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Educational Research Association
The International Journal of
Educational Researchers 2019,
10(3): 11-25
ISSN: 1308-9501

http://ijer.eab.org.tr

Plight of Physical Education in Secondary Schools of Punjab; Pakistan

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Abstract

The major purpose of this research study was to investigate the plight of physical education in secondary schools of Punjab, Pakistan, particularly in D. G, Khan Division. The data was collected and presented on the bases of the research objectives. Three research questions were formulated in the light of research objectives and two research questionnaires (five-point likert scale) were adapted with the help of literature review. The entire population was consisted on three districts, in which both male and female 4228 teachers, 89594 students and 950 public and private secondary schools. For data collection, 400 teachers, 400 students of public and private secondary schools were selected as sample from convenience sampling technique. The research was descriptive in nature and the survey method was used for the collection of data. With the use of (SPSS) v-20, Mean Standard Deviation, Percentage, and further tests were applied. This research showed the differences in all five domains in the level of plights facing by the physical education. The findings of the research study highlighted that the teacher could not teach the learners due to large number of students in classrooms, availability of equipments and appropriate curriculum may also effect on teachers and students performance, overcrowded schools and miss management from the educational authorities also the major causes of the hurdles in physical education. It was recommended that the decision makers of ministry of education may review the educational policies which prove beneficial for the teachers and students regards physical education at secondary schools and may provide effective and positive solutions to resolve the problems. Teacher training programs should be held to make the environment and management of schools positive and productive.

Keywords:Physical Education, Secondary School, Physical Activities

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Introduction

In the field of educational procedure, generally workers and particularly physical educational teachers (PETs) have facing ever changing numerous plights, hurdles, and countless problems, which are causing the decreasing the level of education. Students are also directly affected by these factors in their educational life. Ever changing and increasing difficulties may be related to the extra level of stress, work load and their responsibilities of both teacher and student (Faedi et al, 2010).

Physical education provides the advancement to the learners' personalities to upgrading their values at the higher level, hence, the role of physical education teacher lies in his or her hidden abilities, capabilities and interest level in the physical education or co-curricular activities on the behalf of schools and in the interest of students. They frame such activities in physical education such as sports, and other physical games which may fruitful in future life, and these qualities of healthiness may provide help to overcome their difficulties and hurdles' in practical life (Makhamreh, 2012).

BalSevich (2005) denoted that the learners receive their psychological, social, as well as physical growth in the boundary wall of school system, meanwhile, growth of an individual related to his or her cognitively and skilfully is up to the shoulders of educational authorities. They are responsible to provide different types of programs for their learners. Due to that the individuals become more effective and efficient for the society as well as for the teaching and learning process.

Physical education in the educational institutions has been understood an important and healthy service provided by the managements, through this the students restore their physical and mental health, as well as they have the opportunities to restore their cumulative natural power. These physical education activities have motivational encouragement with respect to responsibilities and self respect of individual which provide the power of decision making (Oudat et al, 2009).

In the research study of Hardman (2009) highlighted that physical education has facing many hurdles and difficulties almost all over the world, meanwhile, Nyakweba (2005) said that less interest in physical education has within the teachers, students, parents, as well as authorities of education in schools, but still most of the teachers were eager to know about new curriculum and new equipments about physical education.

Jenkinson and Benson (2010) elaborated that every institution can make available to provide numerous occasions for their learners to hold in energetic activities of physical education, so due to that the students remain fit, firm, active, and healthy in their educational, practical life and also it may impact on their academic achievements.

A research report said that experts of education forecast the key factor to enhance the quality of education in schools that physical education is the basic need for the students which increase the abilities and develop their cognitive process (Galloway, 2007).

Statement of the Problem

The main purpose of the study was to highlight the plights of physical education facing by teachers of Public secondary schools at Dera Ghazi Khan Division. Furthermore, the research study was based on five main domains (such as, physical infrastructure; availability of equipments; reward and incentive; teacher's role; and school management).

Objectives of the Study

1. To identify the most difficulties facing by the teachers of physical education in the public and private secondary schools of D. G. Khan Division.
2. To recognize the most difficulties facing by the students of physical education in the public

and private secondary schools of D. G. Khan Division.

Research Questions

1. What are the difficulties facing by the teachers of physical education in the public and private secondary schools of D. G. Khan Division?

2. Is there any differences in difficulties faced by the students of physical education in the public and private secondary schools of D. G. Khan Division?

Significance of the Study

This research study would provide the existing situation about the physical education programs at publish secondary schools, and also would give batter suggestions to improve their programs. This study would highlight the deficiencies in the field of physical education which help out the higher authorities to take rapid steps to improve the PE.

Delimitation of the Study

Due to time and financial deliberation the research study was delimited to;

a) Only one Division (D. G. Khan) was taken from the eight Divisions of Punjab province.
b) Four districts of D. G. Khan Division
c) public and private secondary schools of D. G. Khan Division

Literature Review

Importance of Physical Education

Development of the learners is directly affected by PE and in schools the physical education considered a significant module for healthy activities. Through this strong module the teachers would change and develop the cognitive process as well as social values of the participants. The learners would be able to recognize themselves as an independent participant, actively mental health, and responsible for all future planning. The importance of physical education can be understood by the measurement of self-esteem, self-respect, and self-determine of the participants, on the other hand the effective teachers may have the positive and efficient role in the process of PE (Maher, 2016; Darst, 2014; Trudeau & Shephard, 2010; Atencio et al., 2014).

Kjønniksen, Fjøtoft, and Wold (2009) elaborated that it is very imperative to know the students' perceptions about physical education. Hence, the positive attitude of students regarding physical education would be enhanced the participative interest among them in schools. Because positive attitude can be motivated and imparted by the teachers only, in short, teachers of physical education have only the capability to modify the attitude of their students towards physical education especially inside of the schools physical activities.

In the field of school education, physical education has extensiveness that holds a lot of different elements. Generally, physical education also improves the cognition development of the learners; provide the mental or physical health to remain active. When students of schools take part in healthy activity of the physical games, they feel motivated, self-esteemed, and energize in their attitude and behavior. So, it is only be possible that teachers of physical education have no problem and difficulties to teach their subject or providing training of their concern activity freely, rather it is also very important to have all the important equipment of physical education or regarding physical education curriculum. The higher authorities may affect in the whole process with the development of effective curriculum for the children in physical education (Beltrán-Carrillo, et al., 2012; Petrie & Hunter, 2011; Petrie, 2008; Penney, 2008; Trudeau & Shephard, 2008; Mahar, et al., 2006; Pangrazi, 2007: Dwyer, Sallis, Blizzard, Lazarus, & Dean, 2001; Shephard, 1997).

Curriculum of Physical Education

Kamal and Razzaq (2014) denoted that kid's mentally and motor skills being developed at the age of 10. The child seeks new knowledge from his or her environment and develops his connections with new world. Consequently, it is very important to design the accurate and efficient curriculum of PE for the students, which keeps the learners motivated, skilled, and activated in new environment.

Government of Pakistan (2010) elaborated in report that the school curriculum will be based on learner activity, or centralized based activity. The public schools are implemented the curriculum at emergency bases and check and balance report should be prepared at every month. The participation of the learners as well as teachers should be legalized with strictly principals. The teachers have responsibilities to take forward the activity in advanced.

In secondary schools the decreasing results of PE may be the less motivation in learners from the teachers, on the other hand, physical education creates a motivation stream in the teachers and students mind. The curriculum of the PE observed in many schools according to the nature of the society, but it also reflects the negative approach of the teachers to teach the curriculum. The importance of the PE may reflect the positive strength in the reflection of teachers' attitude to teach in classrooms. Higher authorities of the curriculum developer must look inside the teacher, student and need of society values. Due to this PE may provide the desire outcome to the stakeholders (Gavrilov, Komkov & Malinin, 2005; Tinning & Fitzclarence, 1992).

Physical Education in Secondary Schools

In different countries, the circumstances of PE are found differently according to their perspectives. On the other hand, the requirements of PE may be proposed similar in the schools of different countries in the sense of learners' attitude and cognitive development stages. Hence, PE observed compulsory in all level of schools during educational procession. In the way of curriculum, the PE has differed in the provision of educational administration at school level. The evaluation and assessment of the curriculum is assessed time to time respectively. Meanwhile in other countries the PE has no importance significant role as compare to other subjects which taught by teachers in the same schools because the time tables of the schools have not allow to teach PE effectively and regularly, so in this regards the PE teachers have no positive interest to teach PE as regular subject (Hardman, 2009)

Methodology

Nature of the Research

For the exploration of the avoidance of the research, the study was applied as quantitative research and by nature this was admitted descriptive, this approach was developed to herald the study to collect the needed data from the participants of research study.

Population

Dera Ghazi Khan Division has consisted on four districts i.e. Dera ghazi khan, Muzaffargarh, Rajanpur, and Layyah. For the current research study, total number of 4228 teachers (2748 M and 1480 F), 89594 students (47922 M and 41669 F), and 950 (575 M and 3755 F) public and private male and female secondary schools were the population of the research.

Sample and Sampling Technique

For the selection of the sample for the research, convenience random sampling technique was used in order to draw the sample size. Gay, (2003) has suggested in his book "Educational Research" the following guidelines for selecting a sample size for small population (N<100). If the population

size is around 500, 50% of the population should be sampled. If the population size is 1,500, 20% should be sampled.

In this regard total number of 200 (100 M and 100 F) public and private secondary schools, from these schools 400 (200 M and 200 F) public and private secondary schools teachers and 400 (200 M and 200 F) public and private secondary schools students were selected with the help of research advisory table.

Research Instrument

In this study, the two research questionnaires and one checklist were adapted with the help of literature review. The questionnaire for teachers was consisted on thirty one statements to recognize the plights facing the physical education in the public and private secondary schools based on five sub domains (physical infrastructure; availability of equipments; reward and incentives, teacher's role, and school management) and second questionnaire for students was consisted on twenty statements also having three domains (physical structural, role of teacher, and administrative condition) and third was a checklist to clarify the responses of the students respectively.

Pilot Study

Table 1. Cronbach Alpha value of scales (Teachers)

Cronbach Alpha	Number of items
.781	31

Table 2. Cronbach Alpha value of scales(Students)

Cronbach Alpha	Number of items
.796	20

Data Collection

Meanwhile, data was collected through personally visits. The researchers visited the selected public and private secondary schools, and then distribute the research questionnaires to the teachers and students. Mode of data collection was survey method.

Data Analysis

With the use of Social Statistical Package of Social Sciences (SPSS) v-20 was used for data analysis. Mean, Standard Deviation, Percentage, t-test and further required tests were applied according to the nature of the research.

Table 3. Degree system with percentage

Percentage	Degree explained
80% and more	Very high problems degree
70% - 79.9%	High problems degree
60% - 69.9%	Medium problems degree
50% - 59.9%	Low problems degree
49.9% and less	Very low problems degree

Statistical Results Regarding Question 1 (Teachers)

Q1: What are the difficulties facing by the teachers of physical education in the public and private secondary schools of D. G. Khan Division?

Table 4. Statistical results regarding physical infrastructure

Domain Wise Statements	Mean	SD	Percentage	DE
Statement 1	4.81	1.65	95.53	Very High
Statement 2	4.55	1.51	92.06	Very High
Statement 3	4.21	1.55	86.11	Very High
Statement 4	3.85	1.33	74.34	High
Statement 5	3.61	1.37	72.79	High
Statement 6	4.81	1.65	95.53	Very High
Statement 7	4.55	1.51	92.06	Very High
Statement 8	4.21	1.55	86.11	Very High
Statement 9	3.85	1.33	74.34	High
Statement 10	3.61	1.37	72.79	High
Statement 11	4.81	1.65	95.53	Very High
Overall Mean Score	4.18	1.42	85.29	Very High

In the results of table no 4 that, statement 1 shows very high problem degree with the percentage of 95.53, SD was 1.65, and mean score was observed 4.81. In the statement 2, the value of mean score was observed 4.55, SD was 1.51, and percentage was found 92.06, this statement shows very high problem degree. Hence, the statement 3 shows also very high problem degree with the percentage of 86.11, SD was 1.55 and means score was observed 4.21. In this table, statement 4 shows high problem degree with the percentage of 74.34, SD was 1.33, and means score was observed 3.85. Likewise, the statement 5 shows also very high problem degree with the percentage of 72.79, SD was 1.37, and means score was observed 3.61. In statement 6 shows very high problem degree with the percentage of 95.53, SD was 1.65, and mean score was observed 4.81. In the statement 7, the value of mean score was observed 4.55, SD was 1.51, and percentage was found 92.06, this statement shows very high problem degree. Hence, the statement 8 shows also very high problem degree with the percentage of 86.11, SD was 1.55 and means score was observed 4.21. In this table, statement 9 shows high problem degree with the percentage of 74.34, SD was 1.33, and means score was observed 3.85. Likewise, the statement 10 shows also very high problem degree with the percentage of 72.79, SD was 1.37, and means score was observed 3.61. The statement 11 shows also very high problem degree with the percentage of 95.53, SD was 1.65, and means score was observed 4.81. On the other hand, the overall problem degree was observed very high in this first domain with the percentage of 85.29, SD was 1.42, and mean score was observed 4.18.

This result also indicated in the research study of Harrison (2005) that physical infrastructure and PE cannot be implemented in the class where the numbers of learners were too much as compare to the requirement of the activity.

Table 5. Statistical results regarding availability of equipment

Domain Wise Statements	Mean	SD	Percentage	DE
Statement 12	4.51	1.62	92.86	Very High
Statement 13	4.49	1.58	90.72	Very High
Statement 14	4.29	1.44	87.61	Very High
Statement 15	3.81	1.25	74.69	High
Statement 16	3.29	1.19	64.93	Medium
Overall Mean Score	4.16	1.41	83.62	Very High

In the results of table 5 that, statement 12 shows very high problem degree with the percentage of 92.86, SD was 1.62, and mean score was observed 4.51. In the statement 13, the value of mean score was observed 4.49, SD was 1.58, and percentage was found 90.72, this statement shows very high problem degree. Hence, the statement 14 shows also very high problem degree with the

percentage of 87.61, SD was 1.44 and means score was observed 4.29. In this table, statement 15 shows high problem degree with the percentage of 74.69, SD was 1.25, and means score was observed 3.81. Likewise, the statement 16 shows medium problem degree with the percentage of 64.93, SD was 1.19, and means score was observed 3.29. On the other hand, the overall problem degree was observed very high in this second domain (availability of equipments and instruments) with the percentage of 83.62, SD was 1.41, and mean score was observed 4.16.

The result of this domain indicated in an investigative research that, the high price of supportive equipments and instruments of PE in society and the low or lack of budget of high schools cannot provide the facilities of their learners. The funds and financial support from the education administration also observed the cause of lack of PE activities. The result of this domain also reflected that lack of financial support, availability of playgrounds, and inadequate existing system of using of equipments in schools were the causes of PE declination. (Orunaboka & Nwachukwu , 2012; Faedi et., al, 2010; Mahmmoud, 2003)

Table 6. Statistical results regarding reward and incentive

Domain Wise Statements	Mean	SD	Percentage	DE
Statement 17	4.69	1.54	93.11	Very High
Statement 18	4.49	1.57	91.09	Very High
Statement 19	3.79	1.39	75.83	High
Statement 20	3.57	1.24	72.61	High
Statement 21	2.89	1.49	58.93	Low
Overall Mean Score	3.91	1.43	77.38	High

In the results of table 6 that, statement 17 shows very high problem degree with the percentage of 93.11, SD was 1.54, and mean score was observed 4.69. In the statement 18, the value of mean score was observed 4.49, SD was 1.57, and percentage was found 91.09, this statement shows very high problem degree. Hence, the statement 19 shows high problem degree with the percentage of 75.83, SD was 1.39 and means score was observed 3.79. In this table, statement 20 shows high problem degree with the percentage of 72.61, SD was 1.24, and means score was observed 3.57. Likewise, the statement 21 shows low problem degree with the percentage of 58.93, SD was 1.49, and means score was observed 2.89. On the other hand, the overall problem degree was observed high in this third domain (scholastically curriculum) with the percentage of 77.38, SD was 1.43, and mean score was observed 3.91.

The result of this domain indicated in research study that the reward and incentive requires a lot of attention; because the extracurricular activities have positive impact on the academic performance of the learners, In PE, the reward and incentive has an influential impact on students. The lesson planning of the curriculum practices in the high schools from the professional teachers may have a positive impact (Wanyama & Quay, 2014).

Table 7. Statistical results regarding Teacher's role

Domain Wise Statements	Mean	SD	Percentage	DE
Statement 22	4.71	1.62	91.76	Very High
Statement 23	4.49	1.31	91.14	Very High
Statement 24	3.39	1.21	67.89	Medium
Statement 25	3.32	1.20	66.82	Medium
Statement 26	2.79	1.41	59.48	Low
Overall Mean Score	3.79	1.37	74.83	High

In the results of table 7 that, statement 22 shows very high problem degree with the percentage of 91.76, SD was 1.62, and mean score was observed 4.71. In the statement 23, the value of mean

score was observed 4.49, SD was 1.31, and percentage was found 91.14, this statement shows very high problem degree. Hence, the statement 24 shows medium problem degree with the percentage of 67.89, SD was 1.21 and means score was observed 3.39. In this table, statement 25 shows medium problem degree with the percentage of 66.82, SD was 1.20, and means score was observed 3.32. Likewise, the statement 26 shows low problem degree with the percentage of 59.48, SD was 1.41, and means score was observed 2.79. On the other hand, the overall problem degree was observed high in this fourth domain (School environment) with the percentage of 74.83, SD was 1.37, and mean score was observed 3.79.

The result of this domain was indicated in the research study that, the learners' performance could be increase with the batter role of teachers and existing environment of the educational procedure (Wanyama, 2011).

Table 8. Statistical results regarding school management

Domain Wise Statements	Mean	SD	Percentage	DE
Statement 27	4.71	1.59	91.74	Very High
Statement 28	4.31	1.62	87.11	Very High
Statement 29	3.79	1.38	75.88	High
Statement 30	3.13	1.39	61.89	Medium
Statement 31	2.49	1.10	50.93	Low
Overall Mean Score	3.80	1.49	74.78	High

In the results of table 8 that, statement 27 shows very high problem degree with the percentage of 91.74, SD was 1.59, and mean score was observed 4.71. In the statement 28, the value of mean score was observed 4.31, SD was 1.62, and percentage was found 87.11, this statement shows very high problem degree. Hence, the statement 29 shows high problem degree with the percentage of 75.88, SD was 1.38 and means score was observed 3.79. In this table, statement 30 shows medium problem degree with the percentage of 61.89, SD was 1.39, and means score was observed 3.13. Likewise, the statement 31 shows low problem degree with the percentage of 50.93, SD was 1.10, and means score was observed 2.49. On the other hand, the overall problem degree was observed high in this fifth domain (School management) with the percentage of 74.78, SD was 1.49, and mean score was observed 3.80.

The result of this domain was defined in the research study that the management of school has facing a lot of challenges as regards PE in school. Because the school management has also facing morally and financially problems at high schools level (Rainer et., al, 2012).

Table 9. Statistical results regarding overall five domains

Domain Wise Statements	Mean	SD	Percentage	DE
Physical infrastructure	4.18	1.42	85.29	Very High
Availability of equipments	4.16	1.41	83.62	Very High
Reward and incentive	3.91	1.43	77.38	High
Teachers' role	3.79	1.37	74.83	High
School management	3.80	1.49	74.78	High
Overall Mean Score	3.93	1.43	79.92	High

In the results of table 9 that, Physical infrastructure shows very high problem degree with the percentage of 85.29, SD was 1.42, and mean score was observed 4.18. In the Availability of equipments, the value of mean score was observed 4.16, SD was 1.41, and percentage was found 83.62, this statement shows very high problem degree. Hence, the Reward and incentive shows high problem degree with the percentage of 77.38, SD was 1.43 and means score was observed 3.91. In this table, Teachers' role shows high problem degree with the percentage of 74.83, SD was 1.37, and

means score was observed 3.79. Likewise, the School management shows high problem degree with the percentage of 74.78, SD was 1.49, and means score was observed 3.80. On the other hand, the overall problem degree was observed high in all five domains with the percentage of 79.92, SD was 1.43, and mean score was observed 3.93.

The results of the all domains were highlighted in the research of Anmol (2015) that the enlarged numbers of the learners in the classroom has harmfully affects on the PE in school as well as classroom management; implementation of the curriculum; lesson planning and in management; and physical attention of PE equipments in schools (Anmol, 2015).

Statistical Results Regarding Question 4 (Students)

Q2: Is there any differences in difficulties faced by the students of physical education in the public and private secondary schools of D. G. Khan Division?

Table 10. Statistical results regarding physical infrastructure

Domain Wise Statements	Mean	SD	Percentage	PD
Statement 1	4.72	1.34	94.55	Very High
Statement 2	4.63	1.62	92.03	Very High
Statement 3	4.41	1.41	84.18	Very High
Statement 4	3.64	1.23	77.31	High
Statement 5	3.82	1.30	73.73	High
Statement 6	4.92	1.56	92.54	Very High
Statement 7	4.78	1.62	98.09	Very High
Statement 8	4.34	1.92	82.19	Very High
Statement 9	3.18	1.72	70.32	High
Overall Mean Score	4.52	1.62	81.26	Very High

In the results of table 10, that, statement 1 shows very high problem degree with the percentage of 94.55, SD was 1.34, and mean score was observed 4.72. In the statement 2, the value of mean score was observed 4.63, SD was 1.62, and percentage was found 92.03, this statement shows very high problem degree. Hence, the statement 3 shows also very high problem degree with the percentage of 84.18, SD was 1.41 and means score was observed 4.41. In this table, statement 4 shows high problem degree with the percentage of 77.31, SD was 1.23, and means score was observed 3.64. Likewise, the statement 5 shows also very high problem degree with the percentage of 73.73, SD was 1.30, and means score was observed 3.82. In statement 6 shows very high problem degree with the percentage of 92.54, SD was 1.56, and mean score was observed 4.92. In the statement 7, the value of mean score was observed 4.78, SD was 1.62, and percentage was found 98.09, this statement shows very high problem degree. Hence, the statement 8 shows also very high problem degree with the percentage of 82.19, SD was 1.92 and means score was observed 4.34. In this table, statement 9 shows high problem degree with the percentage of 70.32, SD was 1.72, and means score was observed 3.18. Meanwhile overall score of first domain (physical infrastructure) mean score observed 4.52, SD 1.62, and percentage 81.26 which was observed very high respectively.

Table 11. Statistical results regarding Teacher's role

Domain Wise Statements	Mean	SD	Percentage	PD
Statement 10	3.71	1.61	92.76	Very High
Statement 11	3.49	1.53	93.14	Very High
Statement 12	4.39	2.21	66.89	Medium
Statement 13	3.32	1.20	65.82	Medium
Statement 14	4.71	2.41	54.48	Low
Overall Mean Score	4.78	1.37	76.83	High

In the results of table 11, that, statement 10 shows very high problem degree with the percentage of 92.76, SD was 1.61, and mean score was observed 3.71. In the statement 11, the value of mean score was observed 3.49, SD was 1.53, and percentage was found 93.14, this statement shows very high problem degree. Hence, the statement 12 shows medium problem degree with the percentage of 68.89, SD was 2.21 and means score was observed 4.39. In this table, statement 13 shows medium problem degree with the percentage of 65.82, SD was 1.20, and means score was observed 3.32. Likewise, the statement 14 shows low problem degree with the percentage of 54.48, SD was 2.41, and means score was observed 4.71. On the other hand, the overall problem degree was observed high in this second domain (teachers' role) with the percentage of 76.83, SD was 1.37, and mean score was observed 4.78.

Table 12. Statistical results regarding school management

Domain Wise Statements	Mean	SD	Percentage	PD
Statement 15	4.71	1.59	91.74	Very High
Statement 16	4.31	1.62	87.11	Very High
Statement 17	3.79	1.38	75.88	High
Statement 18	3.13	1.39	61.89	Medium
Statement 19	2.49	1.10	50.93	Low
Statement 20	2.49	2.11	54.93	Low
Overall Mean Score	3.80	1.49	74.78	High

In the results of table 12, that, statement 15 shows very high problem degree with the percentage of 91.74, SD was 1.59, and mean score was observed 4.71. In the statement 16, the value of mean score was observed 4.31, SD was 1.62, and percentage was found 87.11, this statement shows very high problem degree. Hence, the statement 17 shows high problem degree with the percentage of 75.88, SD was 1.38 and means score was observed 3.79. In this table, statement 18 shows medium problem degree with the percentage of 61.89, SD was 1.39, and means score was observed 3.13. Likewise, the statement 19 shows low problem degree with the percentage of 50.93, SD was 1.10, and means score was observed 2.49. The statement 20 shows low problem degree with the percentage of 54.93, SD was 2.11, and means score was observed 2.49. On the other hand, the overall problem degree was observed high in this fifth domain (School management) with the percentage of 74.78, SD was 1.49, and mean score was observed 3.80.

Table 13. Statistical results regarding overall three domains

Domain Wise Statements	Mean	SD	Percentage	PD
Physical infrastructure	4.53	2.12	92.11	Very High
Teachers' role	3.17	2.17	77.81	High
School management	3.83	2.41	74.78	High
Overall Mean Score	4.77	1.43	74.92	High

In the results of table 13, that, Physical infrastructure shows very high problem degree with the percentage of 92.11, SD was 2.12, and mean score was observed 4.53. In this table, Teachers' role shows high problem degree with the percentage of 77.81, SD was 2.17, and means score was observed 3.17. Likewise, the School management shows high problem degree with the percentage of 74.78, SD was 2.41, and means score was observed 3.83. On the other hand, the overall problem degree was observed high in all three domains with the percentage of 74.90, SD was 1.43, and mean score was observed 4.77.

Results

Table 14. Master Table for overall Result of Research Study

Sr.	Research Questions	Results
1.	What are the most plights facing by the teachers of physical education in the public and private secondary schools of D. G. Khan Division?	High Degree Problem, private sector faced problems
2.	Is there any difference in difficulties faced by the students of physical education in the public and private secondary schools of D. G. Khan Division?	No Statistical Differences, and facing same problems

Discussion

The result of this domain indicated in an investigative research that, the high price of supportive equipments and instruments of PE in society and the low or lack of budget of high schools cannot provide the facilities of their learners. The funds and financial support from the education administration also observed the cause of lack of PE activities. The result of this domain also reflected that lack of financial support, availability of playgrounds, and inadequate existing system of using of equipments in schools were the causes of PE declination. (Orunaboka & Nwachukwu , 2012; Faedi et., al, 2010; Mahmmoud, 2003)

The result of this domain indicated in research study that the academic curriculum requires a lot of attention; because the extracurricular activities have positive impact on the academic performance of the learners, In PE, the academic curriculum has an influential impact on students. The lesson planning of the curriculum practices in the high schools from the professional teachers may have a positive impact (Wanyama & Quay, 2014).

The result of this domain was indicated in the research study that, the learners performance could be increase with the batter environment of the school and existing environment of the educational procedure (Wanyama, 2011).

The result of this domain was defined in the research study that the management of school has facing a lot of challenges as regards PE in school. Because the school management has also facing morally and financially problems at high schools level (Rainer et., al, 2012).

The results of the all domains were highlighted in the research of Anmol (2015) that the enlarged numbers of the learners in the classroom has harmfully affects on the PE in school as well as classroom management; implementation of the curriculum; lesson planning and in management; and physical attention of PE equipments in schools (Anmol, 2015).

Conclusion

The results of this investigative research showed the various differences in the level of plights facing by the physical educational teachers at public secondary schools of D. G. Khan. The major plights or hurdles were observed in the first domain as regards large number of learners in the classrooms due to this the teacher of secondary schools unable to teach the learners effectively.

As far as the second domain was concerned that availability of instruments, and equipments at schools, so in the light of result, most of secondary schools of D. G. Khan were facing lack of effective and accurate equipments according to the PE at schools, from this lack of availability of tools the teachers have no access to use of PE instructions.

In the result of third domain the scholastically use and implementation of curriculum as regards of PE have inappropriateness with the society and educational environment also. Most of the

secondary schools of D. G. Khan have different in their cultural, language wise and socioeconomic respectively. These differences count a lot in modification of the curriculum and also the implementation of the curriculum areas.

According to the forth domain, the hurdle facing regarding environment of the schools, by the results and research findings, the schools of secondary level in D. G. Khan have overcrowded with the learners. The ratio of teachers and students in these schools were not appropriate as educational need, so this was observed that environment of schools effect a lot on the performances of teachers and learners.

In the last of management system of schools, the heads and teachers of secondary level have no positive response towards PE requirements. In the gender wise differences, male and female both were facing same level of plights in physical education at secondary level.

Recommendations

The decision makers of ministry of education may review the policies which prove beneficial for the teachers and students regards the physical education at secondary schools and may provide effective and positive solutions to resolve the problems.

Teacher training programs should be held by the educational authorities with the help of secondary schools' head to make the teaching process easy and provide teaching skills with regards PE. Appropriate PE equipments and tools may be provided to the schools and accurate use of these tools must be taught in teacher training programs.

The environment of schools and the management of the schools should have the positive and productive point of view for the successfulness of the learning system.

In secondary schools, principal-teacher relationship, teacher-teaching staff relationship, teacher-student relationship, and also teacher-community relationship should be improved.

Teachers should have sufficient knowledge about PE as the knowledge of new and productive challenge for the new age.

Educational authorities should manage the curriculum and time table for the practices of PE in secondary schools of D.G. Khan Division.

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