

**THE ROLE OF A PHYSICAL EDUCATION LECTURER AS
PERCEIVED BY STUDENTS AT COLLEGE LEVEL IN
TEHSIL KHUDOKHEL BUNER**

Muhammad Zaib¹, Adnan ul Haq¹, Muhammad Safwan¹

1.Sarhad University of Science Information Technology, Peshawar

Corresponding author's email: muhammadzaib0306@gmail.com

Abstract

The study explores the perceptions of college-level students in Tehsil Khudokhel Buner about their physical education lecturer. It uses a mixed-methods approach, including surveys and interviews, to investigate the lecturer's impact on students' physical well-being, academic engagement, and overall educational experience. The study sample was taken from three different colleges in Buner. Preliminary findings suggest that students view their lecturer as a facilitator of fitness and sports knowledge, as well as a mentor influencing personal growth. This research contributes to understanding the dynamic relationship between students and physical education lecturers in Tehsil Khudokhel Buner.

Key words: Physical education, fitness and sports knowledge, physical well-being

1. Introduction:

Physical education includes a kindergarten through higher education that allows students to learn about basic motor skills, games and fitness activities, and Social and personal skills related to participation sports activities [1]. Physical education lecturer/demonstrator responsible at all levels managing these skills at one skill level from one extreme to another, including meet demand students, have a disability [2].

Health and Sports fields provide students with knowledge, skills, and behaviors to develop and maintain their physical, mental, social, and emotional health. The point in this regard is healthy Lifestyle and body exercise in the life of people and grouping the North Bay community [3]. Physical education is a key course focus on the development of physical fitness in students. As for the gymnasium and mathematics, this is a required course the first (or most important) And middle school. Most of the time, it is also University requirements. To understand which Physical exercise must understand physical fitness that the Physical education teacher. They are responsible for upper secondary education and university Students learning physical activity and psychological exercise. Physical education used to be an organized dropout. But physical education teachers now involve students, not just play [4]. Recent developments target physical education to achieve overall health goals, and Teachers now include health and nutrition topics in the classroom. Generally, a physical education teacher will guide students through various physical activities related to the course requirements. Although teachers are generally allowed to create their courses, these programs must adhere to school guidelines and curriculum standards set by state, regional, or national government agencies [5]. More and more institutions will also require teachers to provide them with classroom lessons on overall physical health, well-being, and proper nutritional habits. Courses vary by age.

After developing a lesson plan, teachers and physical education teachers have a responsibility to motivate students to participate in prescribed activities. The teacher then assesses the student's performance, attitude, and physical fitness. These factors affect students' performance, and their attitudes are often more important than their inherent physical abilities [6].

1.1. Promotion of fitness includes the following:

1.1.1. Cardiovascular fitness

It is the ability of the heart and lungs to provide oxygen-rich blood to working muscle tissue, as well as the ability of muscles to use oxygen to generate energy for exercise.

1.1.2. **Power**

The strength of an object or material is its ability to be rough or heavy without being damaged or destroyed.

1.1.3. **Resistance**

This is the ability to be a muscle or a group of muscles repeatedly exercise or maintain posture over a period of time. Long-distance running is the ability to help develop (the ability to continue/tolerate difficult times).

1.1.4. **Flexibility**

Flexibility is the range of motion around joints and can refer to skeletal connection bands, muscle connection bands, muscles, bones, and joints. For example, the elbow joint is an articulated joint that provides motion in only one direction, but we provide a full range of motion from extension to flexion.

1.1.5. **Body composition**

This refers to the relationship between a body part and muscle mass. Exercise that directs (related to the heart and blood vessels) physical fitness, strength, endurance, and flexibility (helps to increase/manifest positively) fat loss and muscle accumulation. This area (like nothing else in the world) has (the opportunity/possible occurrence) of continuous participation in physical activity through developing motor skills and intelligent movement, health-related physical fitness, and sports education [7].

The main goal of physical education is to equip students with the knowledge, skills, abilities, values, and motivation to lead healthy lifestyles in adulthood. Some schools also require physical exercise to help students lose weight. The activities included in this program are aimed at increasing physical fitness, developing gross motor skills, instilling knowledge and understanding of rules, concepts, and strategies, and teaching students to participate in various competitive activities as a team or individually [1].

1.2. Teachers Responsibilities:

The physical education teacher is also responsible for directing physical activities in schools outside the physical education class. A sports instructor is an expert in physical activity and should be the director of physical activity in schools and universities. Duties should include the following:

1. Actively participate in school health committees.
2. Help schools evaluate and plan.
3. Actively understand and promote opportunities in sports in the community.
4. Serve the classroom teacher.
5. Providing resources and training to the classroom teachers.
6. Teachers in the information classroom about the necessity and benefits of adding small exercises on the school day.
7. Teachers in the information classroom about the necessity and benefits of adding small exercises on the school day.
8. Help teachers understand and implement appropriate practices for physical exercise.
9. Provide opportunities for teachers to exercise before or after school.
10. Organize school-wide physical exercise experience.
11. Plan school-wide activities such as field days, fun runs, walking plans, and morning exercise breaks [8].

1.3. Curriculum

The physical education curriculum is responsible for teaching students the skills needed to participate in physical activity outside the physical education classroom and the skills required for lifelong physical activity. Skills learned in physical education classes (from one location to another) are transferred to skills used in student competitions. From playing tag for preschoolers to jumping rope for sophomores to older kids playing scrimmage, experienced students are more likely to participate in physical activity. The physical education curriculum is based on the previous knowledge and skills that students have acquired within the basic curriculum and the physical education curriculum in other key learning areas. The concepts of fitness and health will be strengthened and new elements will be added to the psychology of sports, biomechanics, sports

and recreational activities. The secondary physical education curriculum will continue to expand on the six aspects of physical education and develop students' collaboration and communication skills, creativity and critical thinking skills as a foundation for further learning and professional development [9]. Nevertheless, children with low skill levels, especially older ones, are less likely to participate in group activities due to fear of failure and exposure to criticism (related to someone their age or someone in the academic field). Students need skills for good physical education brings time to learn for yourself that you can do. Examples of these include horse racing tracks, tag games without exception, hopscotch, square, tetherball, and basketball activities such as horse and world travel. Incorporating these activities into PE lessons for a short period and then encouraging children to play independently can increase physical activity in the playground and surrounding areas [10].

1.4. Motivate students to be active:

Another role of a sports lecturer is to encourage and (give a reason to do something) students to be active. There are many ways to do this, including (helping increase/showing in a good way) community activities, assigning physical activity homework or home fun, showing an interest in the out-of-class physical activity in which students participate, and leading by example.

1.4.1. Students participate and guide by example:

Encouragement is an easy way to promote physical exercise. It seems strange to us to praise young students for most of us. But for a generation with limited movement, it may be necessary. Simply survey students' participation in sports and praise the impact of student participation in sports on young people. If a teacher appears, you can go further.

1.4.2. Physical education for students:

Sports is "education through sports." Its purpose is to develop students' intelligent physical capabilities and knowledge of exercise and safety, as well as their ability to use (complete/complete) a wide range of activities related to an active and healthy lifestyle (lifestyle).

Physical education programs can only provide these benefits if they are well-planned and used. Self-control/field of study: helps develop students' responsibility for health and fitness.

Improved judgment: quality physical education can influence (becoming smarter about what's right and what's wrong).

The benefits of physical education in colleges are (affect many things in many ways for a long time), including both an increase in student physical health and better performance (related to school and learning). (Looking at things the other way around), a lack of physical activity among young people is known to increase the risk of (being very overweight), heart and blood vessel disease (a disease in which blood sugar fluctuates wildly), hypertension, and more.

1.5.Importance of physical education:

Physical Education (PE) develops a wide range of skills, knowledge, values and attitudes to build and enjoy an active and healthy lifestyle and through extensive practice develops students' self-confidence and ability to face individual and group challenges. a number of educational activities. Physical education is an optional subject in high school. It emphasizes the connection of theoretical and practical skills and aims to develop students' interest and potential in sports. It will help students better understand the theories and applications in sport and human health and promote the well-being of individuals and society. To overcome the problems of a sedentary lifestyle, it is generally considered that a healthy lifestyle characterized by regular movement of children is a global priority for future health. Like many other big cities in the world, Hong Kong faces the same problem. The physical education curriculum focuses on addressing obesity and physical ill health by providing students with the knowledge necessary to make informed choices in life. By combining theory with practical work, physical education courses will support a healthy lifestyle and contribute to the development of psychological well-being. Physical education courses will also help to stimulate a growing interest in sports participation. The culture of sports enjoyment has continued to develop in recent years. This is partly because the government provides and improves recreational facilities, sports activities, and health education programs.

1.6.Statement of the problem:

The main issue is that the physical education lecturer is present in almost every college but does he explain well to his students that all students are satisfied with the performance of the physical education lecturer.

1.7.Purpose of the study:

The purpose of this research is to find that how the lecturer of physical education guides their students in a better way in sports and how they provide facilities for our students. The other find that is there any facilities available for sports in college level and how the lecture utilized it facilities for promotion of sports and physical education.

1.8.Study objectives:

- 1: To determine the role of physical education lecturer in college level.
- 2: To determine the perception of physical education students.

1.9.Hypothesis:

- 1: Physical education lecturer guide students in a batter way in sports activity.
- 2: Physical education lecturer play a positive role for promotion physical education and sports activity on college level.

2. Methodology:

2.1.Limitation:

As this study was very vast to cover all the aspects it is very difficult. So it not possible to collect data due to a shortage of time. The present study is limited to the Govt Degree Collage Totalai (Buner) Sample of the Study .50 respondents will be selected from the collage of Totalai District (Buner) through a sample to random sample.

2.2.Population:

Students of the Government Degree College of Totalai were selected for the sample.

2.3.Data analysis:

The responses were tabulated categorize and present and simple percentage form in table.

3. PRESENTATION AND ANALYSIS OF DATA

The questionnaire was sent to 50 respondents.

Q 1: Physical education lecturer is available in your college?

Responses	No. of Respondents	Percentage %
Yes	50	100 %
No	0	0
Total	50	100%

Table .1. The above table shows that the maximum number of respondents (50%) agree with the statement (That knowledge about physical education lecturers is available in their college).

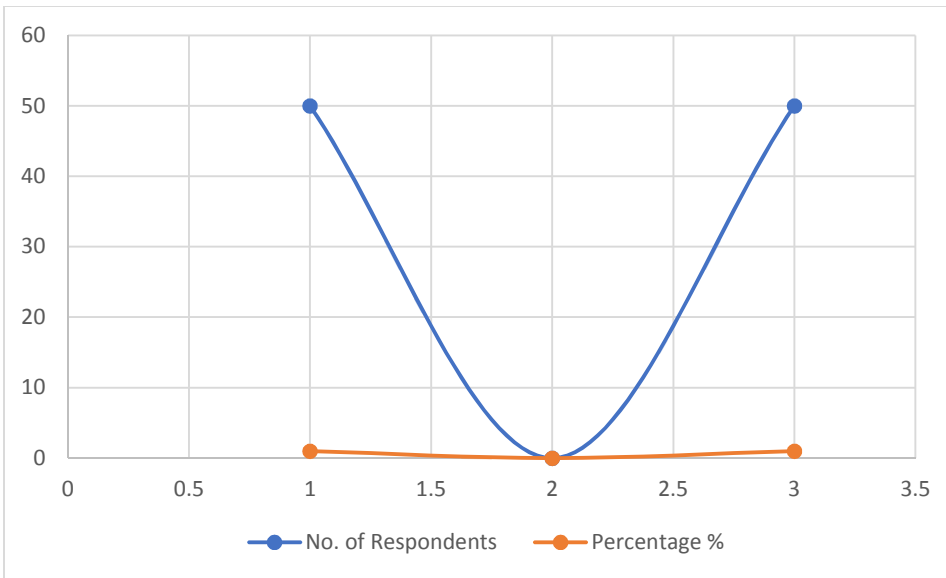


Figure 1. Physical education lecturer availability in college.

Q 2. Does your physical education lecturer guide you in a better way in sports activity?

Response	No. of Respondents	Percentage %
----------	--------------------	--------------

Yes	44	88 %
No	6	12 %
Total	50	100 %

Table 2: Role of physical education lecturer in guiding sports activity.

The above table shows that the maximum respondents 44 being 88 % of students are agree with the statement that they know about physical education lecturers guide their students in a batter way sports activity. While minimum respondents 6 being 12 % does not agree with the statement.

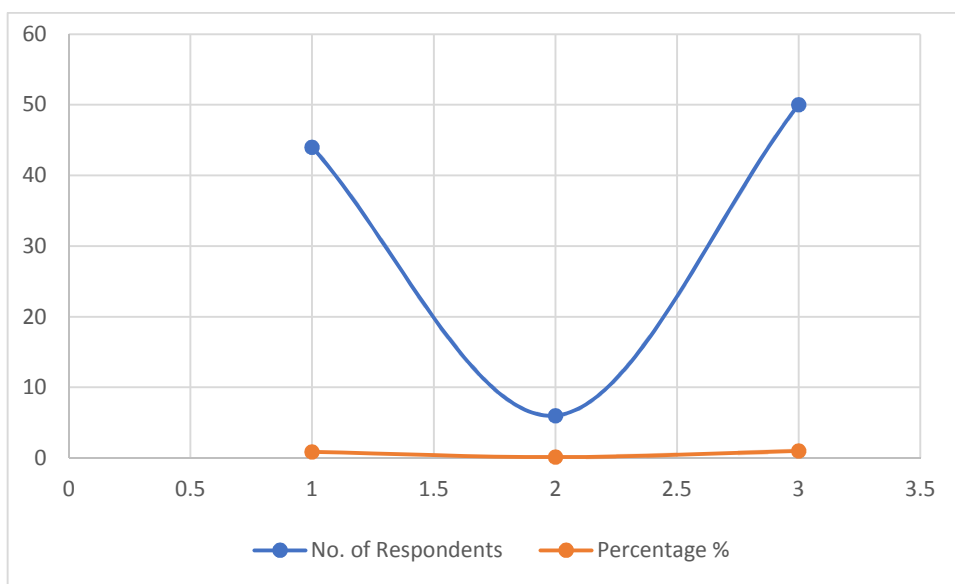


Figure :2 Role of physical education lecturer in guiding sports activity.

Q 3: In your opinion, does the physical education lecturer play a positive role in sports promotion in your institution?

Response	No. of Respondents	Percentage %
Yes	48	96 %
No	02	04 %
Total	50	100 %

Table 3: Role of Physical education lecturer in sports promotion.

The above table shows that the maximum respondents 48 being 96 % of students are agree with the statement. While minimum respondents 02 being 04% are not agree with the statement.

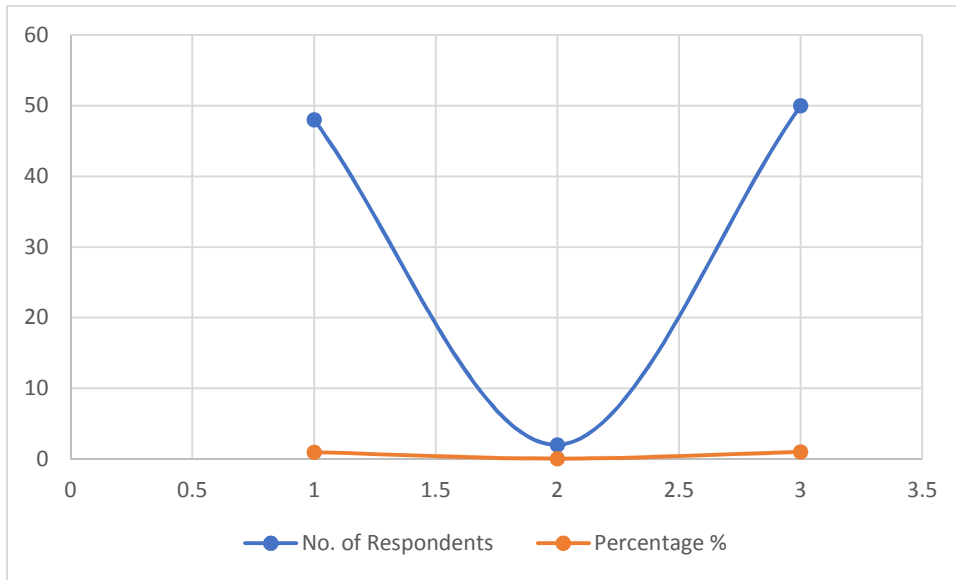


Figure :3 Role of Physical education lecturer in sports promotion.

Q 4. Have your college regularly taken part in the annual tournament?

Response	No. of Respondents	Percentage %
Yes	46	92 %
No	04	08 %
Total	50	100 %

Table :4 Participation of college in annual tournament.

The above table shows that maximum respondents 46 being of 92% of the students are agree with the statement. While minimum respondents 4 being 8% are not agree with the statement.

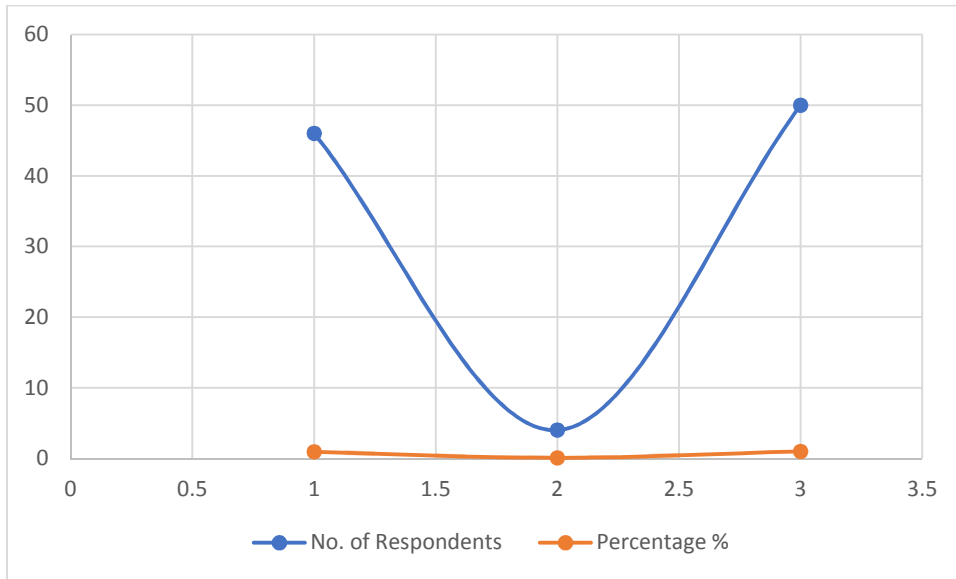


Figure 4: Participation of college in annual tournament.

Q 5: Are the behavior of physical education teacher friendly with their students?

Response	No. of Respondents	Percentage %
Yes	43	86 %
No	07	14 %
Total	50	100%

Table 5: Behavior of Physical education teacher with their students.

The above table shows that maximum respondents 43 being of 86 % of the students are agree with the statement that they know about the behavior of physical education lecturer friendly with their students. While minimum respondents 7 being 14% do not agree with the statement.

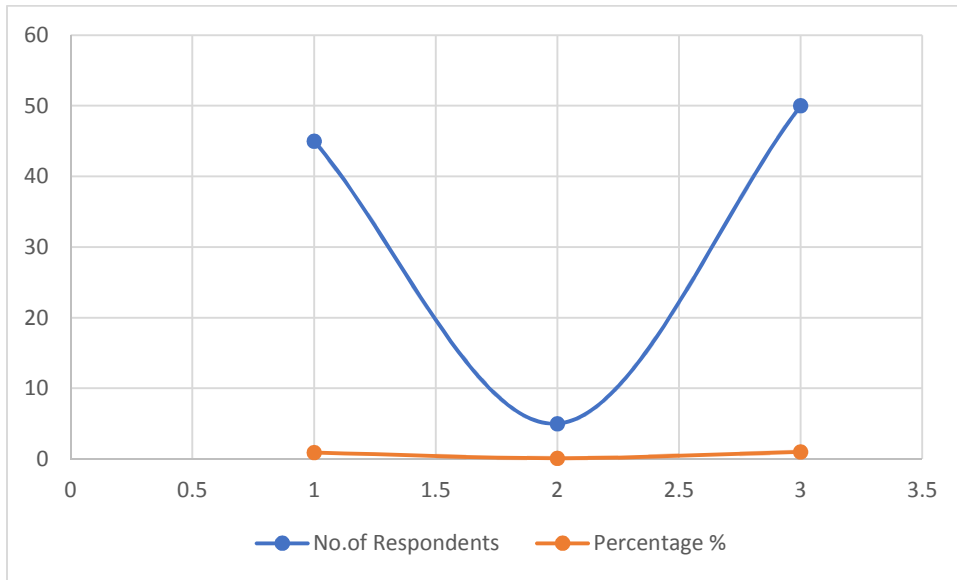


Figure :5 Behavior of Physical education teacher with their students.

Q 6 . Are the lecturer of physical education trying to make students better?

Response	No.of Respondents	Percentage %
Yes	45	90 %
No	05	10 %
Total	50	100%

Table 6: Role of physical education to make students better.

The above table shows that maximum respondents 45 being of 90 % of the students are agree with the statement. while minimum respondents 05 being 10% are not agree with the statement.

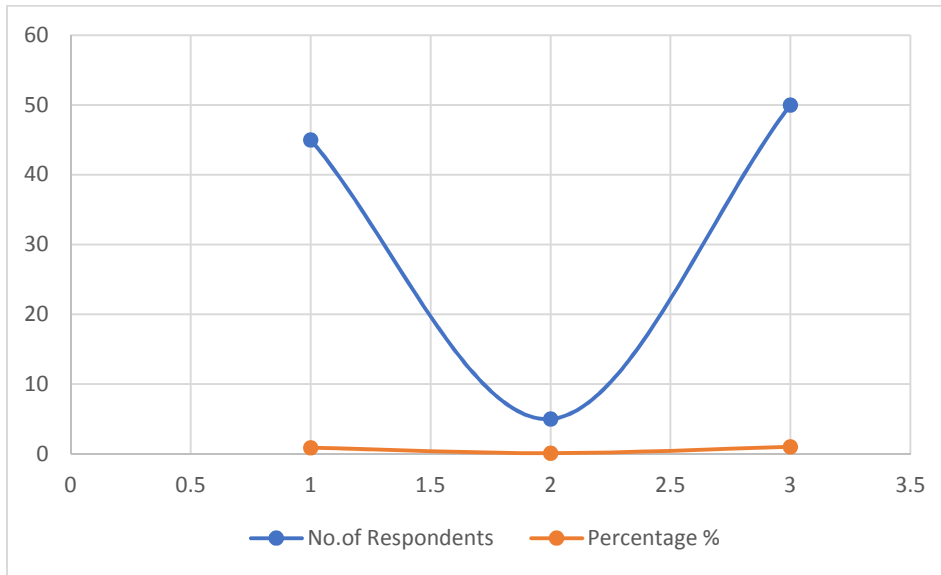


Figure 6: Role of physical education to make students better.

Q 7: Do you agree the physical education lecturer is an active person?

Response	No. of Respondents	Percentage %
Yes	50	100 %
No	0	0 %
Total	50	100 %

Table 7: Activeness of physical education lecturer

The above table shows that maximum respondents 50 being of 100 % of the students agree with the statement a physical education lecturer is an active person.

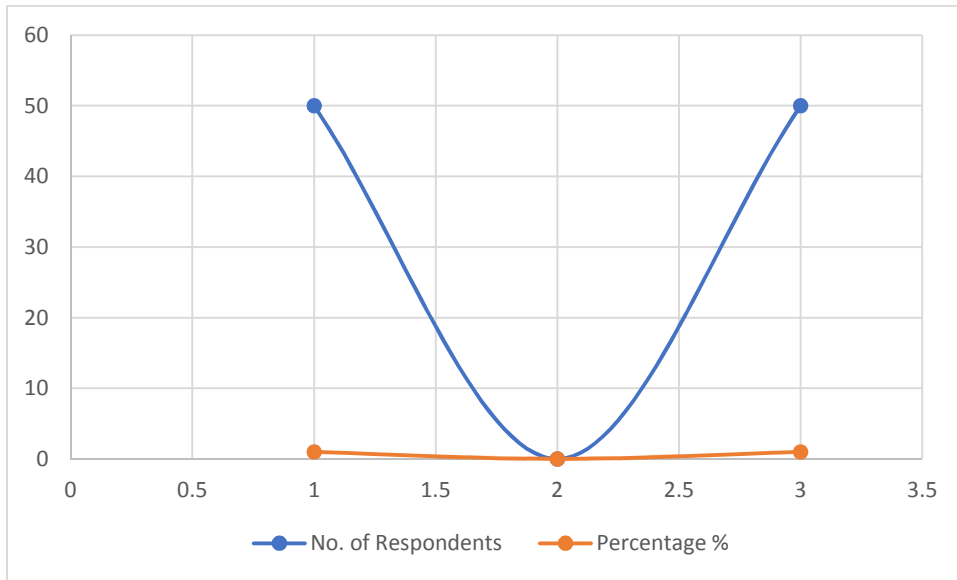


Figure 7: Activeness of physical education lecturer

Q 8 . During class the discipline is good?

Response	No. of Respondents	Percentage %
Yes	50	100 %
No	0	0 %
Total	50	100 %

Table 8: Discipline of class during lecture

The above table shows that maximum respondents 50 being of 100 % of the students agree with the statement.

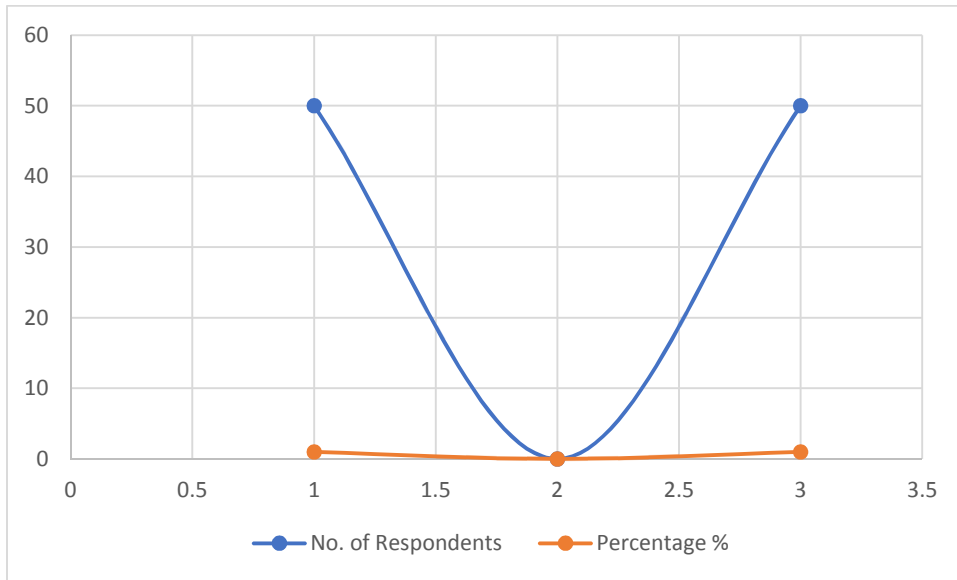


Figure 8: Discipline of class during lecture

Q 9. The student in your college like to play?

Response	No. of Total Response	Percentage %
Yes	50	100 %
No	0	0 %
Total	50	100 %

Table 9: Interest of students to play games.

The above table shows that maximum respondents 50 being of 100 % of the students agree with the statement.

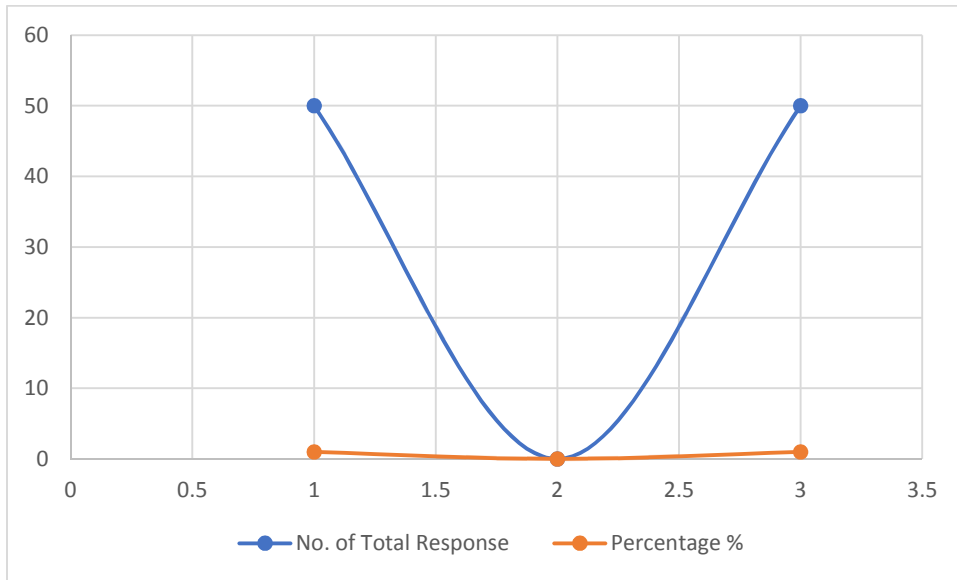


Table 9: Interest of students to play games.

Q 10 . Do you believe that physical education is important for the college level?

Response	No . of Respondents	Percentage %
Yes	50	100 %
No	0	0 %
Total	50	100 %

Table 10: Importance of physical education at college level.

The above table shows that the maximum respondents 50 being 100 % of the students are agree with the statement.

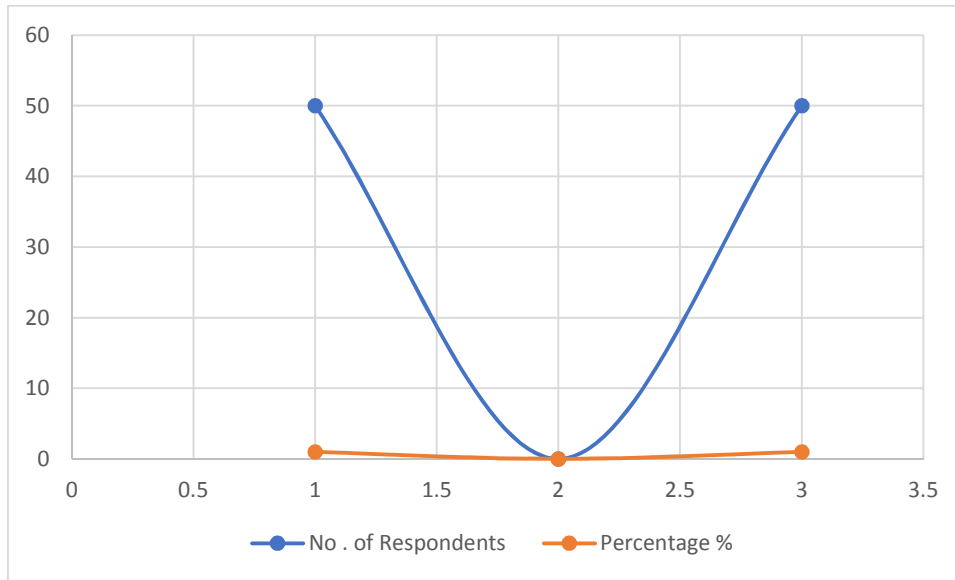


Table 10: Importance of physical education at college level .

Q 11. Are there any facilities available for sports in your college and did DPE/ Lecturer utilized it?

Response	No. of Response	Percentage
Yes	41	82 %
No	09	18 %
Total	50	100 %

Table 11: Availability and utilization of facilities in college

The above table shows that maximum respondents 41 being of 82% of the students are agree with the statement. While minimum respondents 09 being 18% are not agree with the statement.

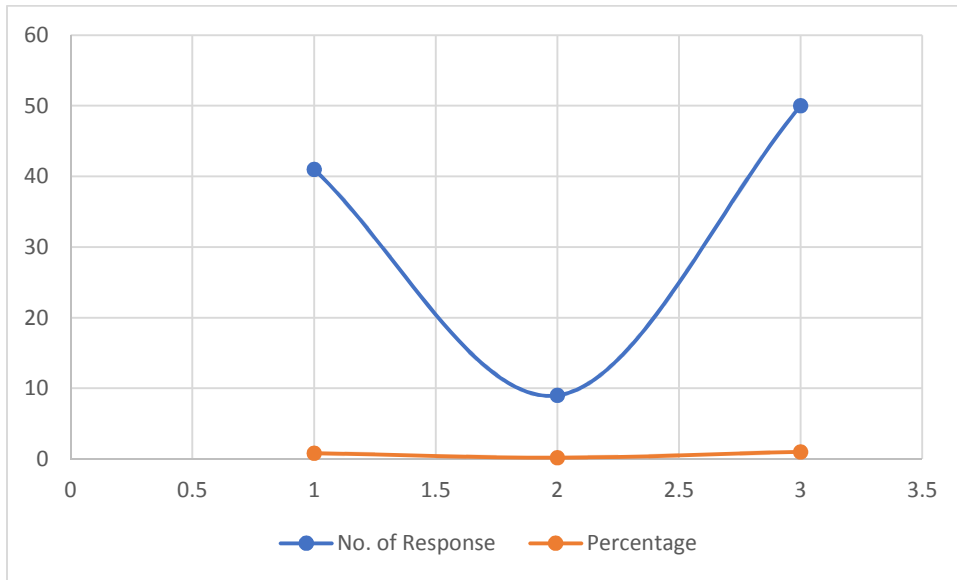


Figure 11: Availability and utilization of facilities in college

Q 12. During your training the coach lecturer DPE is available?

Response	No. of Respondents	Percentage %
Yes	38	76 %
No	12	24 %
Total	50	100 %

Table 12: Availability of coaching lecturer DPE during training

The above table shows that maximum respondents 38 being of 76% of the students are agree with the statement. While minimum respondents 12 being 24% are not agree with the statement.

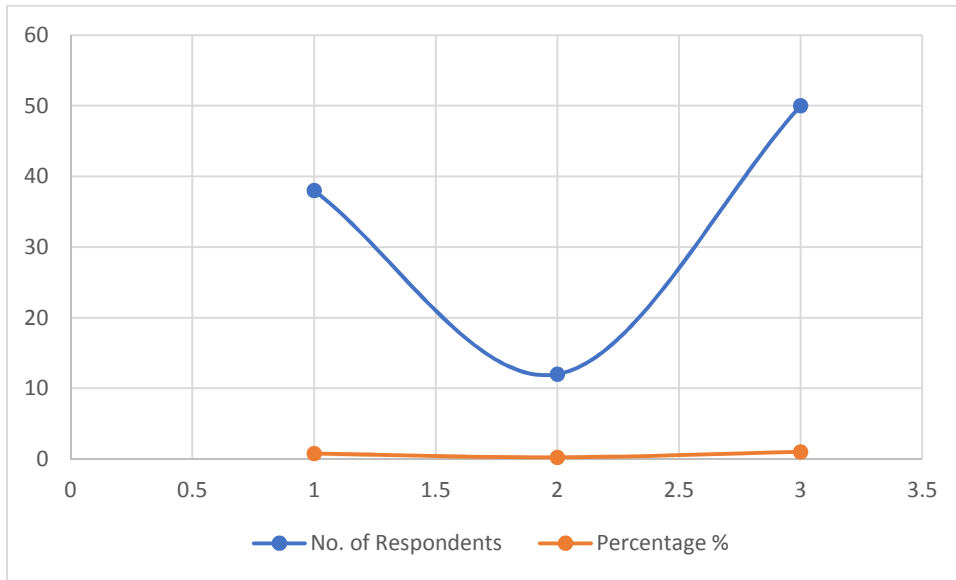


Figure 12: Availability of coaching lecturer DPE during training

Q 13: Did the DPE / Lecturer arrange training programs?

Response	No. of Respondents	Percentage %
Yes	42	84%
No	08	16 %
Total	50	100 %

Table 13: Responsibility of DPE lecturer to arrange training program.

The above table that shows maximum respondents 42 being of 84% of the students are agree with the statements and minimum respondents 08 being of 16% are not agree with the statement.

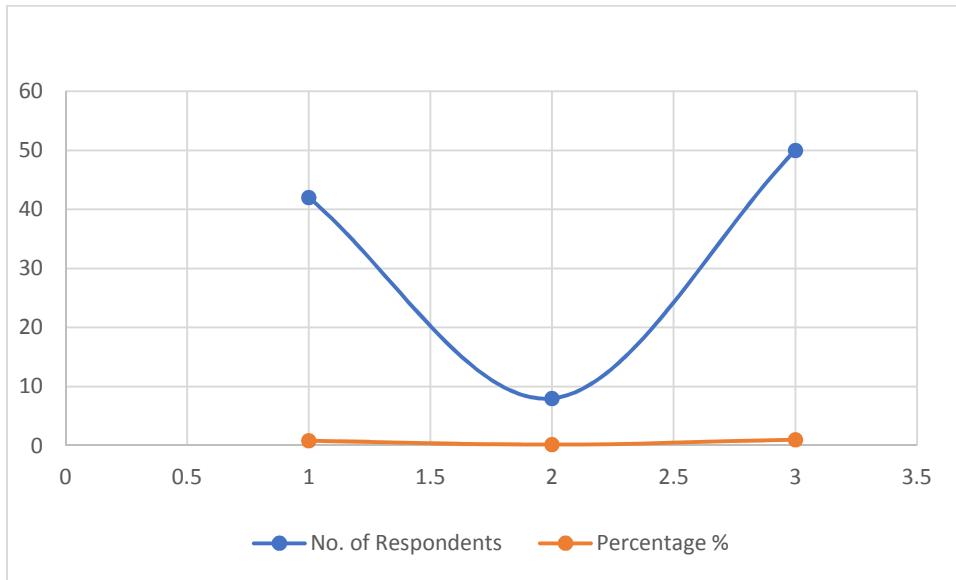


Table 13: Responsibility of DPE lecturer to arrange training program.

4. Finding:

The Research Found That

- 44% of the students agreed with the statement, the PE education lecturer instructed the students to better engage in sports activities, and 6% of the students did not agree with the statement.
- 96% of the student Declaration of consents and PE lecturer played an active role in 3: promoting sports, while 4% of students made no Declaration of consent.
- 86% of the students agreed, and statements and physical education lecturer acted friendly, while 14% did not agree with the statement.
- Ninety percent of the students agreed with the statement, the sports instructor/lecturer tried to make the student better, and 10% did not agree with the statement.
- 100% of students agree with the statement that physical education lecturer is active.
- 100% of students agree that college students also like to play.

- 82% of students agree with the declaration tools provided by the university used by the DPE lecturer. 18% of students disagree.
- 76% of students agree with the statement during the training of physical education students, official coaches and lecturers are available, while 24% of students disagree with the statement.
- 84% of students agree with the statement that DPE / instructors arrange training courses, while 16% of students disagree with that statement.

5. CONCLUSION:

The researcher concluded that the physical education lecturer is play positive role for promotion of physical education and sports activity in college level. The majority of the students is believe that the physical education lecturer play positive role for college level.

RECOMMENDATIONS:

Students are like physical education teachers. Most students say that a physical education teacher is an active person. The time allotted for this subject is made comparable to other disciplines in college. The physical education teacher knows how students achieve their goals in their life. The physical education teacher helps his students of all kinds to difficulties in their field because the physical education teachers are very friendly with their students and thanks to the friendly environment. Students easily understand their lessons.

APPENDIX:

Q 1: Physical education lecturer is available in your college?

Yes	No
-----	----

Q 2: Does your physical education lecturer guide you in a better way in sports activity?

Yes	No
-----	----

Q 3: In your opinion does the physical education lecturer play a positive role of sports promotion in your institution?

Yes	No
-----	----

Q 4: Have your college regularly take part in annual tournaments?

Yes	No
-----	----

Q 5: Are the behavior of physical education lecturer friendly with you ?

Yes	No
-----	----

Q 6: Are the lecturer of physical education try to make students better?

Yes	No
-----	----

Q 7: Do you agree that a physical education lecturer is an active person?

Yes	No
-----	----

Q 8: During class, the discipline is good?

Yes	No
-----	----

Q 9: Students in your college like to play?

Yes	No
-----	----

Q 10: Do you believe that physical education is important for the college level?

Yes	No
-----	----

Q 11: Is there any facilities available for sports in your college and the DPE/Lecturer utilize it?

Yes	No
-----	----

Q 12: During your training the coaches' lecturers and DPE is available?

Yes	No
-----	----

Q 13: Did the DPE / Lecturer arrange a training program?

Yes	No
-----	----

References

1. Hardman, K. (2008). Physical education in schools: a global perspective. *Kinesiology*, 40(1).
2. Penney, D., & Chandler, T. (2000). Physical education: what future (s)? *Sport, education and society*, 5(1), 71-87.
3. Education, I. P. (2010). The association between school-based physical activity, including physical education, and academic performance. *US Department of Health and Human Services Atlanta, GA, USA*.
4. Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., Sandford, R., & Education, B. P. (2009). The educational benefits claimed for physical education and school sport: an academic review. *Research papers in education*, 24(1), 1-27.
5. Bailey, R. (2006). Physical education and sport in schools: A review of benefits and outcomes. *Journal of school health*, 76(8), 397-401.
6. Green, K. (2008). *Understanding physical education*. Sage.
7. Cale, L., & Harris, J. (2009). Fitness testing in physical education—a misdirected effort in promoting healthy lifestyles and physical activity?. *Physical Education and Sport Pedagogy*, 14(1), 89-108.
8. Hind, E., & Palmer, C. (2007). A critical evaluation of the roles and responsibilities of the Physical Education teacher—perspectives of a student training to teach PE in Primary schools. *Journal of Qualitative Research in Sports Studies*, 1(1), 1-9.
9. Ennis, C. D. (2011). Physical education curriculum priorities: Evidence for education and skillfulness. *Quest*, 63(1), 5-18.
10. Bertills, K., Granlund, M., Dahlström, Ö., & Augustine, L. (2018). Relationships between physical education (PE) teaching and student self-efficacy, aptitude to participate in PE and functional skills: with a special focus on students with disabilities. *Physical Education and Sport Pedagogy*, 23(4), 387-401.