the difference in the perception of Physical Education teachers' towards their teaching profession with varying educational qualifications and to study the difference in the perception of Physical Education teachers' towards their teaching profession with regard to number of years of teaching experience. The difference in the perception of Rural and Urban Physical Education teachers towards their teaching profession is also one of the key areas of this study. The study revealed that Most of the teachers have moderate perception towards their teaching profession, both male and female teachers have same perception and qualification is one of the strongest factors for moderate & high perception.

**Key words:** Perception, Physical Education, Profession etc.

## 1. Background

Physical education is an educational program that has its own curricula and objectives. The objectives of physical education have an important role in developing a healthy society in general and changing students' behavior in specific domains. It assists students to be mentally, physically, socially, and psychologically sound. Further it is creating an individual who can understand and use the knowledge of physical education for his or her whole life (Al-Beasty, 2009). Physical education curricula include short and long-term goals that educate and form students' lifestyles physically and mentally by implementing these objectives in and out of the schools to generate students who are knowledgeable, skillful, and healthy. Hence it plays an important role for better achievement of the learning. There is a saying 'sound body develops sound mind'. Physical Education has tremendous influence on our lives. Subjects like mathematics and science dominate on our feelings and sympathy which hides Physical Education. Central Government has tried to enlighten it with the help of NCERT. The main aim is to keep the students away from becoming dull towards life. Physical Education has an ability to fetch our students' perceptions. So it is considered to be a main branch in education taking its theories from the different sciences through the guided physical activities to prepare individuals in all levels and to enable them from adjusting with their day to day life. National Policy on Education, 1986 and Programme of Action, 1992 emphasizes "Sports and Physical Education is an integral part of the learning process and will be included in the evaluation of performance. National Curriculum Framework, 2005 states. "The Importance of this subject (Health and Physical Education) to the overall development needs to be reinforced at the policy level, with administrators, other subject teachers in schools, the health department, parents and children. Recognizing health and physical education as core and compulsory, ensuring the material equipment, sports and yoga instructions are available, and that doctors and medical personnel visit schools regularly are some of the steps that can be taken.

Perception of an individual is reflected in his behavior and it is very difficult to learn a person's perception. The psychologists have tried to define this term through their own principles. Perceptions are formed through experience. It is the experiences that force us to like or dislike. We are living with tension and worries all through our life.. Physical Education has divine power to make us burden-free and helps us to fight against tensions, sorrows and sadness easily. Therefore the teaching learning process must be effective and the teachers should be active in their profession.

## 2. Review of Related Literature

The researcher has gone through various studies like **Ferry, M (2018):** Physical Education Pre-service Teachers' Perceptions of the subject and profession: Development during 2005-2016, Physical Education and Sports Pedagogy, vol. 23, issue-4. The study revealed that important characteristics for a good PE teacher include possessing subject knowledge, having pedagogical competence and being considerate. A good PE lesson should be fun and inspiring, consist of physical activity and be adapted to all. **Asun, S, Chivite, M. T. and Romero, M. R (2020)** conducted the study on Perceptions of Professional Competences in Physical Teacher Education. The results show discrepancies in the perceptions of proficiency levels between students and

graduates, on one hand, and university tutors, on the other. Likewise, there was general agreement that competences related to critic capacity and motor games were the most acquired and programs for individuals with special needs were the least acquired. **Osamende, O. P & Frederick, A. B (2016):** Physical education teacher's attitudes and practice towards technology integration into teaching physical education at the senior high schools in Kumasi, Ghana, International Journal of Multidisciplinary Research and Development. The results revealed that respondents acquired requisite skills and training in technology and also have competent level regards to technology integration. The results indicated that a strong relationship exists between teachers' perceptions of relevance and technology use. **Yan Ho, W. K, Ahmed, M. D, Khoo, S, Tan, C, Dehkordi, M. R, Gallardo, M, Lee, K, Yamaguchi, Wang, J, Liu, M & Huang, F (2017):** Professionals' perception of quality physical education learning in selected Asian cities. Results from statistical analysis showed 24 items grouped in 3 sub factors being retained after EFA, of 37 items that were framed through content analysis to assess the quality physical education learning among the PE professionals. The retained three factors from the EFA were further assessed with robust confirmatory factor analysis (CFA). **Nasário, J. C, Zaia, V, Trevisan, C. M, Garzon, S, Laganà, A. S, and MontagnaE (2020):** Attitudes and Values of Physical Education Professionals and Undergraduate Students about their role in health promotion. Motivation for physical activity must be intrinsic and is related to health. It is associated with a concept of non-disease, due to the value attributed to a medical guidance and widely admitted as mandatory, posing this valuation as more related to the biomedical concept of Physical Education.

### 3. Statement of the Problem

The role of Physical Education Teachers is important to inculcate the knowledge for developing divergent thinking, creativity, personality, adjustment quality etc. After gone through various studies, a number of questions rose in the mind of the researchers. Those are:

- (i) Whether the Physical Education Teachers working in Secondary schools have positive perception towards their teaching profession?
- (ii) Whether the Male Physical Education teachers and Female Physical Education teachers are different in perception towards their teaching profession?
- (iii) Whether the perception of Physical Education teachers working in Secondary schools varies as per their educational qualification?
- (iv) If the years of teaching experience influences the perception of Physical Education teachers working in Secondary schools?
- (v) Whether the Physical Education teachers working in rural and urban Secondary schools are different in their perception towards their teaching profession?

Keeping in view of the above facts, the researchers decided to undertake the problem as **“Perceptions of Physical Education Teachers towards their Profession”**.

#### 4. Objectives of the Study

The Objectives of the study are as follows:

- i. To examine the perception of Physical Education teachers towards their teaching profession.
- ii. To find out the difference in the perception of male & female Physical Education teachers towards their teaching profession.
- iii. To study the difference in the perception of Physical Education teachers' towards their teaching profession with varying educational qualifications.
- iv. To study the difference in the perception of Physical Education teachers' towards their teaching profession with regard to number of years of teaching experience.
- v. To study the difference in the perception of Rural and Urban Physical Education teachers towards their teaching profession.

#### 5. Hypotheses of the Study

- i. There exists significant difference in the perception of male & female Physical Education teachers towards their teaching profession.
- ii. There exists no significant difference in the Physical Education teachers' perception towards their teaching profession with varying educational qualification.
- iii. There exists no significant difference in the Physical Education teachers' perception towards their teaching profession with regard to number of years of teaching experience.
- iv. There exists no significant difference in the perception of Rural and Urban Physical Education teachers' towards their teaching profession.

#### 6. Delimitation of the study

Due to limited time, resources and other constraints, the study was undertaken with the following delimitations.

- i. The study was delimited to Secondary Schools of Cuttack District.
- ii. This study measures only Physical Education Teachers' perceptions towards their teaching profession.

## 7. Methodology of the Study

The present study is a descriptive survey type to obtain pertinent and precise information concerning the perception of Physical Education Teachers towards their Profession.

- (i) **Population of the study:** The population of the present study was all government secondary schools in Cuttack District.
- (ii) **Sample of the study:** A suitable representative random sample of the entire population was purposively drawn to conduct the study. A random sample of 60 secondary school Physical Education teachers from 60 numbers of schools was collected.
- (iii) **Tools will be used:** In order to collect relevant information, a standardized 'perception scale' of teaching Profession developed by the researchers was administered.
- (iv) **Procedure of Data Collection:** The collection of data was spread over three months. The investigator selected secondary schools in Cuttack District and organized a meeting of all headmasters and Physical Education Teachers through Google meet platform. The investigators collected data with the help of the tool.

## 8. Analysis and Interpretation of Result

(a) **Objective-I:** To examine the physical education teachers' perception towards their teaching profession.

**Table -1**

**Levels of perception of Physical Education Teachers**

Level of Perception	Low	Moderate	High
Rang of Scores	31-50	51-70	71-90
No. of Teachers (N)	00	54	06

The investigator found that Six (06) numbers of teachers have high perception towards their teaching profession and fifty-four (54) numbers of teachers have moderate perception on their teaching profession. It indicates a moderate acceptability of their teaching profession. It was proved that, positive perception towards teaching profession is an effective element to improve the teaching learning process.

(b) **Objective – II:** To find out the difference in the perception of male and female Physical education teachers towards their teaching profession.

**Table -2**

Physical Education Teachers' Perception	Group	N	Mean	S.D	t- Value
	Male	30	59.42	6.44	0.107*
	Female	30	59.15	5.57	

The obtained t- value of both male and female was 0.107 which was not significant. The null hypothesis was therefore retained and was concluded that there is no significant difference between male and female

physical education teachers' perception towards their teaching profession. Thus, the hypothesis, "There exists no significant difference in the perception of male and female teachers towards their teaching profession" obtains support. It proved that both male teachers and female teachers are not different in their opinion towards their teaching profession.

**(c) Objective –III:** To study the difference in the perception of Physical education teachers' towards their teaching profession with varying educational qualifications.

**Table - 3**

Physical Education Teachers' Perception	Group	N	Mean	S.D	t- Value
	C.P.Ed	30	62.27	5.10	2.55*
	B.P.Ed	30	66.14	4.90	

The obtained t-value of Physical Education Teachers having both C. P. Ed and B. P. Ed qualifications was 2.55, which was significant. The hypothesis was therefore rejected in favor of our alternative hypothesis no 2 and it was concluded that there was significant difference between Physical Education Teachers' perception towards their teaching Profession having C. P. Ed and B. P. Ed qualifications.

**Objective – IV:** To investigate the difference in the perception of Physical education teachers' towards their teaching profession with regard to number of years of teaching experience.

**Table -4**

Physical Education Teachers' Perception	Group	N	Mean	S. D	t- Value
	Low and Moderate experienced teachers(0-05 Years)	30	69.23	4.87	2.92*
	Highly Experienced teachers (more than 05 Years)	30	64.94	5.13	

By using significant t-test, the difference between mean scores of low & moderate experienced -physical education teachers, and highly experience Physical education teachers was found significant as the t-value was 2.92. The null hypothesis was therefore rejected. Thus it can be concluded that there was a significant difference in teachers' perception towards their teaching profession in relation to their teaching experience. It was found out that, the teachers with moderate teaching experience are more flexible and are ready to accept change unlike the teachers with high teaching experience who resist changes.

**Objective V:** To find out the difference in the perception of Rural and Urban Physical Education Teachers towards their teaching profession.

**Table -5**

Physical Education Teachers' Perception	Group	N	Mean	S. D	t- Value
	Rural	36	58.36	6.24	0.107*
	Urban	24	49.24	4.98	

The obtained t- value of both Rural and Urban was 0.107 which was not significant. The null hypothesis was therefore retained and was concluded that there is no significant difference between Rural and Urban physical education teachers' perception towards their teaching profession. Thus the hypothesis, "There exists no significant difference in the perception of Rural and Urban teachers towards their teaching profession" lacked support. It proved that both rural teachers and urban teachers are not different in their opinion towards their teaching profession.

### 8. Major Findings of the Study

The major findings of the study are as follows.

1. Most of the teachers have moderate perception towards their teaching profession as out of 60 numbers of teachers, 54 teachers had moderate perception and only 06 teachers had high perception towards their teaching profession.
2. The study reveals that there is no significant relationship between the perception of male and female secondary school physical education teachers towards their teaching profession. Both male and female teachers have same perception. ( $p < 0.05$ )
3. From the present study it was found out that there is significant difference in physical education teachers' perception towards their teaching profession with varying educational qualification. Hence it was concluded that qualification is one of the strongest factors for moderate & high perception. ( $p < 0.05$ )
4. The study found out that there is significant difference in physical education teachers' perception towards their teaching profession with regard to number of years of teaching experience. The low and moderate experienced teachers are more flexible than high experienced teachers. ( $p < 0.05$ )
5. The study reveals that there is no significant relationship between the perception of Rural and Urban secondary school physical education teachers towards their teaching profession. Both Rural and Urban teachers have same perception. ( $p < 0.05$ )

## 9. Conclusion:

Education plays an important role for bringing all round development of the child. The teacher is the sailor of educational ship. His role is much more important for developing mental health of the child and he helps to develop their creative power and personality also. But the physical education Teacher works as motivator and best guide of the child. Physical education helps them to develop quality in between the public. Hence the positive perception of the physical education Teacher to his profession is essential. After undertaken of this study, it was found out that the perception of physical education teachers belonging to the Urban Area and Rural Area is not different in their teaching profession. The physical education teachers of both sexes are just the same in their perception towards teaching profession. The perception of physical education teachers is different due to years of teaching experience and higher qualification. Thus higher qualification, years of experience and environment develops positive perception of the Physical education teachers towards their teaching profession which motivates them to work with dedication in the field

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