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Interaction between student's perception and their physical education experience as part of the school curriculum

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Abstract

This study investigated the perception of students towards their Physical Education experience. This qualitative research randomly selected 28 students from seven colleges for the initial interview and 10 students were invited for focus group discussion. Researchers use thematic analysis to gain knowledge from data. The method allows researchers to better understand the group or situation they are studying. The themes that emerged include academic, physical, mental, socialization and emotional impact. Hence, it is recommended that Physical Education program will develop all aspects of students. All activities should be aimed for holistic development of students.

Keywords: Physical education, student perception, qualitative research and school curriculum

1. Introduction

This research sticks and evaluates every student's assessment of their Physical Education experience. Qualitative research is used to gather and analyze information that cannot be quantified, such as human behavior (O'Toole & Beckett, 2010). Some pupils thought Physical Education was less important and didn't require additional attention. According to Mahar *et al.* (2006), incorporating cognitive advantages into physical education, physical exercise, and sport may improve classroom conduct and student academic progress. A recent assessment of school-based therapies indicated that "sport and physical activities may help kids improve personal and social skills in specific situations" (Sandford *et al.*, 2006).

Physical education time has decreased in most Western schools over the last decade, while academic time has increased (Lidner, 2002; Hillman *et al.*, 2008) [43]. Paras, M. (2015) stated that PE and sports can help people become wise consumers of health and fitness products and services. The link between physical activity, fitness, and health allows PE and sports professionals and students to make a significant contribution to the nation's health. Regular physical activity can help develop a positive self-concept and self-esteem (Article XIV, Sec.19, 1987 Philippine Constitution). There are only a few Researches who study the students and teachers' perception in Physical Education. According to Cagas, J. (2012) [12], students feel that their basic needs are being addressed if they perceive autonomous support from a social agent who is, in this context, the PE teacher.

This study is for student benefit. This is where we can see if Physical Education affects academic achievement or if non-Physical Education teachers stereotype Physical Education as non-academic. And on how students and teachers view Physical Education. It is also beneficial to the school administration to evaluate their students' and teachers' actions towards physical education in relation to the mentioned mental health components.

1.1 Theoretical Framework of the Study

The conceptual framework of this study is shown in the diagram below. Internalist believe that pieces of knowledge or their sources and principles exist on the subject, and that cognition is nothing more than discovering or developing them. Externalism and internalism both face the issue of how information (external or internal) is elicited in our consciousness (Andréj

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Démuth, 2013). According to Bandura's self-efficacy theory, an individual's self-efficacy drives learning and success. It is vital in physical and movement competence (Skinner & Piek,

2001).

1.2 Conceptual Framework of the Study

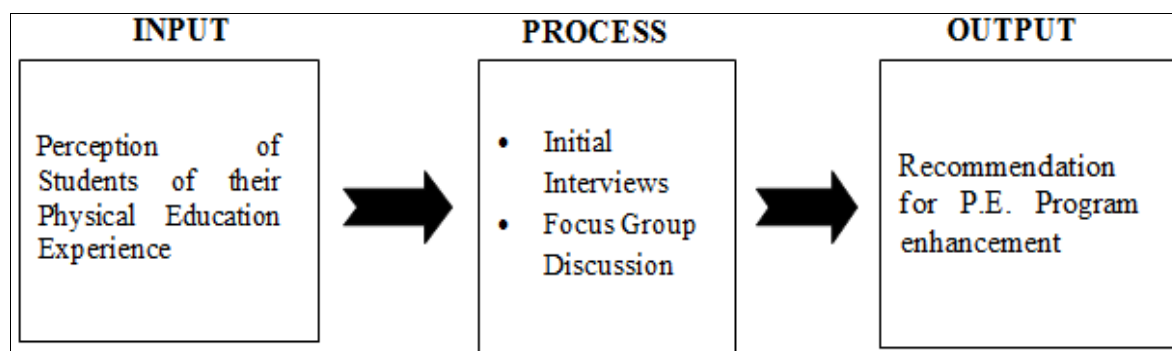


Diagram 1: Conceptual Diagram of the Input and Output of the Study

1.3 Statement of the Problem

This study asserts to know and distinguishes the perception of the Students in Physical Education as a non-academic subject in a state college of Davao Region, Philippines.

The following questions below were raised and are expected to be answered at the end of this study:

- 1.) What is the perception of the 2nd year and 3rd year college students in USEP in Physical Education as a Subject and course?
- 2.) How should Physical Education program be enhanced?

2. Materials and Method

This section presents the methods to be used in this study to answer the research questions raised and posed.

2.1 Research Design

Joshua Taylor's "Students' and Teachers' Perception of Physical Education" examines students' perceptions of how PE affects their learning. As a result, participants could express their thoughts and feelings about the subject. It was also modified to protect the environment. For an experiment to be conducted, a teacher must alter the school curriculum (Lichtman, 2010). The question also allowed for a deeper dive into student and teacher perceptions of the current program. This emphasis was more useful because it allowed the study

to make suggestions to not only the research school, but possibly other schools as well.

The question's focus on students' and teachers' perception led to the qualitative approach. Qualitative research allowed us to examine participants' perspectives on PE and its impact on students' learning. Thus, this study examined the perceived impact of PE on students' learning. The study looked into how students and teachers perceived Physical Education impact on their learning. According to the Ministry of Education (2007), the holistic outcomes of physical education included not only the physical but also the mental, emotional, social, and spiritual impacts.

2.2 Respondents

The data used in this study came from University of Southeastern Philippines 2nd and 3rd year students. The participants/respondents' contribution is to have a clear understanding, commitment, and perception towards Physical Education. The achievement of the study's objectives benefits the participants in that students can use it and teachers can learn about their preferences on how to develop future students and how to make the PE program more interesting.

2.3 Sampling Design

Table 1: Students Total Population

College	No. of 2 nd year students	No. of 3 rd year students
College of Arts and Sciences	Male: 1 Female: 1	Male: 1 Female: 1
College of Education	Male: 1 Female: 1	Male: 1 Female: 1
College of Engineering	Male: 1 Female: 1	Male: 1 Female: 1
College of Governance and Business	Male: 1 Female: 1	Male: 1 Female: 1
College of Technology	Male: 1 Female: 1	Male: 1 Female: 1
Institute of Computing	Male: 1 Female: 1	Male: 1 Female: 1
School of Applied Economics	Male: 1 Female: 1	Male: 1 Female: 1
Total	Male: 7 Female: 7	Male: 7 Female: 7
		Male: 14 Female: 14 28

The study's population is designed to increase the study's reliability and validity. The data were collected using a variety of methods and enriched questionnaires for these participants. These methods allowed for triangulation, or looking at the classroom learning environment from multiple angles (Basit, 2010) ^[5]. Above is the total number of students to be interviewed. The respondents classified every college; each college has four respondents to be interviewed, two first-year students, two second-year students, and one third-year student.

2.4 Instruments

Students' and teachers' perceptions of the effects of PE on learning were changed. Why did this happen? New question allowed for more expression of feelings and perceptions. It was also modified to be eco-friendly. Perceptions of students and teachers were also examined. So the study could suggest

not only the research school, but also other schools. On the data collection front.

2.5 Students Questionnaires

The questionnaire was designed to add more student perspectives to the existing data. Questionnaires were chosen as a data collection tool because they can produce large amounts of data quickly and easily while also allowing participants to respond anonymously (Burton, Brundrett, & Jones, 2008) ^[11].

2.6 Data Gathering Procedure

Since this is adapted research, this study is approved formally by the author of the said study (see Appendix A-Permission Letter). In gathering the data, we will be using the Initial Interview and FGD (Focus Group Discussion).

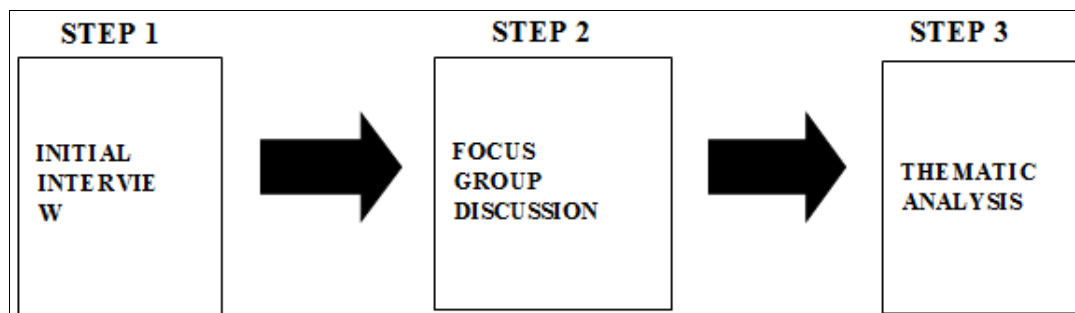


Diagram 2: Gathering Procedure

2.7 Initial Interview

All interviews were audio-recorded. Recording an interview allows the researcher to focus solely on the interview process (Basit, 2010) ^[5]. The interviews were conducted on an open upstairs balcony in the school. This location was safe and quiet, like a library. The students felt at ease here because they were not far from nature. Interviews were chosen as a data collection tool for this study because they allow participants to express their views on a specific environment or situation (Cohen, *et al.*, 2000) ^[17]. Interviews also allow the researcher to clarify their interpretation of the participants' ideas. Interviews allowed each participant to express their personal views on the research topic.

2.8 Focus Group Discussion

The research interview is designed to gather evidence for describing, predicting, or explaining a phenomenon (Cohen & Manion, 2007) ^[16]. Unlike other data collection methods like questionnaires or observation, interviews allow you to dig deeper into people's inner feelings and attitudes.

The focused interview focuses on describing an activity or situation in detail. Quality of relationships, activities, situations, or materials is investigated in qualitative research. The purpose of qualitative research interviews is to understand the world from the respondents' perspective.

2.9 Data Analysis/ Thematic Analysis

Tape transcription is required for data analysis. After the group sessions, the data analysis process must begin.

This study's goal is to find meaning patterns in a dataset that answer the research question. Patterns emerge from a rigorous data familiarization, coding, and theme development and

revision process. Semi-structured interview data has been transcribed. Quotes have been highlighted, coded, and categorized.

Researchers use thematic analysis to gain knowledge from data. The method allows researchers to better understand the group or situation they are studying. Thematic analysis distills data into broad patterns that researchers can use to conduct more detailed research and analysis. It is highly inductive: themes emerge from the data, not from the researcher. Statistical analysis can be used to validate themes based on findings. In practice, thematic analysis can incorporate grounded theory, positivism, interpretivism, and phenomenology.

2.9.1 Triangulation

Denzin (1970) claims that various research methods can achieve 'triangulation'. Triangulation is used to cross-check and complete research, bringing 'balance' between two or more types of research. The goal is to boost results' credibility and validity. In certain contexts, the goal is to confirm findings by combining diverse viewpoints.

2.9.2 Evaluation Criteria

The various aspects of a research study that ensure its quality and reliability are known by many names (Taylor, 2012). Some evaluation criteria theories emerged from the quantitative paradigm. It should be noted that the two research paradigms may use different definitions for some measures of study reliability (Taylor, 2012). The table below (Table 2 – Evaluation Criteria) summarizes some common qualitative research evaluation criteria.

Table 2: Evaluation Criteria

Type of Evaluation Criteria	Definition	Authors
Trustworthiness	Overall evaluation criteria established by discussing factors such as study validity and reliability.	(Cohen & Crabtree, 2008; Gay, <i>et al.</i> , 2009) ^[16, 36]
Credibility	The author's ability to accurately report the participants' thoughts and feelings. How credible the results.	(Lodico, <i>et al.</i> , 2010) (O'Toole & Beckett, 2010)
Validity	In the Qualitative Paradigm, the researcher ensures that the data collected is accurate.	(Creswell, 2009)
Rigor	A set of data that substantiates the claims made.	(Tracy, 2010)
Transferability	Qualitative research is difficult to obtain. The reader must decide whether the results are applicable to their situation.	(O'Toole & Beckett, 2010; Lodico, <i>et al.</i> , 2010)
Resonance	Compares the data to other studies in the field and how the results can be applied.	(O'Toole & Beckett, 2010)
Emergent Design	Maintaining flexibility to adjust the project as variables change.	(Drew, <i>et al.</i> , 2008)
Dependability	How reliable the data is. It also allows you to track the procedures used to collect and interpret data.	(Gay, <i>et al.</i> , 2009) ^[36] (Lodico, <i>et al.</i> , 2010)

The criteria in the table were expanded to be more specific.

3. Results and Discussion

This chapter summarizes the study's findings and analyses. Schools are well placed to promote health and physical activity because students spend so much time there and because the curriculum can be modified to include such content.

3.1 Analyzing and Interpreting data

The data were coded to collect themes. Data analysis is the process of organizing and categorizing large or small chunks of text (Lichtman, 2010). He also states that each researcher will choose the best method of analysis for their data and themselves. Data analysis methods were thus varied to match the data collection instruments. The data analysis methods were chosen to adequately answer the research questions. Throughout the study, participants' data was analyzed. Coding is the process of examining qualitative data to discover patterns, themes, or categories (Lodico, *et al.*, 2010). Punch (2009) adds that coding is the method of adding tags, labels, or names to sections of data, large or small. The paragraphs below will elaborate on the methods used to analyze each set of data. Examples from the data analysis process will be provided.

3.2 Analysis from Initial-interviews

The interview data were then coded to establish themes. Then

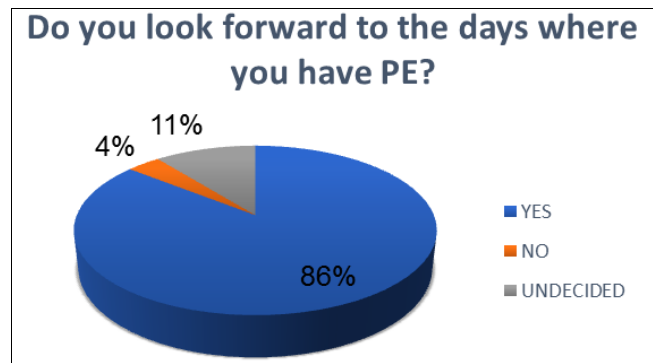
came inductive analysis. Fraenkel, Wallen, and Hyun (2012) ^[34] define inductive analysis as starting with open questions. Inductive analysis involves immersing oneself in the data to identify significant categories, dimensions, and interrelationships (Fraenkel, *et al.*, 2012) ^[34]. Inductive reasoning involves moving from specific observations to general statements (Lodico, *et al.*, 2010). This study's inductive analysis methods include grounded theory because multiple steps of data collection and interpretation were used to create a theory (Gay, Mills, & Airasian, 2009) ^[36]. The data were analyzed inductively in this study. The data were summarized and categorized into general interpretation. Few questions were selected on the initial interview, questions taken from initial interview. The questions that were selected is answerable by yes or no. In the initial interview, the students' responses were grouped, plotted on a graph, and converted into percentages. According to the students who were asked this first question, twenty-six out of twenty-eight (93%) enjoy physical education. According to Kjonniksen (2009), the "students" attitudes towards PE may influence their participation in PE at school as well as organized sports outside of school. A total of 28 students were interviewed, but only one (4%) disliked physical education, while another (4%) was undecided, both females from the Institute of Computing and College of Education.

Table 3: Do you enjoy Physical Education?

Level	3rd year		2nd year						
	Male	Female	Male	Female	Yes	No	Undecided		
1. IC	Yes	No	Yes	Yes	3	1	0		
2. CT	Yes	Yes	Yes	Yes	4	0	0		
3. CE	Yes	Yes	Yes	Yes	4	0	0		
4. CGB	Yes	Yes	Yes	Yes	4	0	0		
5. SAEC	Yes	Yes	Yes	Yes	4	0	0		
6. CED	Yes	Undecided	Yes	Yes	3	0	1		
7. CAS	Yes	Yes	Yes	Yes	4	0	0	Overall Total	Percentage
Total (Gender)	7	5	7	7	YES			26	93%
	0	1	0	0	NO			1	4%
	0	1	0	0	UNDECIDED			1	4%

The fifth question was, "Do you look forward to PE days?" As shown by the students' responses, 24/28 (86%) students anticipate PE, three (11%) are undecided, and only one (4%) student is not anticipating PE. Individuals should develop socially, physically, spiritually, environmentally,

intellectually, emotionally, and occupationally, according to Sather (2011). Sports and physical activity can impact how connected young people feel to their school and their aspirations (Jones and Palm, 2004) ^[11].



Graph 1: Do you look forward to the days where you have PE?

From the sixth question asked, “Do you find it hard to stay focused during class?” According to Dollman *et al.* (2006) [27], children can spend less time on academics and more time on physical activity without compromising academic progress. Trost (2009) claims that the impact of physical activity on students' concentration varies by grade. Table 3 reveals that while fifteen students out of twenty-eight (54%)

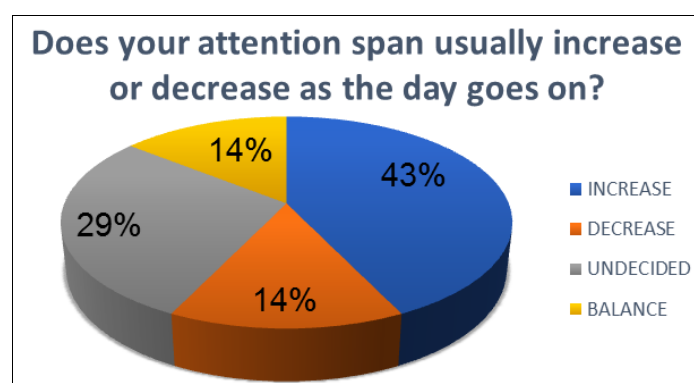
did not see PE as a deterrent to their focus/concentration on academic subjects, six students (21%) did, and seven (25%) were undecided, as their concentration depends on many factors including teacher influence, environmental, emotional, physical, and me. According to Coe *et al.* (2006) [15], there may be links between student behavior and learning rate.

Table 4: Do you find it hard to stay focus during class?

Level	3rd year		2nd year						
	Male	Female	Male	Female	Yes	No	Undecided		
1. IC	No	Yes	No	NO	1	3	0		
2. CT	No	Yes	No	No	1	3	0		
3. CE	No	Yes	No	No	1	3	0		
4. CGB	Und	Und	Und	No	0	1	3		
5. SAEC	No	No	Und	No	0	3	1		
6. CED	No	Und	Und	Yes	1	1	2		
7. CAS	Und	Yes	Yes	No	2	1	1	Overall Total	Percentage
Total (Gender)	0	4	1	1	Yes			6	21%
	5	1	3	6	No			15	54%
	2	2	3	0	Undecided			7	25%

According to Coe *et al.* (2006) [15], students benefiting academically from physical activity may be due to reduced boredom and thus increased concentration and attention span. Sigfusdottir *et al.* (2006) found that physical activity was a significant positive predictor of academic achievement.

However, eight out of twenty-eight students (29%) said their attention span is affected by many factors. Four students (14%) answered undecided and balanced, indicating that their attention span is influenced by external factors.

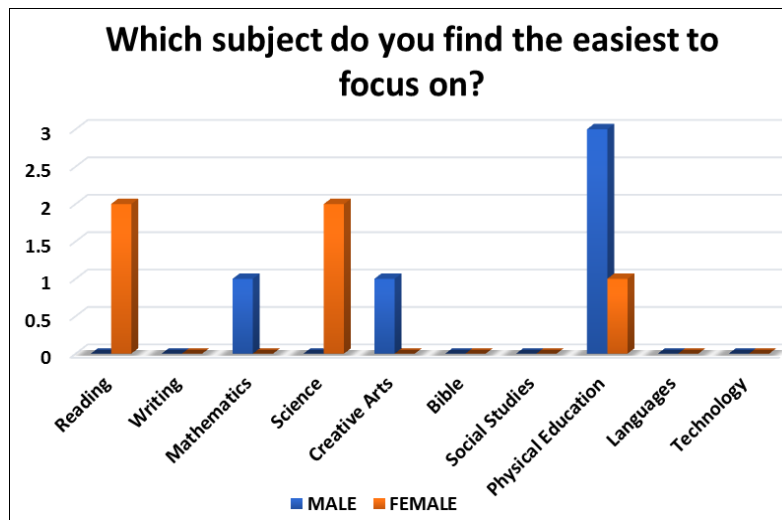


Graph 2: Does your attention span usually increase or decrease as the day goes on?

3.3 Analysis of Data from Participant Demographic

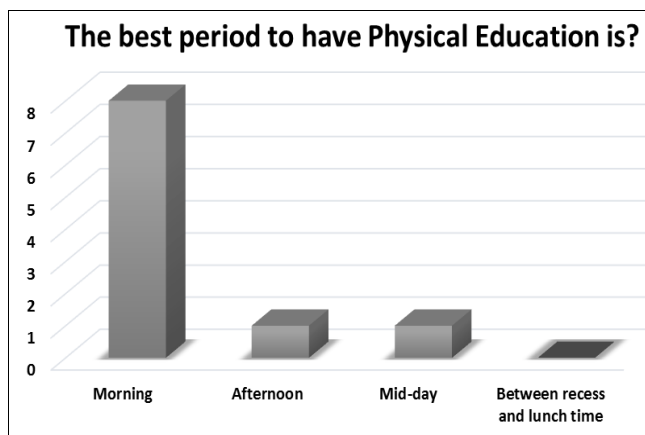
Ten students (35.75%) out of twenty-eight students (64.25%) took part in the focus group. Percentage of students who find PE the easiest subject is shown in the graph below (Graph 2). However, only one male student (10%) found it easy in mathematics and creative arts.

Students in USEP find PE as the easiest subject most especially in the male. Male students are more likely engaging PE than female students. It also shows that female students like reading and science as their easiest subject. Trudeau and Shephard (2008) state that in the findings of most cross-sectional studies, a positive relationship between physical activity and academic achievement is identified.



Graph 2: Which subject do you find the easiest to focus on?

From the focus group, we administered a participant demographic to ten students (35.75%) out of twenty-eight students (64.25%) who joined the focus group. From the graph (Graph 3) below, eight students (80%) out of ten students preferred to have their Physical Education in morning period. Only one student (10%) out of ten students respectively preferred to have their Physical Education in afternoon and mid-day period.



Graph 3: The best period to have Physical Education is?

3.4 Analysis of Students' Responses from Focus Group (per question)

From the responses of the students in the focus group, seven categories were identified these are childhood, socialization, exercise, health cautious, discovering, stress reliever and sports. Among the seven categories two of the most responses are considered, childhood and exercise. It shows that 2nd-year and 3rd-year students enjoy Physical Education because they remember their childhood days and they engaged physical education because they think that it could help them to be more physically fit and improve their health.

Table 5: Do you enjoy physical education?

Coding categories		
A	Childhood	2
B	Socialization	1
C	Exercise	2
D	Health cautious	1
E	Discovering	1
F	Stress Reliever	1
G	Sports	1

Base on the responses of the participants' ten categories was identified however there are three categories that mostly recurrence, these are encouragement, stress reliever, and competitiveness. Considering that teachers and students are active participants in both teaching and learning. One of the benefits we get in PE is the encouragement. At the first place, the teacher plays an important role in student's achievement by means of encouraging. It really helps the students to learn better because of the drive that the teacher provides.

Physical education relieves the stress of the students in a way that activities in PE helps them to relax their mind from grafts they do in other academic curricular. It is an emotional factor the reason that students identified PE as a stress reliever.

Physical education in USEP has a high competency in terms of providing quality education. They are producing students that are competitive enough to dwell and explore the real world. Aside from its standard competency, students also set a competency in terms of classroom and field activities. Many students consider the benefit of being competitive due to external force or emotional drive that the students set. Somehow, they make PE as part of competition between the students in the classroom and the reason they anticipate to engage PE.

Table 6: What do you think are the benefits of PE?

Coding categories		
A	Physical development	2
B	Knowledge	1
C	Encouragement	3
D	Health Cautious	2
E	Skill enhancement	1
F	Socialization	1
G	Stress reliever	3
H	Competitiveness	3
I	Awareness	1
J	Mental capacity	2

Activities vary on different approaches used by the teacher. These includes sports, dancing, reporting, demonstration, valuing and use of multimedia. Among the activities identified, only sports and reporting are commonly used by the teacher. Given already that sports are always anchored to physical education and are part of the fitness activity that would enhance group and individual performance, sportsmanship, and ability and skills.

Biddle *et al.* (2004) conclude that quality school physical

education programs provide young people with opportunities to develop the values, knowledge, and skills they need to lead physical activity in others' lives. A two-year physical activity intervention improved children's math scores, he claims.

Table 7: What activities does your teacher use to teach you physical education?

Coding categories		
A	Sports	4
B	Dancing	2
C	Reporting	4
D	Demonstration	2
E	Valuing	2
F	Multimedia	1

Since students are responsible for their own learning, teachers at this university do not "spoon-feed" their students. A teacher must listen to their students to determine their aspirations and motivation, according to Flintoff (2001) ^[33]. It is to ensure that all students, regardless of athletic ability, have access to physical education. Huitt (2011) ^[45] stated that intrinsic motivation is a quality of new physical education and any successful academic program. To create and maintain curiosity in the classroom, teachers should explain or demonstrate why certain skills are important to learn. Great student motivation and reinforcement impacts their learning, appreciation, and perception of PE in terms of fitness and other aspects.

Table 8: What could your teacher do to make physical education more beneficial to you?

Coding categories		
A	Reporting	2
B	Teacher-factor	2
C	Valuing	2
D	Competitiveness	1
E	Teamwork	1
F	Motivation	2
G	Learning responsibility	3
H	Teacher involvement	1
I	Demonstration	1

After gathering students' responses, five categories were identified these are self-awareness, peer factor, opportunity, lifestyle and socialization. Among those categories, three are commonly recurrent these are self-awareness, peer factor, and opportunity Yli-Piipari *et al.* (2009) investigated the relationship between motivation, state anxiety, and PA in PE students. Participants were split into two groups based on their motivation. Students with high intrinsic and extrinsic motivation enjoy PE more and are more active than students with low intrinsic and extrinsic motivation (low in intrinsic and extrinsic).

Table 9: Do you look forward to the days where you have PE? Why/why not?

Coding categories		
A	Self-awareness	2
B	Peer-factor	2
C	Opportunity	2
D	Lifestyle	1
E	Socialization	1
F	Undecided	1

Many factors can affect the concentration of the students during class. One factor that students might consider to have a big impact on their concentration when having a class is the Teacher's influence or teacher-factor. According to Jensen (2008), students who are drowsy or tired can stretch or march to help them refocus on their current task.

Table 10: Do you find it hard to stay focused during class? Why? If not, how do you stay focused?

Coding categories		
A	Teacher-factor	3
B	Self-motivation	1
C	Inspiration	2
D	Active involvement	2
E	Commitment	1
F	Focus Consistency	2
G	Conditioned	1
H	Competition	2

It is clear from the responses that the teacher's attention span is affected by the students. The teacher-factor is the main reason why students' attention span changes. 55.55 percent of students said their attention span is mostly due to teachers not paying attention for 15 to 20 minutes. According to Coe *et al.* (2006) ^[15], there may be links between student behavior and learning rate. He proposed that students benefit academically from physical activity because it reduces boredom and thus increases concentration and attention span.

Table 11: Does your attention span usually increase or decrease as the day goes on? Why do you think this is?

Coding categories		
A	Tired	1
B	Mentally fit	1
C	Physically Fit	1
D	Teacher-factor	5
E	Discipline	1
F	Environmental factor	1
G	Emotional factor	1
H	Physical conditioning	2
I	Mental conditioning	2
J	Activities	1

All answers of the students were given credits but only one that was considered as the most common response. Physical education, we know that it involves all the activities in sports, dancing, recreational activities and even gymnastics. It is normal that after PE class, students will get exhausted, get tired and they feel like s/he gave all her/his strengths at a glance. Physical education has a big impact on students in the rest of their school, it can affect the level of their energy.

Table 12: What affect does PE have on the rest of your day at school?

Coding categories		
A	Level of Energy	3
B	Emotional factor	1
C	Blood circulation	2
D	Body-odor	2
E	Level of performance	2
F	Physical condition	1
G	Time-factor	2

Thematic Analysis

1. Enjoy / Enjoying / Enjoyment
2. Stress Reliever
3. Helpful
4. Physical / Skill Enhancement / Enhancing / Development / Developing
5. Discovering / Discovery / Awareness
6. Cooperation / Cooperating / Cooperative / Teamwork / Sportsmanship
7. Socialization
8. Boosting of Confidence / Self-esteem
9. Boredom eradication / Eradicating
10. Fit
11. Learnings / Understanding
12. Applicability / Relevance
13. Healthy
14. Focus / Concentration / Attention / Interest
15. Endurance / Stamina / Durability
16. Sports
17. Playing games / Activity
18. Demonstrations / Hands-on / Actualization
19. Dancing
20. Discussion
21. Reporting
22. Interactive
23. Participation / Oral Recitation / Presentation
24. Encouragement / Motivation / Valuing
25. Teacher-factor / Environmental setting / Factor / Emotional Factor
26. Exciting / Excite / Excitement / Eagerness / Eager
27. Level of Energy / Energy / Energize
28. Time Period / Timing / Duration
29. Health Condition

Main Themes (Perception)

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Teacher Factor 2. Socialization 3. Mental 4. Physical 5. Academic 6. Emotional | <ol style="list-style-type: none"> 1. Teacher Factor <ul style="list-style-type: none"> - encouragement - Motivation - leading - Demonstration 2. Socialization <ul style="list-style-type: none"> - enjoyment - sportsmanship - Playing games 3. Mental <ul style="list-style-type: none"> - Stress Reliever - Fit - Boredom eradication - Time duration 4. Physical <ul style="list-style-type: none"> - Enhancement - Development - Fit - Discovering - Stamina - Activity 5. Academic <ul style="list-style-type: none"> - Interactive - Knowledge - Participation 6. Emotional <ul style="list-style-type: none"> - Self-esteem - confidence boost |
|--|---|

1. Enjoy / Enjoying / Enjoyment
2. Stress Reliever
3. Helpful
 - Cooperation / Cooperating / Cooperative / teamwork / sportsmanship / interactive learning / interaction
4. Physical and skill enhancement / enhancing / development / developing / encouragement / motivation Boost / confidence / self-esteem
5. Fit
 - Healthy
6. Discovering / Discovery / Awareness
 - Learnings / knowledge / understanding
7. Focus consistency / concentration
8. Endure / Stamina / Durability
9. Playing games
 - Activity / Sports / Doing
10. Demonstration / Participation / Oral Recitation / Presentation / Reporting / Discussion
11. Fun / Fun / Fun / Fun
 - Level of energy / Energy / Energize / Energetic
12. Teacher Factor
 - Environmental factor / setting } Influence factor
 - Instructional Factor
13. Time period / Timing / Duration
14. Health condition
15. Reduces Boredom / Gradual Boredom

Fig 1: Open Coding Example

The first level of coding was completed by looking over the discussion transcripts and picking out key words and phrases. These words and phrases were chosen based on the participants' emphasis on each concept during the interviews. According to Bell (2010), the researcher searches for significant groups and patterns.

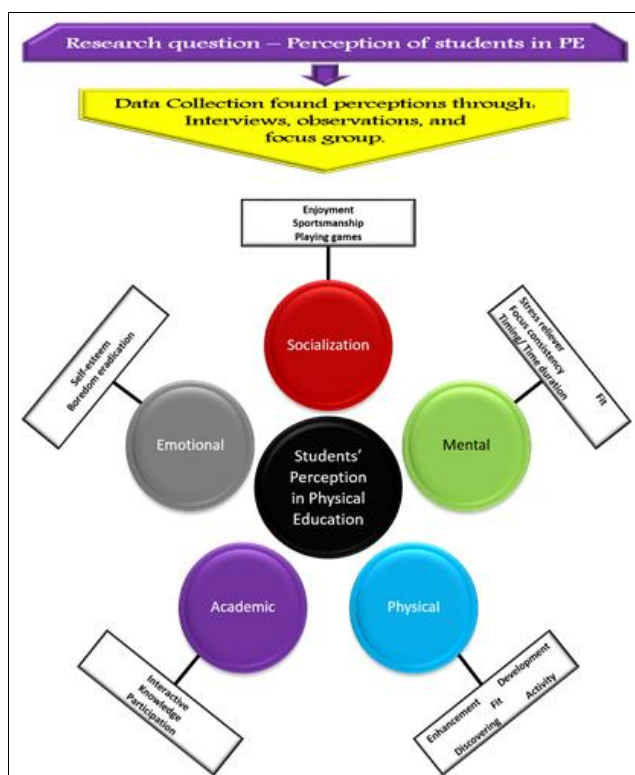


Diagram 3: Diagram of Themes

The diagram (Diagram 3 Diagram of Themes) shows the relationship of perceiving ideas and thoughts of the students towards Physical Education. Codes that were analyzed after gathering the data were then analyzed to create this themes: emotional, academic, physical, mental, socialization, and teacher-factor. Themes were categorized according to factors/influence that PE may affect. It shows the relationship between how the students perceive physical education and how this subject affects other academic subjects. This themes, moreover, is the basis for developing a recommendation and come up to a good conclusion on how should the teachers be improving and enhance their teaching and instructional strategies directing to the students.

Humans should develop socially, physically, spiritually, environmentally, intellectually, emotionally, and occupationally, according to Sather (2011). A good education program improves students' health and well-being. Healthy students can learn better, have more energy for schoolwork, and have more vigor and vitality for daily life. Adults in good health work more efficiently. Physical education is vital for kids. Physical activity improves overall health and well-being. The mental state improves. Kids learn by doing; 85% are kinesthetic learners (Blaydes-Madigan, 2003) [3]. Below, we expand on the figure (Diagram 3 Diagram of Themes).

3.5 Emotional factor

Themes emerged from the data analysis were categorized, the first category is an Emotional factor and the themes under emotional factor are Self-esteem and boredom eradication. This section of the results explains how emotional factor affect the students in PE and the impact on students' perception towards PE. Physical Education provides the opportunity for some students who are not academically able

to excel in another area. Physical activity has a relaxing effect on children which allows them to concentrate for a great period of time. These explanations provide evidence as to why students are able to perform better academically after completing physical education.

The benefits of exercise on anxiety, depression, mood, and well-being are undeniable, says Tomporowski (2003). According to Dwyer *et al.* (2001) ^[30], there may be a link between physical activity and child self-esteem. He believes that high self-esteem may increase students' desire to learn. It is important to know the perception of the students about how the emotional factor affects their perception in PE. It is indeed found out that many studies support emotional factor which has a big impact on students' perception and learning in PE.

3.6 Academic factor

The second category that was developed is an Academic factor. Under this category are interactive, knowledge, and participation. Researchers believe that Physical Education has an effect on their learnings on the other subject. One of the students said that PE helps them to be more interactive during class because after they have PE she feels that her energy is boosted. There are students that are athletes or part of the varsity team in the school, the reason they want to engage PE is at least even on their own practice, the information that PE teacher provides them is useful and is applicable and easy for them to execute using their knowledge in PE. There is an increase participation on PE because the teachers let the students perform even if they can't. However, in another academic subject, there is also an increase participation because some students increase the level of their energy.

According to Mahar *et al.* (2006), teachers can help students be healthy by providing opportunities for physical activity in PE classes. He also states that many aspects of PE have been studied, with varying results that help educators better understand their students. However, he stated that the cognitive benefits of physical education, physical activity, and sport may improve classroom behaviors and thus improve student academic achievement. Adding to this, Sanjari *et al.* (2006) stated that the impact of physical education on students' motivation can be measured by their sport scores, participation in physical education classes, vitality and liveliness, school sport facilities, teammates in school sports teams, and even gym teachers. Exercise and proper physical activity are the goals of physical education. Physical education is concerned with the development of motor skills, physical fitness, and a positive understanding of physical activities.

3.7 Physical factor

"Physical health defined as an essential part of the overall health of an individual, which includes everything from physical fitness to overall well-being." Traditionally, physical health prior on the onset of modern medicine would have considered someone physically healthy if s/he was not stricken with a serious illness. Under Physical factor, the themes emerged were enhancement, development, fit, discovering, stamina, and activity. Physical education, of course, affects the physical health of a student through the activities of physical educations, skills enhancement, physical development, discovering abilities, and maintaining stamina.

Adolescents who are active are more likely to be active adults. Wallhead (2007) adds that students must enjoy physical activity to continue using motor skills independently. Sadly, students' perspectives are rarely considered when

creating PE programs. According to Jensen (2008), physical activity can increase blood flow to the brain by increasing blood circulation. This could improve students' academic performance in the classroom. This research is very current and it is becoming clear that physical activity is linked to brain changes.

Physical Education is more likely a science in discovering students' hidden talents. It is like science; however, it needs a process of searching-experimenting the students' performance, talents, and skills in a certain degree. Through direct activities given by the Physical Education Teachers, students are forced to show up and participate even if they don't like engaging in it. Students need reinforcement to participate the given task and teachers takes several times to discover one's hidden talents and skills. The holistic physical health is a discovery of one's skills and talents.

3.8 Mental factor

Mental health of an individual refers to the level of the psychological well-being or an absence of mental illness. Under the category of a mental factor is a stress reliever, focus consistency, and timing/time duration and fit.

Physical activities can help students relieve stress from other academic subjects. According to Coe *et al.* (2006) ^[15], there may be links between student behavior and learning rate. He proposed that students benefit academically from physical activity because it reduces boredom and thus increases concentration and attention span. Stress is a factor that causes physical or mental tension.

Physical education helps students stay focused during discussions. According to Dwyer (2001) ^[30], physical activity relaxes children, allowing them to focus for longer periods. These explanations show why students perform better academically after PE. There is a link between timing and student focus consistency or concentration. Activities should be modified to meet students' interests and abilities, according to El Ansari, El Ashker, and Mosely (2010) and Subramaniam & Silverman (2007). According to Jensen (2008), students who are drowsy or tired can stretch or march to help them refocus on their current task. He added that physical activity can increase blood flow to the brain and overall circulation. This could improve students' academic performance in the classroom. This research is very current and it is becoming clear that physical activity is linked to brain changes. "The more academic the teacher talks, the more bored the students get."

3.9 Socialization

Socialization in the area of learning took an essential and significant role for learners. Learners are motivated to learn if they have a companion to cooperate and collaborate with since engaging to others affects the mood condition and the learning of students. Especially in the field of Physical Education, wherein students are more likely to cooperate and work with other students to perform or create an activity or a dance performance then it is indeed requiring cooperation and collaboration. Through socialization, while learning PE, students find enjoyment by playing games and develop sportsmanship.

Smith & Parr (2007) believe that understanding the process of PE requires an understanding of how the subject is viewed and experienced by students in schools. Students' perceptions of fun and enjoyment, as well as the degree to which lessons foster sociability were examined. The role of PE in promoting health and developing game and sport related skills and

knowledge were also cited by young people as justifications. These meanings can only be adequately understood within the networks of relationship characteristics of their lives more broadly. There is, as always, need of teacher's participation because students look for the kind of teacher who could *get along* with them, rather than allowing to enjoy the tasks or activities.

4. Conclusion

4.1 The results of the study are as follows

- The perception of students in Physical Education is mostly positive. The responses of the students have interpreted that physical education is enjoyable, stress-reliever, boost self-confidence and develop self-esteem, and enhances the skills of the students.
- Student perceive that through Physical Education reminds them of their childhood days and they believed that engaging physical education could help them to be more physically fit and improve their health.
- The perception of students in Physical Education is enjoyable with the help of the teachers who motivates and encourage them to participate in the said subject because it is one of the factors that students get interested.
- Student perceive that Physical Education can also develop sportsmanship of the students and can build camaraderie through socialization.
- Student perceive that Physical Education creates activities that can enhance and develop the skills of the students. Physical education explains the importance of being physically healthy.

In this chapter, the researchers present the summary, conclusions, and recommendations.

4.2 Summary

- Most students who engage in Physical Education increases the attention span while others are affected by many factors including teacher influence, environmental, emotional, physical and mental aspects, the reason students improve academically as a result of physical activity may be a product of reduced boredom and therefore increased concentration and attention span.
- Through Physical Education students remind them of their childhood days and students believed that engaging physical education could help them to be more physically fit and improve their health.
- Teachers and students are active participants in both teaching and learning. One of the benefits we get in PE is the encouragement. At the first place, the teacher plays an important role in student's achievement by means of encouraging. It really helps the students to learn better because of the drive that the teacher provides.
- Physical education relieves the stress of the students in a way that activities in PE help them to relax their mind from grafts they do in other academic curricular. It is an emotional factor that the reason why students identified PE as a stress reliever.
- Physical education in USEP has a high competency in terms of providing quality education. They produce students that are competitive enough to dwell and explore the real world. Aside from its standard competency, students also set a competency in terms of classroom and field activities. Many students consider the benefit of being competitive due to external force or emotional

drive that the students set. Somehow, they make PE as part of competition between the students in the classroom and the reason they anticipate to engage PE.

- Activities vary on different approaches used by the teacher, these include sports, dancing, reporting, demonstration, valuing and use of multimedia. Among the activities identified, only sports and reporting are commonly used by the teacher. It is already given that sports are always anchored to physical education and is part of the fitness activity that would enhance group and individual performance, sportsmanship, and ability and skills.
- Great motivation and reinforcement from the PE teachers towards the students has a big impact on students learning and appreciation and how they perceived PE in sustaining their fitness and other aspects.
- Students look forward to the days where they have physical education due to many reasons including self-awareness, peer factor, opportunity, lifestyle and socialization.

4.3 Recommendations

In the light of the foregoing findings and the ensuing conclusions the following recommendations were recommended in order to link the findings with some of relevant of educational issues regarding Physical Education.

4.4 Physical Education Curriculum may

1. Align the activities that develop students' camaraderie, sportsmanship, and building self-esteem;
2. Design an effective physical activity to balance both academic subject and PE subject; and
3. Structure some inter-colleges/schools/institutions competitions that will enhance students' interpersonal relationship and high value of competitiveness.

4.5 Conflict of Interest Statement

The author declares no conflicts of interest.

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