



CHALLENGES PHYSICAL EDUCATION TEACHERS FACE IN SCHOOLS ACROSS INDIA

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Abstract:

In order to examine future trends and difficulties based on these challenges, the purpose of this study is to highlight the challenges that physical education instructors in schools across India currently face. Teachers are encouraged by a variety of variables to perform well and enhance student engagement in their lessons. However, there aren't enough PE teachers in the classroom, there aren't enough classes, there aren't enough facilities, and teachers can't enrol in modern, professional courses. More classes should be allocated, there should be more PE instructors in the school, and there should be more modern courses available if you want to make the future of PE teachers more attractive. This will foster a passion for physical education instruction. This study investigates every facet of the issue.

Keywords: school, physical education, teacher, India, challenges

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1. Introduction

In India every year thousands of students graduate in physical education (Lall, M. C., & House, C., 2005) and this is a very good number to develop the physical education system in school. This manpower advantage can help India develop sports at the grass root level. But facilities are a deep-seated problem of the school of physical education in India. Physical education helps children to develop self-respect, helps in integrating social, cognitive, and physical growth, develops knowledge of the function of aerobic and anaerobic physical programs in health, positively improves self-esteem, and enhances social, affective, and cognitive development (Talbot, 1999). Physical education or physical activity helps students in developing their physical fitness in respect of muscles, bones, tissues, etc.

Physical education and sports help students to do better in the field of academic achievement by improving their physical, mental, social, and spiritual well-being. Physical education and Sport (PES) enhance academic achievement by increasing the blood flow to the brain, enhancing mood, increasing mental alertness, and improving self-esteem (Bailey, 2006). Physical education is regarded as a subject that offers no opportunity for advancement both within and outside the formal education structure (Wamukoya, 1994). Physical education is not a compulsory subject in schools in India because of this most of the challenges have to be faced by the teachers of physical education. Physical education and sports facilities should be provided for all in school and this should be mandatory for all to take part in physical activity so that teachers help students to make them physically, mentally, and emotionally fit and healthy. Change has to be from a competitive physical education course model to a model that encompasses lifetime sport, health, physical fitness, and well-being. Physical education course curriculums should be rearranged to enable students to obtain the necessary knowledge, skills, and attitudes for a healthy and happy daily life (Arabaci, R., 2009).

There is a need to identify physical education challenges in schools because physical education teachers face obstacles such as infrastructure, facilities, equipment, content, curriculum, attitude towards physical education, a lack of courses, and so on. The goal of this research is to identify the challenges that physical education teachers face in schools across India.

2. Method

2.1 Participants

7525 physical education teachers of India belonging to schools in India were selected for the study. Participants were informed about the aim and content of the study. PE teachers were necessary to give information based on practice; perception and preparedness in conducting PE activities in school (Edward, S. L., 2015). A purposive sampling was applied to select 7525 head teachers' physical education teachers during the online PE and Community Coaching Program Organized by Lakshmibai National College of Physical Education, Trivandrum, India.

2.2 Instrument

In the study, questionnaire checklists were used to gather information about challenges facing the physical education teacher in school.

2.3 Procedure

The researcher ensured that all the questionnaires' checklists (Edward, S. L., 2015) were ready, legible, and sufficient for the respondents. The researcher administered the questionnaires to the selected physical education teachers during his virtual session on PE and Community Coaching Program.

2.4 Data Analysis

For the analysis of the data, Descriptive statistics were used with the help of Statistical Package for Social Sciences (SPSS, 21) software and Google Form responses. The results were presented using tables, pie charts and bar graphs. Both quantitative and qualitative findings were reported based on the objectives of the study and conclusions and recommendations were made based on study findings.

5. Result and Discussion

The data was analyzed with the support of statistical software (SPSS 21) and Google Form responses for the different questions that have been asked by the researcher. The results pertaining to the description are presented in table and graph. The response rate was summarized in Table 1.

Table 1: Response Rate

Sl No.	Questions	Participant		Percentage
		Proposed	Final	
1	Age of the participants	7525	7445	98.93
2	Name of school	7525	7493	99.57
3	What is your level of education	7525	7493	99.57
4	Is the teaching and learning of P.E. done effectively in school?	7525	7428	98.71
5	What are the resources of PE found in the school?			
	Balls	7525	7518	99.90
	Nets	7525	7522	99.96
	PE Course Book	7525	7524	99.98
	Syllabus	7525	7521	99.94
	PE Kits	7525	7518	99.90
	Tyres	7525	7513	99.84
	Mats	7525	7525	100
6	How many PE lessons do you teach in a week?	7525	7493	99.57
7	Is PE an integral subject in the school programme?	7525	7493	99.57
8	What is the attitude of teachers towards PE?	7525	7423	98.64
9	Have you attended PE workshops since you left the training college?	7525	7318	97.24

10	Do you prepare PE professional documents/records?	7525	7224	96
11	Do you like teaching PE?	7525	7328	97.38

The demographic information of the respondents is presented based on the educational level of PE teachers to find out their suitability and skills in the physical education field.

5.1 Age of the Physical Education Teachers

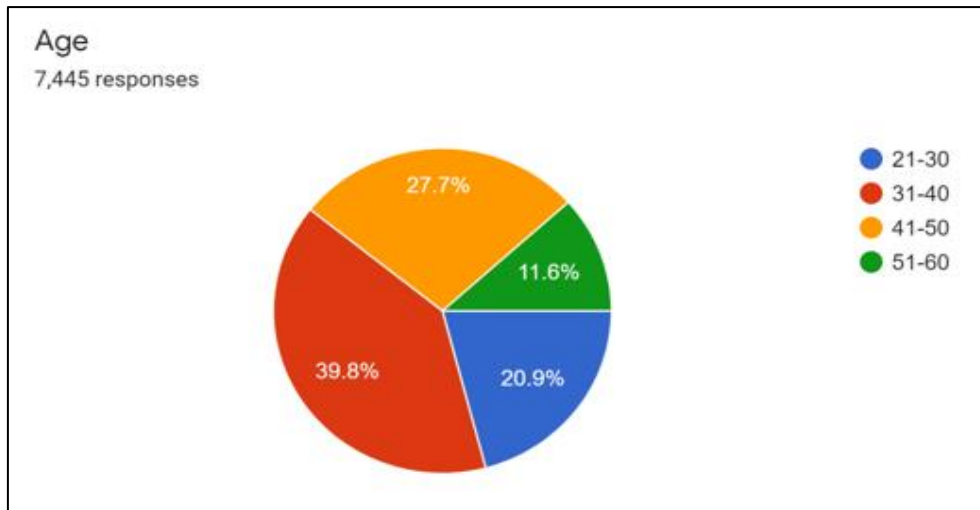


Figure 1: Age of Teachers

The results of the study show that the majority 7445 out of 2059 (27.77%) of the teachers age was 41-50 years, 867 (11.6%) teachers age were between 51-60 years, 1554 (20.9%) teachers age were between 21-30 and 2965 (39.8%) teachers age were between 31-40 years. The results show that the majority of teachers' ages were between 31-40 years in the schools of India.

5.2 Level of Education of Physical Education Teachers

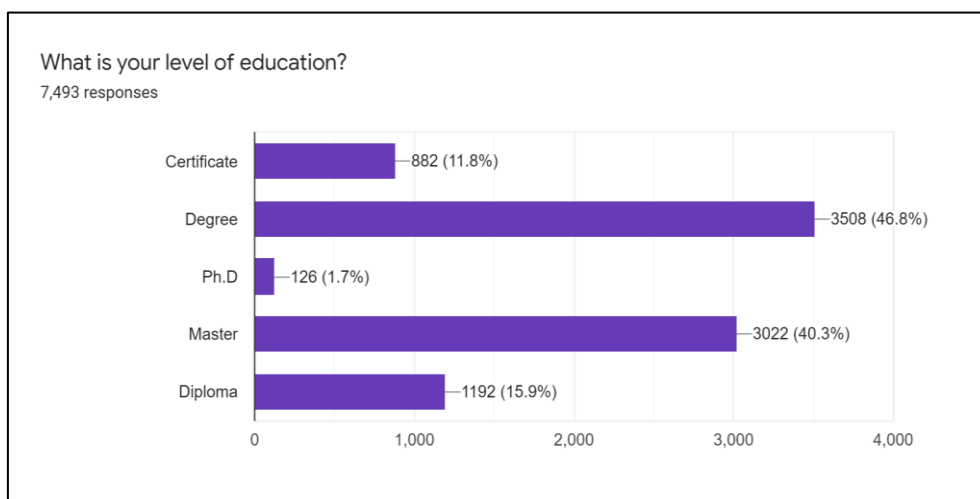


Figure 2: Level of Education of Physical Education Teachers

The results of the study show that the majority 7493 out of 882 (11.8%) of the teachers have a certificate in Physical Education, 3508 (46.8%) teachers have a degree in Physical Education, 126 (1.7%) teachers have a PhD in Physical Education, 3022 (40.3%) teachers have a Master's in Physical Education, and 1192 (15.95) teachers have a diploma in Physical Education. The results show that the majority of teachers have a degree in Physical Education.

5.3 Effectiveness of Teaching and Learning

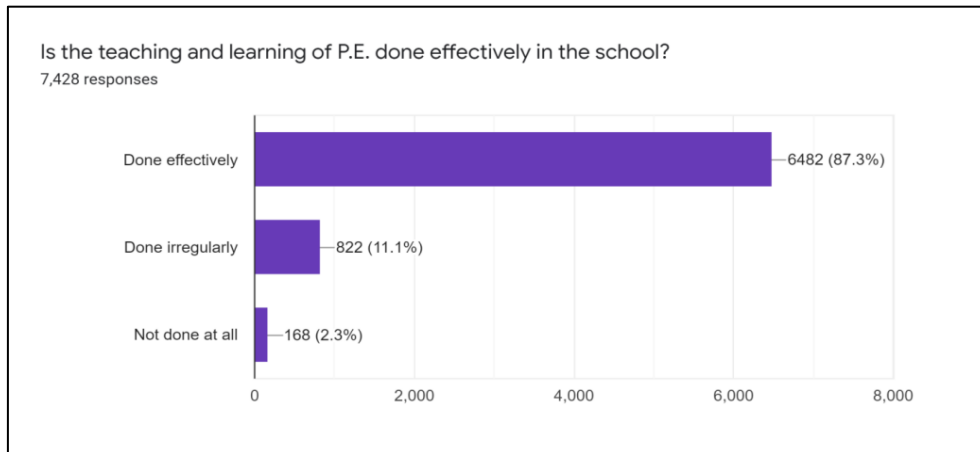


Figure 3: Effectiveness of Teaching and Learning of Physical Education

The results of the study show that the majority 7428 out of 6482 (87.3%) of the teachers done effectively teaching and learning of physical education in school, 882 (11.1%) of the teachers did irregularly teaching and learning of physical education in school, and 168 (2.3%) teachers not done at all teaching and learning of physical education in school. The results show that the majority of teachers have done effective teaching and learning of physical education in school.

5.4 Resources of Physical Education in School

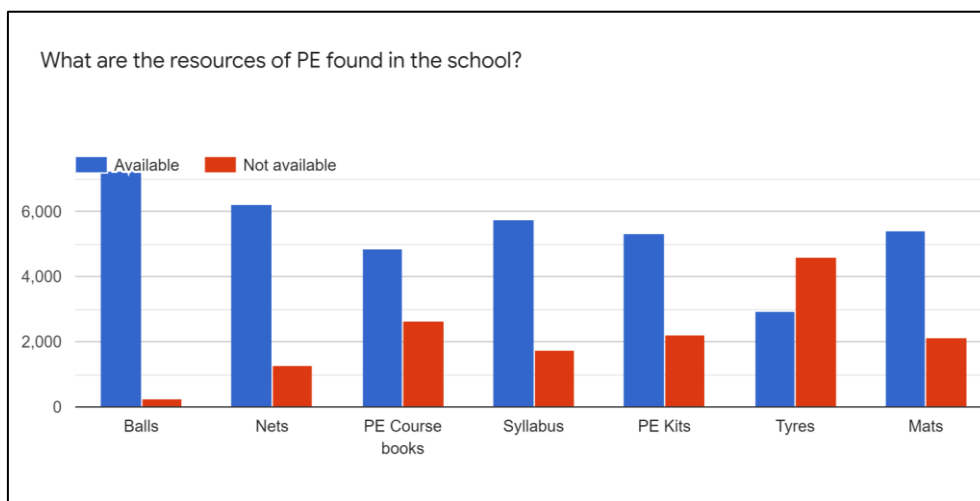


Figure 4: Resources of Physical Education in School

The results of the study show that the majority 7525 out of 7518 have responded to questions on balls in which 7242 (96.3%) of the teachers have Availability of balls in school and 276 (3.67%) of the teachers have responses Not Availability of balls in school The results show that the majority of teachers have balls in school for teaching and learning of physical education in school.

The majority 7525 out of 7522 have responded to question on Nets in which 6224 (82.75%) of the teachers have Availability of Nets in school and 1298 (17.25%) of the teachers have responses Not Availability of Nets in school The results show that the majority of teachers' have Nets in School for teaching and learning of physical education in school.

The majority 7525 out of 7524 have responded to question on PE Course Book in which 4887 (64.82%) of the teachers have Availability of PE Course Book in school and 2647(35.18%) of the teachers have responses Not Availability of PE Course Book in school The results show that the majority of teachers' have PE Course Book in school for teaching and learning of physical education in school.

The majority 7525 out of 7521 have responded to question on Syllabus in which 5770 (76.72%) of the teachers have Availability of Syllabus in school and 1751 (23.28%) of the teachers have responses Not Availability of Syllabus in school The results show that the majority of teachers' have Syllabus in school for teaching and learning of physical education in school.

The majority 7525 out of 7518 have responded to question on PE Kits in which 5311 (70.64%) of the teachers have Availability of PE Kits in school and 2207 (29.36%) of the teachers have responses Not Availability of PE Kits in school The results show that the majority of teachers' have PE Kits in School for teaching and learning of physical education in school.

The majority 7525 out of 7513 have responded to questions on Tyres of which 2923 (38.90%) of the teachers have Availability of Tyres in school and 4590 (61.10%) of the teachers have responses Not Availability of Tyres in school. The results show that the majority of teachers have not Tyres in school for teaching and learning of physical education in school.

The majority 7525 out of 7513 have responded to questions on Mats in which 5415 (71.96%) of the teachers have Availability of Mats in school and 2110 (28.04%) of the teachers have responses Not Availability of Mats in school. The results show that the majority of teachers have Mats in school for teaching and learning physical education in school.

5.5 Number of Lesson Teaches by Physical Education Teachers in School

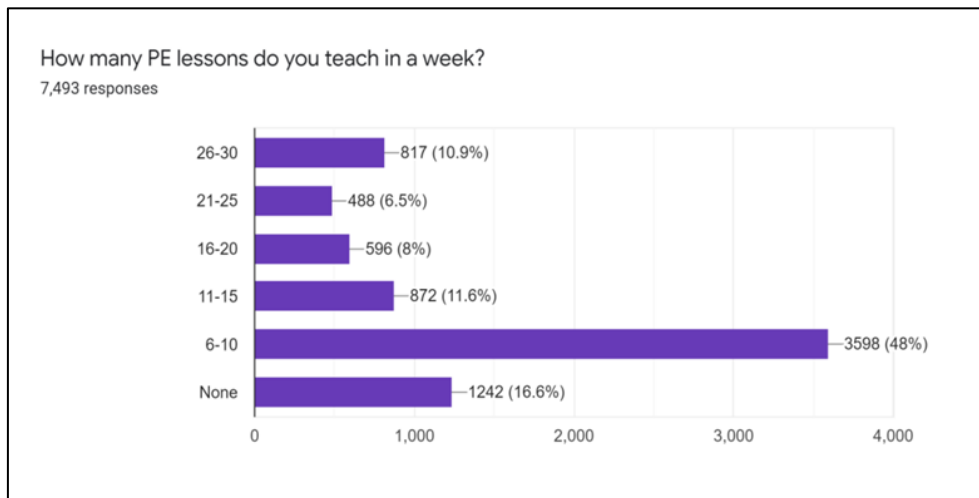


Figure 5: Number of Lessons Teaches by Physical Education Teachers in School

The results of the study show that the majority 7493 out of 1242 (16.6%) of the teachers have no PE lesson in school, 3598 (48%) of the teachers have 6-10 PE lessons in school, 872 (11.6%) teachers having 11-15 PE lesson in school, 596 (8%) teachers having 16-20 PE lesson in school, 488 (6.5%) teachers having 20-25 PE lesson in school, 817 (10.9%) teachers having 26-30 PE lesson in school. The results show that the majority of teachers have 6-10 PE lessons per week in school.

5.5 Physical Education an Integral Subject or Not

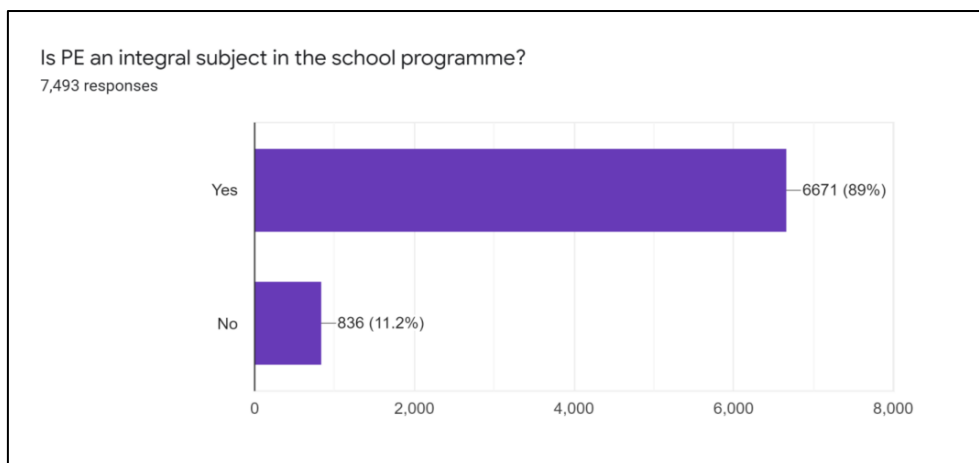


Figure 6: Is PE an Integral Subject in School Program

The results of the study show that the majority 7493 out of 6671 (89%) of the teachers have responded that PE is an integral Subject in school, 836 (11.2%) of the teachers have responded that PE is no an integral Subject in school, The results show that the majority of teachers have responded that PE is an integral Subject in school.

5.6 Attitude of the Teachers towards Physical Education

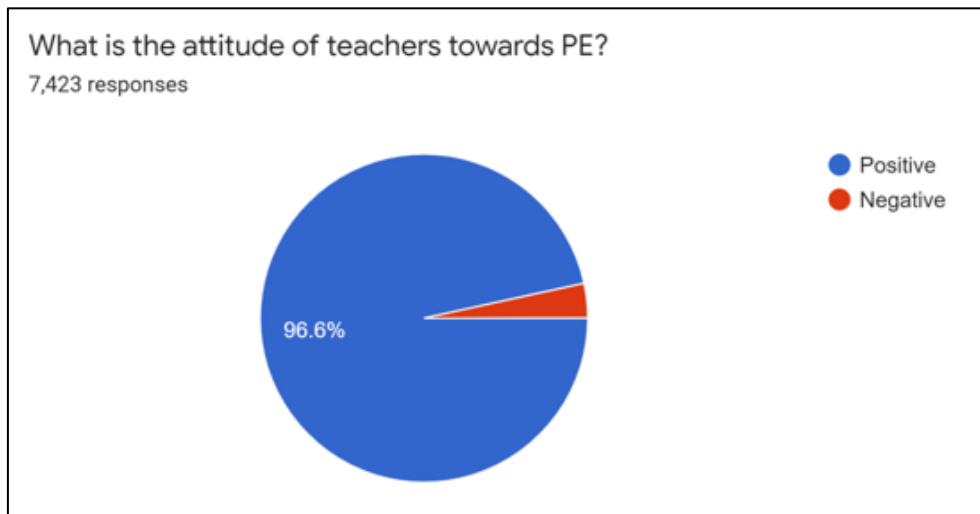


Figure 7: Attitude of the Teachers towards Physical Education

The results of the study show that the majority 7423 out of 7169 (96.6%) of the teachers have shown a positive attitude towards physical education in school, and 254 (3.4%) of the teachers have shown a negative attitude towards physical education in school. The results show that the majority of teachers show positive attitudes towards physical education in school.

5.7 Physical Education Workshop for PE Teachers



Figure 8: Physical Education Workshop for PE Teachers

The results of the study show that the majority 7318 out of 3681 (50.3%) of the teachers have not attended workshops since they left the training college, 3637 (49.7%) of the teachers have attended workshops since they left the training college. The results

show that 50% of teachers attended and 50% of teachers have not attended the workshop since they left college.

5.8 Physical Education Professional Documents

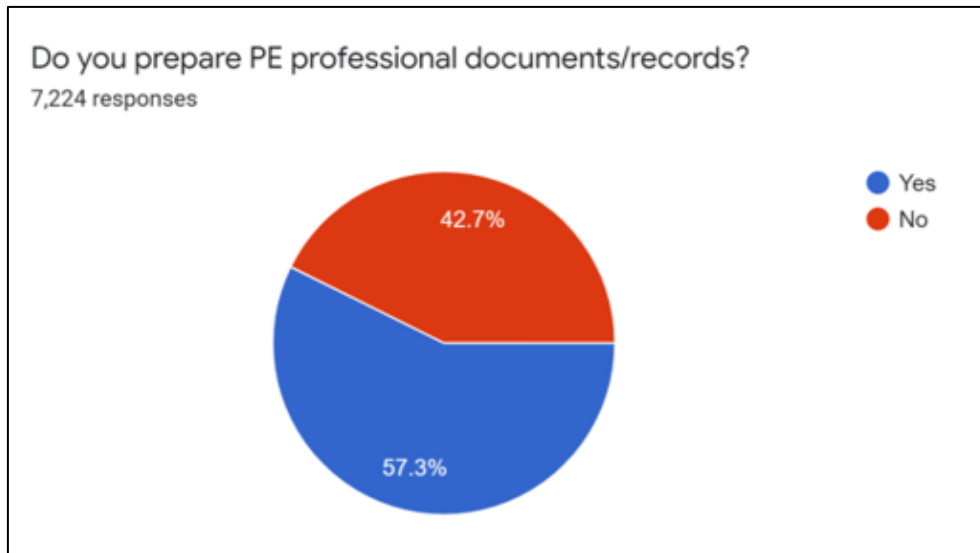


Figure 9: Physical Education Professional Documents/Records

The results of the study show that the majority 7224 out of 3083 (42.7%) of the teachers do not prepare PE professional documents/records in school, and 4141 (57.3%) of the teachers prepare PE professional documents/records in school. The results show that the majority of the teachers prepare PE professional documents/records in school.

5.9 Physical Education Teaching in School

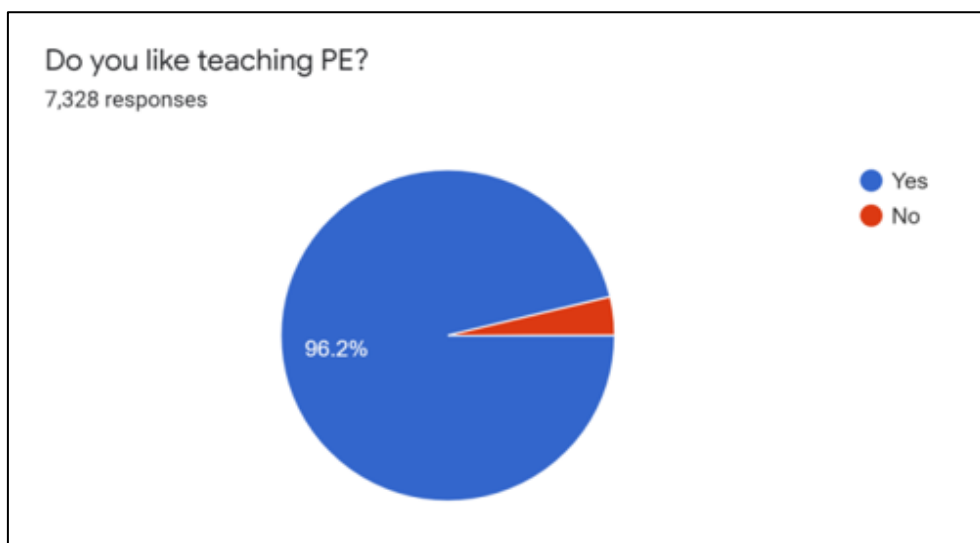


Figure 10: Physical Education Teaching in School

The results of the study show that the majority 7224 out of 7052 (96.2%) of the teachers like physical education teaching in school, and 276 (3.8%) of the teachers do not like physical education teaching in school, The results show that the majority of the teachers like physical education teaching in school.

6. Conclusion

The results show that the majority of teachers' 2965 (39.8%) have ages between 31-40 years in the school of India.

The majority of teachers (3508 (46.8%)) have a degree in physical education in India.

The majority of teachers (6482 (87.3%)) have done effective teaching and learning of physical education in school.

In the results, more than half of the teachers indicated that they had balls, nets, PE coursebooks, syllabuses, and mats for PE classes. A frequency level of 7242 (96.3%), 6224 (82.75%), 4887 (64.82%), 5770 (76.72%), 5311 (70.64%), and 5415 (71.96%) were obtained for each of these. However, most of the schools lacked adequate tires.

Out of 7493 teachers (3598 (48%)) of them had six to ten PE lessons a week. The number of lessons needs to increase in light of the growing importance of sports in today's society.

The majority of teachers (6671 (89%)) have responded that PE is an integral subject in school.

The majority of teachers (7169 (96.6%)) showed a positive attitude towards physical education in schools in India.

In the survey of 7318 teachers, 3681 (50.3%) have not attended a workshop since they left the training college. Teachers need to be updated with the latest technology and training, which will encourage students to take part in sports and physical activity.

Out of 7224 teachers, 3083 (42.7%) did not prepare PE professional documents/records in school. There is a need to modify the practices of teachers to capture the interest of students, as well as to ensure records are kept.

The majority of the teachers (7052 (96.2%)) like physical education teaching in school.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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