

Field : Physical Education

Type : Research Article

Received: 12.08.2017 – Corrected: 08.09.2017 - Accepted: 15.09.2017

Perception of Physical Education Teachers (PETs) Regarding Their Role in Resolving Scholastic's Problem of the Students at Secondary School Level

Haleem Ur REHMAN¹, Salahuddin KHAN², Alamgir KHAN³

¹ Physical Education Teacher (PET), and MPhil Scholar Gomal University D.I.Khan, PAKISTAN

² Professor, Department of Sports Science and PE Gomal University D.I.Khan, PAKISTAN

³ Lecturer, Department of Sports Science and PE Gomal University D.I.Khan, PAKISTAN

Email: alamgir1989@hotmail.com

Abstract

The purpose of this particular study was to illuminate the concept of people about the role of Physical Educationists in resolving scholastic's problem of the students at secondary school level and to inculcate some information's about the effects of scholastic's problem on the overall performance of children at secondary school level. Physical Educationists is responsible to resolve the problem affecting students at secondary level. The target population of this specific study was all Physical Education Teachers (PETs) both male and females at secondary school level of Khyber Pakhtoonkhwa (KP) Pakistan. Data was collected through questionnaire. The Sample of 100 Physical Education Teachers PETs, (50 male, 50 females) mean/SD of male PETs 3.79/.413 and mean/SD value of female PETs is 4.02/.381 was selected through convenient or available sampling technique. Statistical method was applied for data analysis. On the basis of finding the researcher concluded that majority of respondent were in the opinion that indiscipline, unemployment, intolerance, cheating, impurity etc. are the main scholastic's problem adversely affects the students academics. It was also concluded by the researcher that Physical Education Teachers have a positive role in resolving scholastic's problems among students at secondary level.

Keywords: Role of Physical Education Teachers, Scholastic's Problems, Secondary School Students

Introduction

A scholastic's problem is a societal and educational condition such as indiscipline, unemployment, intolerance, cheating, impurity etc. or a pattern of behavior such as substance abuse, violence that damages some students itself and also become harmful for other individuals in a society (Kendall, 2007).

The school environment should be a safe place for students to pursue educational amplification. The natural tasks that are linked with teaching and learning involve an environment helpful to realize both. Though in recent years, numerous societal and scholastic's problems have confronted by the children of schools, imparting major problems for students itself as well as for general public in the society (Hopkins, 2014).

The several scholastic's problems of the students which are encounter for the physical educationists to stunned are very considerable. The some common scholastic's problems are mall practices, indiscipline, unemployment, intolerance, cheating, impurity, violence, bullying, financial hardship, crimes, drug abuse, environmental problems, stealing and fighting, suicide and stress etc. To discontinue the current impulsive of violence, physical educationists and school boards have had to deflect dollars for security means to keep students and teachers inoffensive and application of strategies and establishment of necessary finance for educational requirements (Global Post, 2014).

Bullying has always been an apprehension in schools, with the arrival of social media, what was once focus to being addressed instantly can spiral out of administration. The public feature of these social sites increases the indignity and harm to a student's character as a result of untruthful and or impertinent boos and twitters sent out by upper class. Suicide accounts for more than 4,400 annual deaths are of young people between the ages of 10 and 24 (Blumberg, et. al. 2003).

Now the question is that how school and teachers and particularly physical education teachers handle and resolve these scholastic's problems of the students. The students who are at danger, the school and physical educationists make available some facilities for those students who are faced by scholastic's problem e.g. the schools of Europe first of all understand the problem level of the students ensuing schools supervision evaluate the problems through questioning students then initial intervention developed its room to achieve (Greenberg, et al. 2003).

Statement of the Study

Being a member of a society, the researcher observed that various social, scholastics and serious problems are present in our society especially at school level faced to the students in different level. The researcher realized that there are many behavioral, social and scholastics problems around us. Researcher realized that these problems are serious threat to the student's and harms to the society and Physical Education Teachers (PETs) having the responsibility to control and help the students and overcome these scholastics problems positively. Keeping in view all this type of situations the researcher intend to conducted a research study under a title "Perception of Physical Education Teachers (PETs) regarding their role in resolving scholastic's problem of the students at secondary school level"

Objective of the Study

Following were the main objectives of the study.

1. To illuminate the concepts of people about the role of Physical Education Teachers (PETs) in resolving scholastic's problem.
2. To inculcate some information's about the effects of scholastic's problems on the overall performance of children at secondary school level.

Significance of the Study

This research study was helping the peoples to know about the role of Physical Education Teachers (PETs) in resolving scholastic's problem among the children at secondary school level. The prime focus of this particular study were not only to understand the role of Physical Education Teachers (PETs) in resolving social problems, but also give some useful suggestion and knowledge that can helpful to aware the students as well as general public about the impact of these scholastic's problems upon students academics at secondary school level.

Research Questions

1. Do Physical Education Teachers (PETs) have any role in resolving the scholastic's problem among the students at secondary level?
2. Do scholastic's problems having any effects on the academic achievement of the students at secondary level?

Methodology

Cohen *et al.*, (2013) states that, methodology express a number of procedures in research study to achieve the desired result and conclusion. To reach at certain findings and conclusion the researcher adopted the following procedures.

Population of the Study

Fraenklel and Wallen (2006) stated that "*population is the group of interest to the researcher, the group to whom the researcher would like to generalize the result of the study*". Population of this particular study consisted on Physical education teachers PETs at secondary school level in Khyber Pakhtoonkhwa KP, Pakistan.

Sample and Sample Size

Fraenklel and Wallen (2006) stated that "*A sample in a research study is the group, on which information is obtained*". It was very difficult to contact each and every member of the population so the researcher confined his study and took 100 Physical Education Teachers PETs (50 male, 50 female) as a sample through convenient sampling techniques.

Tools for Data Collection

For the purpose of data collection the researcher prepared and used a close form questionnaire embraced of two options i.e. "YES" and "NO" as Fraenkel and Wallen (2006), endorsed that "*it is easy to analyze the results and tabulated the collected data through questionnaires*".

Mode of Data Collection

The researcher personally distributed the entire questionnaire among the respondents and also collected back, after filled by them.

Statistical Analysis of Data

Table 1. Mean \pm SD of Physical Education Teachers (PETs) according to their gender

Variable	Male (PETs) n=50		Female (PETs) n=50			
	M	SD	M	SD	T	P
Gender	3.79	.413	4.02	.381	.082	.765

Table 1 shows Physical Education Teachers (PETs) perceptions according to their gender. Table shows the mean of male (PETs) 3.79 and mean value of female (PETs) is 4.02 and table also shows the t-value which is .082 and p value is .765 which is greater than 0.05. Hence there is no significant difference between male and female (PETs) regarding their positive perceptions about their role in resolving scholastics problems of students at secondary level.

Table 2. Chi-square value of Physical Education Teacher's perception about cheating, unemployment, impurity etc. are all the problems confronting by the student society at school level

Statement 1	Observed Number					χ^2	P
	SD	UN	DA	A	SA		
Cheating, unemployment, impurity etc. are all the problems confronting by the student society at school level.	5	8	10	50	27	70.90	.000

Table 2 shows Physical Education Teacher's perception about the statement that cheating, unemployment, impurity etc. are all the problems confronting by the student society at school level. Chi-square test was conducted to see the significant difference. Results reveals there is significant difference ($p=.000$, $\alpha=.05$) between scores of the Physical Education teacher's perceptions about statement and ($\chi^2 = 70.90$). Result shows that majority of the Physical Education Teachers agreed that cheating, unemployment, impurity etc. are all the problems confronting by the student society at school level.

Table 3. Chi-square value of Physical Education Teacher's perception about financial barrier is the top listed problem faced by the student society

Statement 2	Observed Number					χ^2	P
	SD	UN	DA	A	SA		
Financial barrier is the top listed problem faced by the student society	14	17	20	31	18	8.50	.000

Table 3 shows Physical Education Teacher's perception about the statement that financial barrier is the top listed problem faced by the student society. Chi-square test was conducted to see the significant difference. Results reveals there is significant difference ($p=.000$, $\alpha=.05$) between scores of the Physical Education teacher's perceptions about statement and ($\chi^2 = 8.50$). Result shows that majority of the Physical Education Teachers agreed that financial barrier is the top listed problem faced by the student society.

Table 4. Chi-square value of Physical Education Teacher's perception about the Use of unfair means such as (cheating etc.) during examination is the problem affecting the overall academic success of the students

Statement 3	Observed Number					χ^2	P
	SD	UN	DA	A	SA		
Use of unfair means such as (cheating etc.) during examination is the problem affecting the overall academic success of the students	6	6	28	28	32	33.20	.000

Table 4 shows Physical Education Teacher's perception about the statement that use of unfair means such as (cheating etc.) during examination is the problem affecting the overall academic success of the students. Chi-square test was conducted to see the significant difference. Results reveals there is significant difference ($p=.000$, $\alpha=.05$) between scores of the Physical Education Teacher's perceptions about the statement and ($\chi^2 = 33.20$). Result shows that majority of the Physical Education Teachers expressed that use of unfair means such as (cheating etc.) during examination is the problem affecting the overall academic success of the students.

Table 5. Chi-square value of Physical Education Teacher's perception about scholastics problems effect negatively on the children academic performance

Statement 4	Observed Number					χ^2	P
	SD	UN	DA	A	SA		
Scholastics problems effect negatively on the children academic performance	5	7	9	47	32	69.40	.000

Table 5 shows Physical Education Teacher's perception about the statement that scholastics problems effect negatively on the children academic performance. Chi-square test was conducted to see the significant difference. Results reveals there is significant difference ($p=.000$, $\alpha=.05$) between scores of the Physical Education Teacher's perceptions about statement and ($\chi^2 = 69.40$). Result shows that majority of the Physical Education Teachers illustrated that scholastics problems effect negatively on the children academic performance.

Table 6. Chi-square value of Physical Education Teacher's perception about financial support is necessary to made by the teachers with the poor students

Statement 5	Observed Number					χ^2	P
	SD	UN	DA	A	SA		
Financial support is necessary to made by the teachers with the poor students.	8	9	9	50	24	65.10	.000

Table 6 shows Physical Education Teacher's perception about the statement that financial support is necessary to made by the teachers with the poor students. Chi-square test was conducted to see the significant difference. Results reveals there is significant difference ($p=.000$, $\alpha=.05$) between scores of the Physical Education Teacher's perceptions about statement and ($\chi^2 = 65.10$). Result shows that majority of the Physical Education Teachers stated that financial support is necessary to made by the teachers with the poor students.

Table 7. Chi-square value of Physical Education Teacher's perception about Do you support poor students financially?

Statement 6	Observed Number					χ^2	P
	SD	UN	DA	A	SA		
Do you support poor students financially?	5	11	16	45	23	47.80	.000

Table 7 shows Physical Education Teacher's perception about the statement that Do you support poor students financially? Chi-square test was conducted to see the significant difference. Results reveals there is significant difference ($p=.000$, $\alpha=.05$) between scores of the Physical Education Teacher's perceptions about statement and ($\chi^2 = 47.80$). Result shows that majority of the Physical Education Teachers declared that they support poor students financially.

Table 8. Chi-square value of Physical Education Teacher's perception about Co-operation is also needed by the students on part of teachers in their academic problems.

Statement 7	Observed Number					χ^2	P
	SD	UN	DA	A	SA		
Co-operation is also needed by the students on part of teachers in their academic problems.	1	7	15	45	32	46.20	.000

Table 8 shows Physical Education Teacher's perception about the statement that co-operation is also needed by the students on part of teachers in their academic problems. Chi-square test was conducted to see the significant difference. Results reveals there is significant difference ($p=.000$, $\alpha=.05$) between scores of the Physical Education Teacher's perceptions about statement and ($\chi^2 = 70.90$). Result shows that majority of the Physical Education Teachers co-operated the students on part of their academic problems.

Table 9. Chi-square value of Physical Education Teacher's perception about that Do you act to control unfair means (cheating) during examination?

Statement 8	Observed Number					χ^2	P
	SD	UN	DA	A	SA		
Do you act to control unfair means (cheating) during examination?	7	4	27	43	19	50.20	.000

Table 9 shows Physical Education Teacher's perception about the statement that Do you act to control unfair means (cheating) during examination? Chi-square test was conducted to see the significant difference. Results reveals there is significant difference ($p=.000$, $\alpha=.05$) between scores of the Physical Education Teacher's perceptions about statement and ($\chi^2 = 70.90$). Result shows that majority of the Physical Education Teachers stated that they act to control unfair means (cheating) during examination.

Discussion and Conclusion

After analysis it was evaluated that majority of total populations agreed that a scholastics problem is a social condition of behavior that harms some individual in a society while few do not agree in this regard. Thus a number of respondents agreed that cheating, unemployment, purity etc. are the problems confronting by the students society while some respondents do not agreed about the statement. The use of unfair means (cheating) is the problem affecting the student academic. The respondents opined that scholastics problems caused racial tension and social problems lead to suicide and death. Respondents of total population opined that scholastics problems effects adversely on child health while some of total population does not agreed about the statement. The obtained result show that scholastics problem directly affected students at secondary level as well as adversely effect on students academics. Physical Education Teachers having their role in resolving scholastics problems and may help the students at secondary level facing or effecting scholastics problems.

It was concluded by the researcher that majority of respondents were aware about scholastics problems that scholastics problem is a social condition of behavior that harms some individuals in a society.

It was also concluded by the researcher that majority of respondents were in opinion that unemployment, cheating, purity etc. are the main scholastics problem adversely affects the students academics.

On the basis of finding the researcher concluded that Physical Education Teachers have a positive role in resolving scholastics problems among students at secondary level.

Suggestions;

1. To create awareness among the students of secondary school level about scholastics problems.
2. To conduct awareness programs for controlling the scholastics problems among the students at secondary school level.

3. Physical Education Teachers make sure their helps in resolving scholastics problems among students at secondary school level.
4. Some positive steps should be taken for controlling the scholastics problems among the students at secondary school level.
5. The Media and government may play their role to make the students and general public aware about the harmful effect of scholastics problems.

Conflict of Interest

The authors have not declared any conflicts of interest.

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