

## PERCEPTIONS OF PHYSICAL EDUCATION STUDENTS ABOUT THEIR TEACHING INSTRUCTORS AT UNIVERSITIES OF PAKISTAN

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### ABSTRACT

**Purpose:** This research aimed to examine the perceptions of physical education students about their teachers. **Methods:** The population (N-545) of the study was all active male and female students of the departments of Physical Education & Sports Sciences, The Islamia University of Bahawalpur, and Government College University Faisalabad. The research design was cross-sectional. The sample size of the study has consisted of 200 physical education students. The survey questionnaire was employed to collect the survey data. The statistical techniques used for data analysis were descriptive statistics through percentage, frequency, mean, standard deviation, and Pearson's correlation analysis. **Results:** Results revealed a positive, significant, and strong relationship between teaching method and care and respect of physical education teachers. The findings further exposed the medium, positive, and significant relationship between care and respect and integrity and honesty of physical education teachers. Results revealed a positive, significant, and strong relationship between teaching method and integrity and honesty of physical education teachers. **Conclusion:** However, students' perceptions may differ depending on their level of education, age, and gender. The overall perceptions of physical education students about their teachers were found up to the mark and they were satisfied with their teaching methods, care and respect, and integrity and honesty.

**Key Words:** Teaching Methods, Care and Respect, Integrity and Honesty, PE Students

### INTRODUCTION

The atmosphere of Physical Education (PE) is linked to actions, playoffs, and sports that provide a high degree of teacher-student communications

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(Mabagala, 2015). This atmosphere may be a central factor in the perception of students about their teachers. Likewise, during delivering a lecture in the classroom or demonstrating a skill physically in the playground to PE students, they shout upon their learners. Physical education is essential to preserve the students' health and physique (Prakosha, Kristiyanto, Gunarhadi, Salim, & Sunardi, 2018; Bennie, Peralta, Gibbons, Lubans, & Rosenkranz, 2017). Both the PE teacher and the methodology used by the concerned teacher in the physical education surroundings are appropriate dynamics (Ruiz, Ramos, & Molina, 2017).

The role of PE teachers (trainer/coach) has always remained fruitful for the students in or outside the classroom or ground in any institute. The purpose of physical education programs must be to graduate the very skilled students who may be declared active teachers in the field of physical education and Sports (Hill & Brodin, 2004). Presently, culture needs that proper physical education delivers the apparatuses to empower PE students to familiarize themselves with the persistent alterations within their atmosphere (Manzano-Sánchez, Gómez-Mármol, & Valero-Valenzuela, 2020).

The teacher-student coordination provides a resilient relationship not only within the university but also rest of their lives. Bennell and Akyeampong (2007) perceived that the proficient conducts of a teacher in and outside the class have extreme accomplishments on their performance and their overall attitude and therefore, the knowledge consequences. Conduct, especially PE teacher conduct, is in line prejudiced through individual, communal, physical atmosphere, and strategy level dynamics (Whittle, Telford, & Benson, 2018). Physical activity/education communicated at student age has the aim of provision of numerous advanced chances, prominent to corporal, spiritual, and communal reimbursements (Castejón & Giménez, 2015; Winter, Brenner, & Petrosko, 2006).

Discovering the observations that PE students have upon teachers about acquiescence with the opinions of students related to the conduct of their teachers are responsible for an optimistic stimulus on the capabilities of physical education and sport students (Kayes, 2014). Students' observations, beliefs, and feelings may assist teachers in turn into responsive to moral limitations once counseling with their students (Husain, Hasan, Wahab, & Jantan, 2015; Gholami, & Tirri, 2012).

Hence, the central objective of the present study was to investigate the perception of physical education students about their teachers and examine the relationship and differences among their compliances (care and respect, teaching method, and honesty and integrity).

### **Objectives of the Research**

The objectives were generated for the present research were:

- i. To what extent of PE students' demographic information affect the perception of the compliance (care and respect, teaching method, and honesty and integrity) of PE teachers.
- ii. To examine the relationship among care and respect, teaching method, and honesty and integrity of PE teachers.

## **METHODS AND MATERIALS**

### **Research Design**

Research design has deliberated a summary or plans beneficial to endure the collection and analysis of data. Selecting research design is determined by the ideal informational cause. The present research was grounded on a cross-sectional research design, wherein, the association is dignified between two or more constructs.

### **Population**

The population of the present study was all female and male students (N-645) studying in the Department of Physical Education and Sports Science, The Islamia University of Bahawalpur, and Government College University Faisalabad.

### **Sample Size**

The sample is chosen from the population. In this study, the overall sample size was 200 PE students belonging to the Department of Physical Education and Sports Science, Islamia University of Bahawalpur (n-100), and Government College University Faisalabad (n-100).

### **Instrumentation**

The researchers employed an adapted survey questionnaire as a tool for data collection in the present research with a five-point Likert scale from strongly disagree to strongly agree. The questionnaire was consisted of four major portions, for instance, section A: demographic figures; section B: teaching method; section C: care and respect; and section D: integrity and honesty.

### **The Procedure of Data Collection**

The questionnaire data were collected from physical education students of two departments of The Islamia University of Bahawalpur and Government College University Faisalabad. Due to COVID, 200 questionnaires were sent to WhatsApp groups of PE students with the permission of chairs of both universities and directed them to return with three days. All students were briefed about the questionnaire before filling them. However, all students are told if they feel any discrepancy in the questionnaire, they may contact the researchers. They were also briefed that their confidentiality will be kept on priority and provided information will be used only for research. Upon the satisfaction of all students, the questionnaire was sent to their concerned

groups. All students returned their filled questionnaires within their prescribed time.

### Data Analysis Procedure

After the completion of data collection, the next process was data editing. For the present research, a statistical package for social science (SPSS) version-26 was employed for the editing and further analysis of the collected data. Descriptive statistics were employed through frequency, percentage, mean, and standard deviation; whereas, Person's correlation analysis and ANOVA were utilized to answer the research questions relevant to relationships and differences of the present research.

## RESULTS

### Demographic Figures

Demographic figures were collected from 200 participants through descriptive statistics (frequency, mean, standard deviation, and percentage). In demographic figures, four questions are asked from respondents about their age, gender, class, and semester.

**Table 1:** *Descriptive Figures of Age Level (n-200)*

Variable	Minimum	Maximum	Mean	Std. Deviation
Age of Students	19	25	22.63	1.924

Respondents' age was found from 19 to 25 years. The Mean age was 22.63 years and the standard deviation was dignified 1.924 displayed in Table 1. Personal information of 200 students was indicated in Table 2.

**Table 2:** *Frequency Figures of Gender, Class and Semester (n-200)*

Construct	Frequency	Percentage
<b>Age</b>		
Male	100	50%
Female	<b>100</b>	<b>50%</b>
<b>Class</b>		
M.Sc.	87	85.3%
BS (Hons.)	15	14.7%
<b>Semester</b>		
BS (Hons.) 3rd	15	14.7%
M.Sc. 3rd	45	44.1%
M.Sc. 4th	42	41.2%

The majority of physical education students mentioned in Table 3 was agreed

with the teaching method (delivery of lectures, knowledge, supportive teaching and learning environment, moral standards, behavior, regular lectures/classes, teaching and workability, grades and behaviors, and class discipline and regularity) adopted by their concerned teacher and they were satisfied with the demonstration of their physical education teachers.

Most of the physical education students mentioned in Table 4 was confident about the care and respect (respect the rights of students, students' health and safety, avoid humiliating lectures in class, and respect inside and outside the university community) given by their concerned teacher and they were happy with love, care, and respect by their physical education teachers.

The majority of physical education students mentioned in Table 5 was satisfied with the honesty and integrity (treat equally regardless of gender, religion, political affiliation, and ability, encourage to be disciplined and honest, avoid illegal activities such as corruption, drug abuse, and relationship, and avoid display violent behavior towards students) adopted by their concerned teacher and they were satisfied with the demonstration of their physical education teachers.

**Table 3: Teaching Method**

Sr.#	Item	SD		D		Ave.		A		SA	
		F	%	F	%	F	%	F	%	F	%
1.	Physical education teachers... normally use various teaching methods during their delivery of lectures.	5	4.9	3	2.9	20	19.6	42	41.2	32	31.4
2.	... possess considerable knowledge covering all areas of the subject.	3	2.9	5	4.9	19	18.6	48	47.1	27	26.5
3.	... establish and maintain a supportive teaching and learning environment.	1	1.0	3	2.9	19	18.6	45	44.1	34	33.3
4.	... develop high moral standards in the classroom.	2	2.0	1	1.0	18	17.6	39	38.2	42	42.2
5.	... display good behavior towards students.	1	1.0	4	3.9	14	13.7	40	39.2	43	42.2
6.	... take their	4	3.9	4	3.9	19	18.6	34	33.3	41	40.2

	lectures/classes on time according to timetable.											
7.	... try their best to improve their standard of teaching and work ability.	4	3.9	1	1.0	17	16.7	49	48.0	31	30.4	
8.	... praise the students upon their good grades and behaviors.	2	2.0	2	2.0	23	22.5	46	45.1	29	28.4	
9.	... promote positive aspects of class discipline and regularity.	1	1.0	3	2.9	20	19.6	40	39.2	38	37.3	

Note: SD, Strongly Disagree; D, Disagree; Ave, Average; A, Agreed; SA, Strongly Agreed.

**Table 4: Care and Respect**

Sr.#	Item	SD		D		Ave.		A		SA		
		F	%	F	%	F	%	F	%	F	%	
	Physical education teachers...											
1.	... recognize and respect the rights of students.	3	2.9	2	2.0	19	18.6	43	42.2	35	34.3	
2.	... give priority to students' health and safety.	5	4.9	3	2.9	14	13.7	58	56.9	22	21.6	
3.	... do not involve in delivering humiliating lectures inside the class.	3	2.9	3	2.9	22	21.6	43	42.2	30	29.4	
4.	.... treat students with respect inside and outside the university community.	2	2.0	5	4.9	20	19.6	52	51.0	23	22.5	

**Table 5: Honesty and Integrity**

Sr.#	Item	SD		D		Ave.		A		SA		
		F	%	F	%	F	%	F	%	F	%	
	Physical education teachers...											
1.	... treat students equally regardless of gender, religion, political affiliation,	2	2.0	3	2.9	12	11.8	25	24.5	60	58.8	

2.	and ability. ... encourage students to be disciplined and honest.	2	2.0	3	2.9	11	10.8	46	45.1	40	39.2
3.	... do not involve in any illegal activities such as corruption, drug abuse, and relationship with students.	7	6.9	9	8.8	17	16.7	34	33.3	35	34.3
4.	... do not display violent behavior towards students.	10	9.8	7	6.9	25	24.5	42	41.2	16	15.7

Note: SD, Strongly Disagree; D, Disagree; Ave, Average; A, Agreed; SA, Strongly Agreed.

### Correlation Results

To prove the hypothesis, there is a significant relationship among care and respect, teaching method, and honesty and integrity of physical education teachers, the relationship between teaching method and care and respect was examined through Pearson's correlation coefficient displayed in Table 6.

Results of the teaching method were examined with care and respect of physical education teachers ( $r = .696$ ,  $p = 0.01$ ). Findings from correlation analysis exposed a highly significant relationship between teaching method and care and respect. The relationship is found strong between these two constructs. The results from the correlation showed that the teaching method had a positive relationship with the care and respect of physical education teachers displayed in Table 6.

**Table 6:** *Results of Correlation Analysis*

Variable		Teaching Method	Care & Respect	Integrity & Honesty
Teaching Method	Pearson Correlation	-		
	Sig. (2-tailed)			
Care & Respect	Pearson Correlation	.696**	-	
	Sig. (2-tailed)	.000		
Integrity & Honesty	Pearson Correlation	.648**	.503**	-
	Sig. (2-tailed)	.000	.000	

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

The findings of integrity and honesty were determined with care and respect of

physical education teachers ( $r = .503, p = 0.01$ ). The relationship is found a medium between integrity and honesty and care and respect. The results indicated that integrity and honesty had a positive relationship with the care and respect of physical education teachers. The findings analysis revealed that integrity and honesty had a highly significant relationship with care and respect and can be seen in Table 6.

Results of the teaching method were examined with integrity and honesty of physical education teachers ( $r = .648, p = 0.01$ ). The findings from correlation analysis revealed a highly significant relationship between teaching method and integrity and honesty. The relationship was found strong between these variables. The results from the correlation showed that the teaching method had a positive relationship with the integrity and honesty of physical education teachers displayed in Table 6.

## DISCUSSIONS

The modern research is widely linked with physical education students' perception about the professionalism, teaching method, care and respect, and honesty and integrity of their physical education teachers. The present study achieved its objective and revealed the results of descriptive statistics and empirical analysis of the physical education teachers' caring and respect, teaching method, and integrity and honesty.

The results of the present study revealed a significant relationship between teaching method and care & respect of physical education teachers. The results showed a strong relationship between teaching method and care & respect of physical education teachers. The findings of the current research are in line with the study of Ravizza, (2005) and confirmed the relationship between teaching method and care & respect. Manzano-Sánchez et al. (2020) revealed positive results among public obligation, care and respect, and community relationships (Garza, Alejandro, Blythe, & Fite, 2014).

The results indicated the medium relationship between care & respect and integrity & honesty of physical education teachers. The findings revealed a significant relationship between care & respect and integrity & honesty of physical education teachers. Inconsistent with the findings of the present study, a prior study of NASPE (2010) proved the significant relationship between care & respect and the integrity & honesty of physical education teachers. Another prior study by Mabagala (2015) also confirmed the relationship between care & respect and integrity & honesty (Bidabadi, Isfahani, Rouhollahi, & Khalili, 2016).

The results of the present study revealed a significant relationship between teaching method and integrity & honesty of physical education teachers. The



findings revealed a strong relationship between teaching method and integrity & honesty of physical education teachers. Inconsistent with the findings of the current study, the prior study of Ozbek (2009) proved the significant relationship between teaching method and integrity & honesty of physical education teachers. In the meantime, Ruiz et al. (2017) claimed that the teachers' mastery of the course and skills positively affect the approaches of students (Holubová, 2010).

## **CONCLUSION**

The findings of the current study have indicated that students in the department of physical education of Islamia University of Bahawalpur and Government College University Faisalabad perceived their physical education teachers comply with teaching method, care and respect, professionalism, and honesty and integrity at a higher level. Results indicated that better teaching methods, care and respect, and honesty and integrity benefit most students at university. However, students' perceptions differ depending on their level of education, age, and gender as well (Mumthas, Munavvir, & Gafoor, 2014).

The relationship between teaching method and care & respect of physical education teachers was considered significant, strong, and positive. The relationship between care & respect and integrity & honesty of physical education teachers was found medium, positive, and significant. The relationship between teaching method and integrity & honesty of physical education teachers was revealed positive, strong, and significant. The overall perceptions of physical education students about their teachers were found up to the mark and they were satisfied with their teaching methods.

## **IMPLICATIONS**

Every student wants to be understood, appreciated and recognized by the teacher to boost the unique skills, interests, and personality grooming. If a teacher understands and tries to demonstrate it, then, there may exist a strong relationship between teacher and student. Teachers should interact with students responsively and respectfully. Teachers should focus on covering the entire syllabus of a subject rather than comply with backbenchers or weak students because through this, the hardworking students should not get enough knowledge. Teachers should give grades to students according to their academic performance rather than teachers' interaction with some students. Teachers should help students to reflect on their thinking and learning skills.

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