



MARGINALIZATION OF PHYSICAL EDUCATION: EXPERIENCES AND VIEWS OF PRE-SERVICE AND IN-SERVICE PE TEACHERS

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Abstract:

The quality of instruction of pre-service and in-service Physical Education instructors has been cited as being negatively impacted by the Physical Education program's marginalization around the world. Consequently, the PE subject received insignificant perceptions and inadequate support. This phenomenological research explored the experiences of pre-service and in-service and how they overcome challenges to deliver high-quality Physical Education. Further, the study seeks to comprehend how people see problems and potential solutions. The interviews were recorded and transcribed verbatim, the responses that were compiled were analyzed, and themes were developed. Respondents were identified through purposive sampling. The analysis's findings point to three intriguing themes: barriers to effective PE classes, negative public views as a subject, and coping mechanisms against the marginalization of PE teachers. The participants' perceptions and experiences allow them to develop strategies and ideas and promptly commit to and chair misguided judgments about the PE program. This literature review study found that Physical Education programs are being marginalized, but there are ways for PE teachers to address the problem.

Keywords: marginalization, pre-service, in-service, PE teachers

1. Introduction and Literature Review

Historically, Physical Education has been underestimated in the state-funded educational system, bringing about a complex public issue (Pothamsetty, 2019). Both direct and

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indirect cues received by the health and physical educators turn their teaching experience of being separated and marginalized towards the subject in their school and perceived as little more than a break in the academic day (Cruickshank, V., Hyndman, B., Patterson, K., & Kebble, P., 2021). Physical Education was considered a marginalized subject for more than four decades, accompanied by various negative remarks attached to Physical Education teachers. It may be quite challenging to approach such negative views preservice educators since the reality of their everyday life may ceaselessly be uninfluenced by Higher Education, and they might be attached to the earlier thoughts they gained from their earlier instructive encounters (Fan, Keating, Liu, Zhou, Shanguan, Knipe, 2018).

The idea of marginalization is complex and abstract and has been used in various academic disciplines, including Physical Education. Marginalization in education is a profound and persistent disadvantage based on underlying social inequalities shown in the report (UNESCO, 2019). Moreover, the concept of marginalization is not new in the field of physical education, as educators perceive and experience the indications that specific subjects are given less significance in schools. Furthermore, some educators degraded the Physical Education instructors and treated them like they were not real teachers. The effect, called marginalization, influences Physical Education programs nationwide (Fernando, 2021; Richards, 2018).

Physical Education programs should be implemented in schools since most students can easily access them (Thompson, 2019). School subjects are given fluctuating levels of accentuation and status where stakeholders of Education consider math and science to have a higher status as depicted as more academically rigorous that students learn cognitive reasoning and strategically connected with the school's academic aims contrasting to Physical Education, and it is further perceived as less intellectually challenging and less vital to Education's fundamental aim (McGiligan, 2018; Cruickshank, Hyndman, Patterson, & Kebble, 2021). In today's society, it is crucial to start paying attention to how students become unhealthy, which study finds that students who do not participate in both sports science exercises and lectures are more likely to self-evaluate their mental health as relatively poor to extremely poor (Griggs & Fleet, 2021; Crivelli, 2018). Therefore, implementing Physical Education classes may have a more significant impact on our mental health and not just physical health (Kyoto, 2018).

Utilizing the occupational socialization theory, the kind language or proper approach, shared encounters, manners, and social traditions all apply effect on educators and act as a vehicle for giving convictions and principles to the future (Gentry, Ensign, Trendowski, & Graber, 2018). However, the in-service and preservice assessment appraisal rehearses are probably impacted by factors including class size, the impression of authoritative help, and minimization. In the Philippines, Physical Education program experiences a low status of resources and conditions as meaningful choices are frequently made by government authorities who need proficient capabilities or professional qualifications in the subject; the subject leads more as play as opposed to courses that promote advanced thinking capability (Verano, 2019).

However, there are various comprehensive, irrefutable, and explored advantages of cooperation in HPE; despite all-encompassing results related to HPE, it may be tough to give quality HPE encounters in schools if the subject is managed the cost of lower need as per status, assets and time distribution (Gaudreault *et al.*, 2018; Cruickshank, 2020). This might be one of the explanations or components of the learning area HPE in primary schools is increasingly becoming outsourced to various providers that give educational plan assets or possibly conveyance to schools (Hogan & Stylianou, 2018; Stylianou *et al.*, 2019). Being in a marginalized position can provide a variety of challenges for HPE teachers, curriculum planning (Cruickshank, 2020), a crowded curriculum (Paynter, 2018), professional development (Girvan *et al.*, 2018), technology integration (Keane & Keane, 2017), student diversity (Westwood, 2018), student engagement (Strati *et al.*, 2017) and a lack of time because of an increase in workload (Schuck *et al.*, 2018) are the challenges that the teachers of all subjects must overcome.

The previous studies about the marginalization of Physical Education focus solely on the teaching experiences of the in-service BPE majors (Cruickshank, 2020), insufficient resources, and deprived conditions (Verano, 2019). Perceptions of perceived mattering and marginalization (Richards *et al.*, 2018) did not emphasize the preservice BPE majors' or future P.E. educators' own experiences and views, which would possibly have a tremendous impact on the development of the program. This issue of Physical Education being underestimated ought to be addressed critically because P.E. educators have been found to have felt adverse consequences associated with marginalization, including burnout, stress, and early career attrition (Andrews & Richards, 2018). Furthermore, many children abandon proactive activities, resulting in a sedentary lifestyle and adolescent obesity (Griggs & Fleet, 2021).

This study is fundamental for the preservice and in-service BPE majors to recognize who encountered the underestimation of Physical Education. It gives appropriate data for improving the nature of the P.E. educational plan. Moreover, this review will benefit educators and future teachers who may deliberately foster ways to deal with and improve their techniques for guidance and work with school managers to form proficient and compelling methodologies and important ways to deal with conquering the minimization of the P.E. subject in school. This will also be a guide and an essential reference for researchers doing similar studies in the Bachelor of Physical Education Program. Physical Education is a subject in school that plans understudies for a sound way of life, and it stresses the complete physical and mental improvement of the understudies while advancing social qualities like respectability, self-restraint, thinking guts, and fair play.

This study aims to analyze the viewpoints and experiences of in-service and preservice P.E. majors to identify the significant ground issue since Physical Education has been undervalued. It was intended, in particular, to distinguish the potential issue and encounters of in-service and preservice educators who experienced the undermining of actual schooling, determine their perspectives to resolve the issue of the undermining

subject, ascertain relevant insights, and give quality portrayals to figure out a quality instructing and better development opportunity.

2. Material and Methods

2.1 Research Respondents

The respondents of this study are preservice and in-service BPE majors. This study includes those currently enrolled in the University of Mindanao taking up Bachelor of Physical Education at any year level in the school year 2022-2023. Excluded from this study are those who dropped out and did not enroll in the University of Mindanao, finished the degree in Physical Education, and are loaded with P.E. subjects. The respondents must be valid in their responses and not include foul words during the interview. Respondents also have the option to decide at any point whether or not to continue and participate.

This study has a sample size of 12 people. A purposive sampling strategy was implemented in this investigation. It is a non-probability systematic sampling wherein units are chosen based on the characteristics you want in your sample. In other words, purposive sampling chooses units "on purpose" (Nikolopoulou, 2022). Simply put, the researcher determines what information is required and then searches out individuals capable and willing to provide the knowledge through expertise or experience. Qualitative research often uses it to identify and prioritize the most information-rich instances to use the available resources (Etikan *et al.*, 2016).

2.1 Materials and Instruments

The study seeks to investigate the views and experiences of preservice and in-service BPE majors through an interview guide and a formal interview with the researcher and participants. The researcher utilized semi-structured guide questions to elicit the critical data needed for this investigation. Semi-structured guiding questions are regarded as the most influential research tool for developing an in-depth description of persons' views and experiences (Madhuri S. *et al.*, 2022). The researchers' guide questions are composed of three main questions: the respondents' experiences with the marginalization of the P.E. subject, seeking the respondents' perspectives on the marginalized subject, and inquiring about their beliefs in addressing the issue. The pilot testing probed the consistency of the interview protocol with open-ended questions. This implies that the in-depth interview is a research method that includes piloting thorough and vigorous personal interviews with lesser units of respondents to discover their views and experiences on specific issues. The questions have excellent internal reliability, which can be a dependable tool for conducting this research.

2.2 Design and Procedure

The phenomenological method of qualitative research was utilized by the researchers. In this study, the researcher focuses more on participants' total impressions and

descriptions to holistically analyze the experiences and viewpoints of preservice and in-service BPE majors at the University of Mindanao. The qualitative phenomenological design aims to gain a more excellent knowledge of everything that is a part of the whole in which we live (Creswell, 2013). Hence, it bridges the gap in understanding and explaining a given occurrence, event, scenario, encounter, or notion. The researchers first asked permission from the dean to conduct the study. Before conducting an in-depth interview, the researcher obtains informed consent from the subjects. The researchers accepted and respected each participant's different viewpoints on the study. The researchers employ a mutual medium of instruction for both sides to prevent misunderstandings and miscommunication during the interview. More importantly, the researcher's responsibility in the study is to create and supply well-furnished output that may provide people with a new horizon in comprehending the views and experiences of preservice and in-service BPE majors on the marginalization of Physical Education.

Trustworthiness of the study is one of the important processes in which readers and authors may find common ground in their knowledge construction, and researchers can achieve the accuracy of data interpretation from participants' views and experiences (Lincoln & Gub, 1985). In ensuring trustworthiness in qualitative research, the researcher relies on the four general criteria: credibility, transferability, dependability, and confirmability. To address credibility, the preparation, organization, and reporting of results are the essential factors to scrutinize the term in which the researcher must consider the data triangulation that includes debriefing, multiple data resources, and member checking. Transferability refers to the applicability of a study to new content (Stahl & King, 2020). To deal with transferability, the researchers are committed to seeking and expanding the understanding, ensuring the data is rich enough to be productive by transferring the context from one context to another. The conformability approach refers to a method of demonstrating quality (Polit and Beck, 2012). In the interpretation approach, the researcher's finding must evaluate how to validate the organization phase's credibility and conformability, that the data correctly represent the information supplied by the participants, and that the inquirer did not fabricate the interpretations of those data. Furthermore, researchers' accounts, transcripts, or archives were kept completely to monitor or keep track of the data through extensive documentation of research methods and methodological decisions to ensure the dependability of research findings.

3. Result and Discussion

This section presents the result and discussion of the study wherein data gathered through in-depth interviews were analyzed and interpreted based on the emergent, clustered, and formulated themes. The researcher developed three emergent themes with 2-3 clustered themes obtained from the data gathered.

3.1 Experience of the Preservice and In-service PE Teachers in the Marginalization of Physical Education Subject

Presented in Table 1 is the experience of the preservice and in-service teachers in the marginalization of physical subjects. Included are the themes, core ideas, and significant statements. The first theme is barriers to practical P.E. classes, with three core ideas culled from the formulated meanings.

Table 1: Experiences of the preservice and in-service P.E. teachers in the marginalization of Physical Education subject

Themes	Core Ideas	Significant Statements
Barriers to Practical P.E. Classes	Lack of moral and monetary support (P2, P3, P6, P9)	<ul style="list-style-type: none"> • Preservice and in-service teachers stated that P.E. is not supported enough by the school. • Preservice and in-service teachers cannot meet their goals due to a lack of support from the school. • Preservice and in-service teachers mentioned that P.E. is not given enough attention at schools.
	Lack of equipment/ facilities (P1, P2, P3, P5, P10, P12)	<ul style="list-style-type: none"> • Preservice and in-service teachers cannot produce activities without proper equipment. • Preservice and in-service teachers complain about not having any proper venue for them to practice. • Preservice and in-service teachers find a lack of facilities and equipment as one of the common issues of Physical Education classes. • Preservice and in-service teachers need bigger rooms for P.E. classes. • Preservice and in-service teachers cannot facilitate events without facilities and equipment.
	Insufficient Time (P1, P2, P4, P8, P9, P10, P11, P12)	<ul style="list-style-type: none"> • Preservice and in-service teachers find that the time allocated for P.E. classes is insufficient for discussion and application. • The time allocated for P.E. classes is insufficient for the students to learn the lesson and acquire the skills.

3.2 Barrier

It is a thing that prevents the preservice and in-service teachers from developing and improving the Physical Education classes. These obstacles block the students from learning and acquiring the things they need. The participants stated that they had evidenced things that hindered them from achieving their goals in Physical Education classes. Based on the findings, the researchers came up with clustered themes: lack of moral and monetary support, lack of equipment/ facilities, and insufficient time.

3.3 Lack of Moral and Monetary Support

Moral and monetary support is essential to actualize the teaching-learning goals of the preservice and in-service teachers. However, based on the data gathered, lack of moral and monetary support was one of the barriers to improving, developing, and

implementing activities in Physical Education classes. Participants stated that P.E. is often not supported by their schools and not given enough attention.

“No, I can say no. One especially important factor is the lack of facilities, which is already considered to have not been given enough attention. Lack of facilities, yes, lack of support, and also lack of time are the factors that I can say that P.E. was not given enough support before when I was in senior high school.” (P3)

The problem analyzed somewhat the same as the problems in the U.S. regarding the lack of support for P.E. In U.S. schools, P.E. received less attention and support. The marginalization of P.E. exists in many nations despite the lack of comparable data from other nations (Burnett *et al.*, 2021). Knowing these problems from the obtained data, problems such as lack of moral and monetary support should be handled and given attention. The achievement of State and national goals in physical activity requires significant financial resources (Siendentop & Mars, 2022). This will help the students and the teachers produce activities appropriate for Physical Education classes.

3.4 Lack of Equipment / Facilities

As established from the results gathered, the participants experienced problems regarding the lack of equipment and facilities in P.E. classes. Participants find a lack of equipment/ facilities to be one of the common issues in Physical Education classes. This hinders the in-service teachers from producing quality activities for their students and allowing them to experience suitable quality activities.

“Uhhh... if lacking... If the equipment is lacking, the facilities are lacking. Of course, the activities are lacking as well. Because if they don't have... they do not have any equipment, I think if they do not have facilities where will they be held? What will they use, right? So, they have... they have a relationship. So, if you say that the facilities and resources are lacking, you are also not... you will also not be able to facilitate an event relating to Physical Education.” (P1)

Physical Education is viewed as a minor or unimportant subject in schools because it is not covered in these assessments due to inadequate resources (Richards *et al.*, 2019). The lack of facilities and equipment, as stated by Zaunidin *et al.*, 2019, is a problem that Physical Education subjects and classes are experiencing nowadays. It seems that the resources allocated to Physical Education in the modern school system are insufficient (Mendoza, 2019). The findings emphasize that having adequate equipment and facilities is essential for a successful Physical Education class. This proves (Slameto *et al.*, 2021) that the success of Physical Education relies on the facilities and infrastructure. It is essential to have complete and proper equipment and facilities for the in-service to facilitate activities. Also, the preservice will have a quality experience in Physical Education classes.

3.5 Insufficient Time

Allocated time for Physical Education classes is insufficient for the preservice and in-service teachers. Participants believed that Physical Education classes should be given longer than one hour to fit the discussion and application part.

“Yes, one hour, but it is not; hmm, it seems like it is not enough in one hour because it is P.E. because, as I have said earlier, it is not just knowledge; no, it also has an application. So, it is brain and action. So, it is hard for you to fit in one hour in P.E. P.E. is necessary, so the time in P.E. should be increased.” (P12)

According to (Suherman & Astuti, 2019), several factors can be used to determine the efficiency of learning in physical education, sport, and health. Physical education, sports, and health are significant and required academic subjects. The physical education, sport, and health curriculum aims to keep learners physically healthy (Mashud, 2018). This proves that Physical Education subjects should be given enough time for the in-service and preservice teachers to facilitate and implement learning and skills for the learners.

3.6 Negative Public Views of Physical Education as a Subject in School

Presented in Table 2 are the negative public views on Physical Education subjects in school. Included are the themes, core ideas, and Significant statements. The second theme is the negative public views as a subject with three core ideas culled from the formulated meanings.

Table 2: Negative public views of Physical Education as a subject in school

Themes	Core ideas	Significant Statements
Negative public views on P.E. as a Subject	Misconception (P3, P5, P8, P10, P11, P12)	<ul style="list-style-type: none"> Physical Education is often labeled "PE Lang" and "It is just P.E." They thought P.E. was a mere subject composed only of physical activities and performances.
	Belittlement (P2, P5, P8)	<ul style="list-style-type: none"> P.E. is often viewed as a minor and a less important subject. Some people perceived P.E. as the lowest subject.
	Discrimination (P4, P9, P11)	<ul style="list-style-type: none"> Preservice and in-service teachers stated that people often think they do not excel academically. Preservice and in-service teachers stated that students often prioritize other subjects over P.E. subjects.

3.7 Negative Public Views on Physical Education as a Subject

This refers to the unfavorable viewpoints of the public people who mistakenly perceive Physical Education as a subject. The respondents experienced degrading remarks and disparagement. The respondents stated that people have created these misconceptions, which they consider as one of the factors in the marginalization of the subject. Three themes emerged around the negative public views on P.E. as a subject: misconception, belittlement, and discrimination.

3.7.1 Misconception

The misconception arises from an incorrect understanding or interpretation of a situation. The human mind forms a concept incorrectly, which leads to an incorrect perspective or opinion. Both preservice and in-service teachers stated that Physical Education is often called "P.E. Lang." Dr. Custer Deocaris coined the term P.E. Lang mentality to describe an attitude toward Physical Education that places less value on it. Furthermore, respondents also mentioned that people frequently viewed Physical Education as a subject around performances and movements.

"The reasons why P.E. is being marginalized it is because of their perceptions, so the perceptions that they...tell us that "They are only P.E. because they are just dancing"... "Ay ingani rana..." So, by the perceptions that they made no...we are being marginalized then by their mind but...they think that " ay ingana lang na sila, ingana lang jud na sila kay P.E. raman na sila, four-year graduate na sila pero sayaw-sayaw lang na "...that is the reason, the main reason we are being marginalized it is because of their wrong perception." (P11)

This was confirmed in the study of Villamor (2022): Physical Education was always regarded as one of the least essential subjects in school. Moreover, people viewed the P.E. curriculum as containing unending topics of dancing, sports, and ordinary exercises that would have no future relevance. Physical Education is one of the least prioritized subjects, which causes it to be given less importance; they do not realize that Physical Education encompasses more than just sports and physical activities (Pothamsetty, 2019).

3.7.2 Belittlement

Belittling is expressed through disparagement or lowering the value of something or someone. Data gathered indicates that both preservice and in-service P.E. teachers believed that Physical Education had been belittled by referring to it as a minor or the lowest school subject. One of the respondents emphasized saying, PQ2.2_P2 "Ngano pag mo ingon man sila'g PE kay wala lang kanang murag low, naa lang ka sa pinakalower nga sub...nga course" gani," which shows that PE has been treated as a minor subject in school.

"It affects me in a way...in a way that as a Physical Education major, we are getting smaller, and I cannot deny that I hear a lot from other departments that you will ask other students...who have a different major towards Physical Education "What major mo?", "Oh, PE.", "Oh, PE? Is that easy, oy"." (P5)

As mentioned by (Richards *et al.*, 2019), Physical Education is regarded as a peripheral or less crucial subject matter in schools. Physical Education does not have the same academic status and relevance as other subjects. Furthermore, Physical Education

is frequently seen as a marginal subject within the curriculum. Numerous secondary schools actively reduce P.E. classes to accommodate for what are perceived as more "serious" or "important" subjects (Sprake & Palmer, 2018).

3.7.3 Discrimination

This simply implies treating someone or something unfairly or less favorably for a specific cause. Discrimination against Physical Education as a subject can be felt by those studying P.E. Based on the data gathered, people think that both preservice and in-service P.E. teachers do not excel academically, which leads to discrimination.

"I think that in a way that it is being marginalized is that the mindset of other sub ahh...major students ..they say that P.E. is...ay...Indeed excel in dances and performances but in terms of ...academic ahhm...activities because they don't look down the P.E. no so it is ahhm...example of that is that there are academic activities where in ahm... that involves all the departments of the university so there is little to be gained. Those PE students, even because of their... it is their mindset because they do not excel academically. they are good at performances and dances." (P4)

Moreover, discrimination and stereotyping are attitudes toward other people constantly adopted unconsciously. In contrast to other subjects, Physical Education is one of the least important subjects, which is not how it should be treated. Well, physical activity helps children perform better in academic subjects (Mendoza, 2019). Additionally, based on the data gathered, students focused more on mathematics, physics, and chemistry than minor subjects, including Physical Education. Prioritizing other subjects over P.E. is a common practice among students (Komulainen *et al.*, 2023).

"Being marginalized? Based on my experiences, P.E. is being marginalized in the sense that...if... you are making the task to students...you can feel or see from the students that their cooperation is less, their interest is less because they are given more priority to the other subjects or, shall we say, the...major subjects. So, when you say MAPEH or P.E., it is just compliance for the grade...So, it is okay because it is just MAPEH. That is just my experience." (P9)

There is a lack of interest in Physical Education among high school students. There are several reasons why students prioritize other academic subjects over Physical Education. This corresponds to the findings of Pavlovic & Joksimovic (2018) that the reasons for students who do not like P.E. classes are as follows: Students perceive the lessons as monotonous, passive, and uninteresting while, at the same time, they disagree that the lessons are useless and pointless.

3.8 Coping Mechanism of In-service and Preservice P.E. Teachers Towards the Marginalization of Physical Education Subject

Presented in Table 3 are the coping mechanisms of preservice and in-service P.E. teachers towards the marginalization of the Physical Education subject in school. Included are the themes, core ideas, and significant statements. The second theme is the negative public views as a subject with two core ideas culled from the formulated meanings.

Table 3: Coping Mechanism of how P.E. teachers handle P.E. classes perceived as marginalized subjects

Themes	Core Ideas	Significant Statements
Coping Mechanism against the Marginalization of P.E. Teachers	Positive Reframing (P1, P2, P3, P4, P9, P10, P11, P12)	<ul style="list-style-type: none"> • Preservice and in-service teachers stated that the P.E. curriculum should be enhanced. • Preservice and in-service teachers encourage students to see P.E. as an important subject. • Preservice and in-service teachers disregard negative remarks about physical Education.
	Work Values (P10, P8, P5, P6, P7, P12)	<ul style="list-style-type: none"> • Preservice and in-service teachers will continue to improve their teaching approach and methods of instruction in P.E. classes. • Preservice and in-service teachers persuade personal development through attending seminars and training sessions.

3.9 Coping Mechanism against the Marginalization of P.E. Teachers

Coping techniques are an individual's systems explicitly confronting pressure or unfavorable circumstances; this includes acclimating to or enduring adverse occasions or natural factors. As they faced challenges in P.E. classes, preservice and in-service P.E. teachers developed various coping mechanisms. According to the findings and data, positive reframing and work values are the two main coping mechanisms against the marginalization of P.E. classes.

3.9.1 Positive Reframing

By using rationality, introspection, and a lack of pessimism for difficulties, people can learn to view stresses and unpleasant circumstances positively. The responders identified the problem and utilized solutions that they developed that resulted in their personal and environmental struggles. Both preservice and in-service instructors employ this technique to continue performing their jobs successfully despite the difficulties in teaching P.E. and their prior experiences teaching P.E. classes.

“...more time in planning and assessing the curriculum and more assessing on the facilities needed on the subject or in line with the subject because those are the things that

they have not considered... it is all about more planning and how I will execute the pro... how I will execute the plans that I need to execute.” (P10)

This supported Charette's (2018) analysis, which revealed that both preservice and in-service P.E. educators believe that the P.E. educational program has to advance and revisit providing quality practical instruction. In-service and preservice teachers (P2, P3, P4, P11) have noticed that certain states, districts, or curricula have excellent written execution standards that are simple to follow. In contrast, others need more depth or are appropriate for the allocated time. Additionally, one method of successfully implementing Physical Education is to create curricula that match the needs of the students, foster the development of their whole, balanced personalities, and equip them to adapt to current requirements (Deiry, 2021).

“I could do help to that ahm... those who also get the P.E. courses no or P.E. significant to tell somebody that why P.E. is important just like your subject because...again that that is my way of convincing that it is not... it is not just random... to love the subject, first things first is to love who is teaching the subject, so by that... My students love me because they have learned something from me, and my teaching strategy is that I have ahm... I had been teaching no is gamification.” (P11)

The information gathered supported Curtin's (2022) claims that promoting students' participation in Physical Education is essential in reducing students' unfavorable attitudes and remarks about the subject. Based on preservice and in-service views (P1, P3, P9), promote the value of Physical Education programs to other kids in enjoyable and intriguing ways. Finding the right motivation in Physical Education lessons could increase student engagement and reduce childhood and adult obesity rates.

“Stop being ahm...ridiculous because it is supposed to be hilarious because they do not cannot benefit from us... So, that is the only way they cannot remove the P.E., my prof said, “Leave them alone because you are the only ones who are mentally ill, physically burdened”” (P11)

Based on the data gathered, preservice and in-service received negative cues. They are socially constructed with the subject they teach, perceiving that P.E. matters slightly more than they did as teachers. The in-service and preservice teachers (P3, P12) considered enhancing their perceptions of mattering or disregarding the negative remarks may help them to reduce the feeling of being marginalized.

3.9.2 Work Values

Work values describe one's principles, collective ideals, and standards that matter or are suitable for them, relating to a workplace or career. Based on the findings gathered, the challenges encountered by both preservice and in-service P.E. teachers allow them to

understand the importance of work values. The theme deals with the teacher's enhancement of their teaching approach and pursuit of professional development.

"...you should promote what you teach with enthusiasm...with enthusiasm, "deliver your class with dedication, you deliver your class with all of the inspiration...you should make the subject interesting... Think about that we have a goal as P.E. teachers."" (P8)

Teachers are responsible for imparting information, skills, and practical experiences to the students; thus, a P.E. teacher must have high-quality teaching skills. (Garcia, 2021) The difficulties faced by preservice and in-service P.E. teachers motivate them to establish standards, change their status as outcasts, and evaluate their instructional methods. The in-service and preservice teachers (P5, P6, P10, P12) stated that living up to teaching standards is crucial to delivering quality instruction, maintaining classroom discipline, and promoting student development.

"We will just do our part...I do not say no to learning; I always say yes to learning...given a chance to learn uhh for the advancement of our students...should not stop learning, upskilling, reskilling... attending seminars, and workshops, even when we are old." (P7)

Through professional development, teachers re-evaluate and update themselves and their lesson plans, subject knowledge, and teaching techniques. According to the respondents (P5, P6, P10), the practical application of various approaches necessitates a repertory that enables the concepts and abilities to be mastered. These include seminars, training, and peer or cooperative learning (Anacleto, *et al.*, 2017).

4. Conclusion and Recommendations

Based on the findings of this study, lack of moral and monetary support, lack of equipment and facilities, and insufficient time are considered the barriers to practical P.E. classes and are some of the experiences of P.E. teachers in the context of marginalizing Physical Education. Moreover, preservice and in-service P.E. teachers also encountered negative public views toward P.E. as a subject: misconceptions, belittlement, and discrimination against Physical Education. In dealing with these views and experiences, they use different coping mechanisms, such as positive reframing and work values.

4.1 The Implication of Educational Practice

The study of the marginalization of Physical Education is beneficial as this helps to recognize and fathom the views and experiences of preservice and in-service P.E. teachers towards the marginalization of P.E. The research found that the factors of marginalizing the Physical Education subject affect the preservice teachers' experiences in Physical Education classes. On the other hand, marginalization affects the in-service teachers in terms of providing suitable quality activities for the learners. Therefore, this implies that

the school should provide enough moral and monetary support for the Physical Education subject. Furthermore, there should be proper equipment and facilities for Physical Education to provide a quality learner activities experience. Through this, the school and the administration will know how to reduce the wrong perception of Physical Education. Furthermore, this will address the needs of the preservice and in-service P.E. teachers to produce good quality Physical Education classes.

4.2 Implications to Future Researchers

This study is beneficial to future researchers as it will serve as their guide and reference in future studies regarding the marginalization of the subject of Physical Education. Also, this will give them an idea about how essential the Physical Education subject is. In addition, through this study, the future researcher might also want to dig deeper into the reason why P.E. in other countries is taken very seriously, like in the USA, as they believe that P.E. is an essential part of early education because it lies the groundwork for a healthy lifestyle into adulthood (Skillastics, 2021), while in the Philippines it is being devaluated or marginalized. Lastly, this research will also give them the thought to explore even more about the problems encountered by the preservice and in-service P.E. teachers in their specialization, Physical Education.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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