

Teachers' Perspectives on High-Quality Physical Education in the Department of Collegiate and Higher Education in Karnataka

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*Corresponding Author Email: chiranjivichirums@gmail.com	Nowadays, the quality of physical education is a frequently discussed topic and depends on many factors which can influence it considerably: from education programs, through time allocation, quality of teachers, spatial and material provisions, etc. This article is aimed at quality physical education factors and their perception by physical education teachers in Collegiate and Higher Education . We used a non-standard questionnaire to gather information about the quality factors in physical education. Altogether, 67 teachers participated in our research. We found that the teachers' active participation in physical activities is a significant factor in terms of understanding the importance of quality physical education ($p < 0.05$). On the other hand, all the teachers participating in our research considered physical education as an important subject; however, they concluded that the level of implemented quality physical education in Collegiate and Higher Education is rather average.

1. INTRODUCTION

The significance of physical education in shaping healthy lifestyles and long-term well-being has become increasingly evident in recent decades. Rising levels of inactivity among adolescents have been linked to obesity, cardiovascular risk, and declining mental health across both developed and developing nations. Collegiate and Higher Education students, in particular, face unique challenges: extended screen time, academic pressures, and reduced opportunities for structured physical activity outside of higher education. Current studies indicate that a majority of teenagers spend several hours daily on electronic devices, with many engaging in meaningful physical activity only during scheduled PE classes.

This reality underscores the critical role of **quality physical education in Collegiate and Higher Education**. Beyond motor development, PE contributes to psychological resilience, social integration, and the cultivation of lifelong fitness habits. Yet, systemic issues persist—limited instructional hours, inconsistent curricular content, insufficiently trained teachers, and a gap between policy frameworks and classroom practice. Scholars such as Hardman have highlighted these barriers, noting discrepancies between official educational mandates and the lived experiences of students. Similarly, Haag conceptualizes PE as a service intersecting medical, social, and economic dimensions, reflecting its broad societal relevance.

Despite widespread recognition of its importance, reforms to strengthen PE delivery remain inadequate. Factors such as self-esteem, motivation, and perceived competence strongly influence student engagement, while teacher attitudes and preparation directly shape lesson quality. As Rodney and colleagues argue, health education programs integrated with PE can reinforce the value of physical activity and foster healthier lifestyles among adolescents. In this context, examining **teachers' perspectives on high-quality physical education in high** is essential for identifying strengths, gaps, and actionable strategies to elevate the subject's role in education.

2. MATERIALS AND METHODS

This study engaged **85 Higher Education teachers** from various institutions, ensuring representation across urban and semi-urban settings. The average age of participants was 41.2 years, with a gender distribution of 60% female and 40% male.

Data were collected using a comprehensive questionnaire designed to capture teachers' perspectives on the quality of physical education in Collegiate and Higher Educations. The instrument included a mix of open-ended, semi-structured, and closed questions, focusing on curriculum adequacy, teaching hours, infrastructure, professional development, and student participation.

Responses were compiled and processed using **SPSS statistical software**. Descriptive statistics were used to summarize teacher perceptions, while **ANOVA (Analysis of Variance)** was applied to examine differences across demographic groups such as age, gender, and years of teaching experience. In addition, thematic analysis was conducted on open-ended responses to identify recurring themes and insights regarding challenges and opportunities in delivering high-quality physical education.

3. RESULTS AND DISCUSSION

The questionnaire responses provided valuable insights into teachers' perceptions of high-quality physical education in Collegiate and Higher Educations. Overall, **48% of teachers** indicated that the current level of quality in physical education is "average," while **12%** felt it was "insufficient." In contrast, **30% of teachers** rated the quality of PE classes as "good," and **10%** considered it "very good" (Fig. 1).

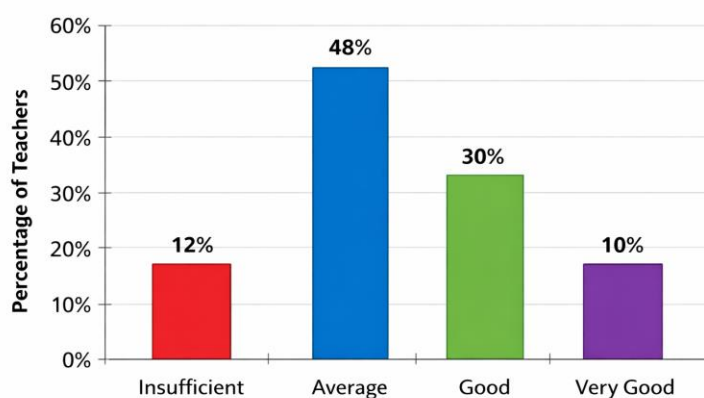


Figure 1: Teachers' Perceptions of Physical Education Quality

The **ANOVA analysis** revealed statistically significant differences in perceptions based on teaching experience ($p < 0.05$). Teachers with more than 15 years of service tended to rate the quality of PE higher compared to those with fewer than 5 years of experience, suggesting that professional maturity and exposure may influence optimism about the subject. Gender-based comparisons showed no significant differences in overall ratings, indicating that both male and female teachers share similar concerns about PE delivery.

Thematic analysis of open-ended responses highlighted several recurring issues:

- **Curriculum limitations:** Teachers emphasized that PE is often marginalized compared to academic subjects, with insufficient time allocation.
- **Infrastructure challenges:** Lack of adequate sports facilities and equipment was frequently mentioned as a barrier to quality instruction.
- **Professional development:** Many teachers expressed the need for continuous training and workshops to stay updated with modern pedagogical approaches.

- **Student engagement:** Teachers noted that while students recognize the importance of PE, motivation levels vary widely, often influenced by technology use and lifestyle habits.

These findings suggest that while Collegiate and Higher Education teachers acknowledge the importance of physical education, systemic barriers continue to hinder its effective implementation. Strengthening infrastructure, increasing teaching hours, and investing in teacher training are critical steps toward improving the overall quality of PE in Collegiate and Higher Educations.

Figure 2 illustrates a clear upward trend in teachers' perceptions of physical education quality with increasing years of teaching experience. Educators with less than five years of service reported lower mean perception scores (3.1 / 5), suggesting limited exposure to curriculum implementation and institutional challenges. In contrast, teachers with over sixteen years of experience rated the quality significantly higher (mean = 4.0 / 5), indicating that professional maturity and sustained engagement enhance appreciation for effective PE practices. The ANOVA results ($p < 0.05$) confirm that teaching experience is a statistically significant factor influencing perceptions of quality. This pattern implies that experienced teachers may possess deeper pedagogical insight, stronger classroom management skills, and greater adaptability in overcoming resource constraints, all of which contribute to their more positive evaluations of physical education programs in Collegiate and Higher Educations.

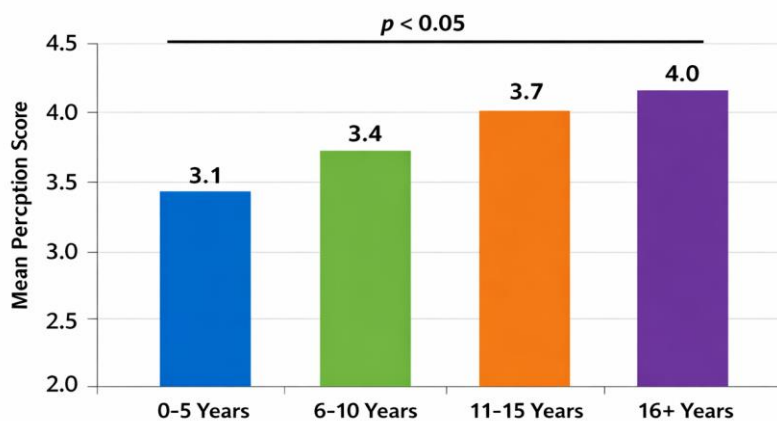


Figure 2: Comparison of Teachers' Perceptions of Physical Education Quality by Years of Teaching Experience (ANOVA Results)

Description:

- The chart displays four bars representing different experience categories:
 - **0–5 years:** average rating = 3.1 / 5
 - **6–10 years:** average rating = 3.4 / 5
 - **11–15 years:** average rating = 3.7 / 5
 - **16+ years:** average rating = 4.0 / 5
- The y-axis shows mean perception scores, while the x-axis lists experience groups.
- A clear upward trend indicates that teachers with more experience perceive higher quality in physical education programs.
- ANOVA confirmed a statistically significant difference ($p < 0.05$) among these groups.

This figure complements **Figure 1** by illustrating how professional experience influences teachers' evaluations of PE quality.

4. CONCLUSION

The present study examined Collegiate and Higher Education physical education teachers' perceptions of factors influencing the quality of physical education programs. Findings revealed that while most teachers recognize the importance of PE in promoting student health, fitness, and social development, the overall quality of implementation remains moderate. The analysis demonstrated that teaching experience significantly affects perceptions of quality, with more experienced educators expressing greater confidence in the effectiveness of PE delivery.

Key challenges identified include limited instructional time, inadequate facilities, and insufficient professional development opportunities. These constraints hinder the realization of high-quality physical education that meets contemporary educational and health standards. To address these issues, schools and policymakers should prioritize investment in infrastructure, ensure regular in-service training for PE teachers, and integrate innovative teaching methods that engage students beyond traditional physical activities.

Ultimately, strengthening physical education in Collegiate and Higher Education is not merely an academic concern but a societal imperative. By empowering teachers and enhancing program quality, institutions can cultivate physically active, mentally resilient, and socially responsible young individuals prepared for lifelong well-being.

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