

Study of Perceptions and Expectations of the Middle and Secondary School Students about Physical Education

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ABSTRACT

The main purpose of the study is to study the perceptions and expectations of the Middle and Secondary School Students about Physical Education from Vatsalya School, Pune City. In this study 82 students of The Vatslaya School were selected as sample. A non-probability sampling method was used for selecting the sample. For this research, using qualitative research methodology a teacher made questionnaire was used as a tool for data collection. For preparing a questionnaire, component like student's views, participation, likes & dislikes, interest and attitude were considered for the study. The data was collected from 82 students of the Vatsalya middle and secondary school students through questionnaire. Collected data was analyzed with frequency and percentage method and the data was interpreted and conclusion was given.

Keywords : physical education, perception, expectation, interest, attitude

Introduction

Physical education is an educational program that involves physical activities and exercises aimed at promoting physical fitness, improving health, and developing skills, coordination, and confidence in young people. The program usually involves a range of activities, such as team sports, outdoor activities, dance, gymnastics, and other types of physical exercise. Physical education is an essential part of school curriculum, and it helps children to develop a healthy lifestyle, to acquire fitness habits, and to develop good personal qualities such as discipline, responsibility, and

teamwork. The program is taught by specially qualified teachers, and is designed to cater for the needs and abilities of all children, regardless of their age, gender or other abilities. The aim and goal of physical education is holistic development i.e physical, mental, social, environmental.

There are three domain of learnings cognitive, affective & psychomotor. Cognitive domain is to remember, understand and apply, whereas the affective domain refers to the area of learning that deals with emotions, attitudes, and values. The psychomotor domain is an area of learning that relates to physical movement, coordination, dexterity, and skill development. The affective domain is related toward student's interest, feeling, attitude.

In the school settings physical education classes are conducted as per the syllabus prepared by the school or PE teacher. The sports and games conducted during physical education classes are enjoyed by the students but it's not necessary that every student have the same response toward the PE class. As few students may not like or have no interest in the activities which conducted, so these students should not be neglected. As we focus on the three domains of learning, cognitive, affective and psychomotor, if any of the domain is affected there will be no learning outcome. So it's necessary to give voice to the students, to understand their expectations and needs from PE class. Through their voices, the students communicate the idea that if they choose the activities, they would be more inclined to participate in physical education. There, the curriculum and activities must make sense from the kids' perspective. (El-Sherif, 2014)

According to attitude theory, attitudes can either be good or negative and can influence both perceptions and behavior. If pupils lacked the ability to participate in game-like scenarios, it indicates that the attitude of the participants may have been negatively impacted. Additionally, their views or perceptions about the activities they engaged in may have changed. (Bernstein, Phillips, & Silverman, 2011)

Student voice pedagogies can foster students' social and emotional learning and valuable physical education experiences, which can support a variety of educational goals, domains of learning. In order to help teachers and their students understand, shape, influence, and enact meaningful physical education and physical activity learning experiences, calls for further integration of student voice pedagogies capturing students' physical activity and movement experiences both inside and outside of physical education. (Howley, Dyson, Baek, Fowler, & Shen, 2021)

While working as a physical education teacher in a school, the researcher had the following questions.

- What are the expectations of middle and secondary school students from the physical education class?
- What attracts the students and create interest toward physical education?

The researcher undertook the present research to find answer to these questions

Methodology

For this research, using qualitative research methodology. A teacher made questionnaire was used as a tool for data collection. Student participation, Students likes and dislikes, Students interest and attitude, Students feedback are the focus area of teacher made questionnaire. There were total 15 questions in the questionnaire. Out of them 14 questions were closed ended and one question was open ended. The questionnaire was prepared and review by three experts and as per the expert's recommendations changes were done. Survey was conducted in the Vatslaya School of Pune City for collecting data. There are more than 125 students in the school. Researcher selected non-probability sample method in which convenience technique was used for selecting 82 middle and secondary school students. After selecting sample with the help of questionnaire the data was collected from the selected students. Researcher followed frequency and percentage method to carry out the study.

Analysis and Interpretation of Data

In this present study data was collected through questionnaire and on the basis of this tool. After collecting data, it was analyze through frequency and percentage method. Data was interpreted.

Table No.1 : Frequency analysis of student's participation for physical education class

Responses	Frequency
Agree	48
Neutral	20
Disagree	14
Total	82

From the above table it is observed that out of 82 students, 48 students (59%) agree, 20 students (24%) neutral, while 14 students (17%) disagree that they would take part in physical education even if they don't not have to.

Table No. 2 : Frequency analysis of student’s interest for physical education class

Responses	Frequency
Agree	0
Neutral	9
Disagree	73
Total	82

From the above table it is observed that out of 82 students 0 students agree, 9 students (11%) neutral, 73 students (89%) disagree that they don’t like to participate in physical education class because they are not interested.

Table No. 3 : Frequency analysis of students about feelings for physical education

Options	Frequency
Happy	26
Excited	49
Thoughtful	6
Sad	0
Total	82

From the above table it is observed that out of 82 students 26 students (32%) are happy, 49 students (60%) are excited, 6 students (7.3%) are thoughtful, 0 students are sad feel about physical education class.

Table No. 4 : Frequency analysis of likes and dislike

Game / Sports	Frequency Likes	Frequency Dislikes
Football	58	18
Basketball	59	20
Volleyball	55	16
Cricket	44	28
Kabaddi	42	25
Kho – kho	41	28
Badminton	61	17
Chess	25	37
Carrom	45	27

Running	42	19
Dance	34	37
Frisbee	40	41
Circuit training	15	41
Aerobics	27	45
Rope Skipping	29	35

From the above table it is observed that out of 82 students shows interest in various sports and games 58 students (71%) likes Football, 59 students (72%) likes Basketball, 55 students (67%) likes Volley Ball, 44 students (54%) likes Cricket, 42 students (54%) likes Kabaddi, 41 students (50%) likes Kho-Kho, 61 students (74%) likes Badminton, 25 students (30%) likes Chess, 45 students (55 %) likes Carom, 42 students (51%) likes Running, 34 students (41%) likes Dance, 40 students (49%) likes Frisbee, 15 students (18%) likes Circuit-training, 27 students (33%) likes Aerobics, 29 students (35%) likes Rope Skipping.

From the above table it is observed that out of 82 students 18 students (22%) dislikes Football, 20 students (24%) dislikes Basketball, 16 students (20%) dislikes Volley Ball, 28 students (34%) dislikes Cricket, 25 students (30%) dislikes Kabaddi, 28 students (34%) dislikes Kho-Kho, 17 students (21%) dislikes Badminton, 37 students (45%) dislikes Chess, 27 students (33 %) dislikes Carom, 19 students (23%) dislikes Running, 34 students (41%) likes Dance, 40 students (49%) likes Frisbee, 15 students (18%) likes Circuit-training, 27 students (33%) likes Aerobics, 29 students (35%) likes Rope Skipping.

Table. No.5 : Frequency analysis of student's expectation from physical education

Responses	Frequency
New games\sport	65
More games period	15
No expectation	2
Total	82

From the above table it is observed that out of 82 students, 65 students want new games or sports to be introduce in the physical education class, 15 students want that more than 2 games period should be there in a week, 2 students were having no expectation from the physical education class.

Conclusion:

The Analysis of Perception and Expectation Questionnaire about Physical Education was used theoretical guide. Results indicated the positive way of thinking of the students toward interest, attitude, likes & dislikes, participation, curriculum aspects. The ratio of the responses to Perception and Expectation about Physical Education Questionnaire of the student i.e. Student's responses is positive because they are happy and excited about physical education, they know the importance of PE, benefits, likes and dislikes and past experience of PE class.

On the basis of the responses from the students through the Perceptions and Expectations about physical education their probability for the responses are explained as below:

- Participation in regular physical education class makes students feel refresh, calm, reduce stress, energetic & playful.
- Students want more facilities for physical education class in local conditions.
- Student's response about physical education in some questions is negative because they might have poor experiences of the physical education class.

Discussion

Students have participated in the physical education class and they have enjoyed and benefited from the PE class and hence student have opted for the positive response for the physical activity. Through participating in the PE class they must have happy and excited hence the students have opted for the positive response for participating in PE even they are ill or don't have to participate they do. Students have expectation to play new games and sports for this positive response for the expectation for physical education have received. Through taking the knowledge about physical education they must came to conclusion that physical education is the need of the age hence the students have opted for the positive response for the physical education subject. Students know the benefits of physical education to their body hence they have opted for the positive response for the benefits of physical education class. Students feel happy and excited about physical education hence they have opted for the positive response for feelings about physical education class. They know the importance of physical activity hence they have positive response for that physical education is for them.

Recommendations

- It is recommended that research shall be conducted to study the physical education syllabus available for the middle and secondary school students.
- It is recommended to conduct a study on the awareness and knowledge about physical education among parents and students.
- A research study could be conducted on the reason behind non-participation of (student) girls along with boys during physical education.

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