

## **Role Of Existing Health And Physical Education In Developing Social Skills Through The Perception Of Teachers And Students**

**Muhammad Haroon<sup>1</sup>, Israr Khan<sup>2</sup>, Habib Ur Rehman<sup>3</sup>, Qamar Abbas<sup>4</sup>, Anila Sarwat<sup>5</sup>, Sohail Roman<sup>6</sup>, \*\*Mehreen Saba<sup>7</sup>**

<sup>1</sup>MS Scholar Department of Sports Sciences and Physical Education, Sarhad University of Science and Information Technology, Peshawar.

<sup>2</sup>MS Scholar Department of Sports Sciences and Physical Education, Sarhad University of Science and Information Technology, Peshawar.

<sup>3</sup>MS Scholar Department of Sports Sciences and Physical Education, Sarhad University of Science and Information Technology, Peshawar.

<sup>4</sup>MS Scholar Department of Sports Sciences and Physical Education, Sarhad University of Science and Information Technology, Peshawar.

<sup>5</sup>Lecturer H.P.E Government Collage, Lower Dir.

<sup>6</sup>Lecturer Sarhad University of Science and Information Technology, Peshawar.

\*\*<sup>7</sup>Lecturer, Sports Sciences & Physical Education, Bahauddin Zakariya University, Multan.

---

### **Abstract**

The current study sought to ascertain the role of existing health and physical education in developing social skills through the perception of teachers and students at the college level in Khyber Pakhtunkhwa. A cross-sectional survey research design was conducted, twenty-seven (27) HPE Teachers and 513 HPE students were chosen at random from nine KP districts. Two different questionnaires i.e., the existing health and physical education questionnaire and social skills questionnaire were developed after due course of validity and reliability and used for the collection of required data. Cronbach's Alpha was used to evaluate the reliability measures, and the results were .801 and 0.713, respectively, which is extremely significant. Results of the study indicated a positive and significant role of existing health and physical education in developing social skills ( $p < .05$ ). Furthermore, teachers and students indicated no statistically significant difference in the development of social skills through existing health and physical education ( $p > .05$ ). These findings suggest that health and physical education can be used for the development of social skills among students.

### **Introduction**

In a fast-changing world, students in secondary schools and colleges benefit from learning a variety of social skills such as peer relation skills, prosocial behaviors (e.g., respect), leadership skills, problem-solving skills, and social responsibility skills. When children develop these

social skills, they will not only be more effective learners, but they will also be more likely to make a successful transition to adulthood (Wright & Craig, 2019). Evidence shows that participation in physical education and sports can help children acquire these social skills (Weiss, 2020; Holt et al., 2011). While the development of social skills appears to be a commonly acknowledged aim of PE and sports across the world, and while the quantity of research on this issue is growing, the literature appears to be divided in terms of terminology, methodologies utilized, and subsequent findings.

Due to the obvious social nature of PE and sports, they are regarded as acceptable ways of developing students' social skills such as personal and social responsibility, collaboration, and other prosocial qualities (Parker & Stiehl, 2015). One of the reasons that PE and sports are excellent environments for developing these abilities, Goudas and Giannoudis (2008), is the transferability of these talents to other domains in life. Students can, for example, in PE and sports, if the necessary educational conditions are in place (Bailey et al., 2019). Learn how to solve issues, communicate, and collaborate with others, all of which are abilities they will need in everyday life, such as at home or work. Cooperative Learning in Physical Education is an example of an educational model that promotes social development via PE and Sport Education (Siedentop et al., 2019).

Even while there is a growing interest in the role of physical education and sports in the promotion of social development, it is crucial to remember that just engaging in physical education and sports does not guarantee favorable effects (Martinek, 2017). Physical education teachers and physical coaches have the responsibility to create a teaching environment where positive results can be achieved. Promoting social development through sports has attracted more and more attention from policymakers, researchers, and practitioners (e.g. Dudley et al., 2017; Haerens et al., 2017). So far, there is little evidence that supports the social benefits of physical education and sports (Bailey et al., 2009; Morris et al., 2003). Bailey et al. (2009) presented an overview of research on the benefits of exercise and sport for education. They concluded, "Strong evidence is needed to test some of the claims made for the benefits of PESS [PE and school sports], but the accumulation of evidence indicates that PESS can have some/many benefits for some/many pupils, given the right social, contextual and pedagogical conditions (Bailey et al., 2009). Along similar lines, Coakley (2019) focusing on the development of life skills in sports suggests that it is supported by anecdotes and unsystematic observations, emphasizing the need to critically evaluate the assumptions made. Therefore, it is necessary to update the outline of research on the social development of physical education and the university-level sports curriculum. Social skills help students interact, be accepted, and imitate proper behavior. Therefore, physical education courses provide students with opportunities to participate in games and group activities to gain social recognition, thereby increasing their chances of success in the community. Physical education is usually a subject in which students' interests and social learning content are more related. In this regard, it is very important to analyze the role of existing health and physical education in the development of social skills through the perception of teachers and students.

### **Objectives of the Study**

1. To determine the role of existing health and physical education in developing social skills through the perception of teachers at the college level in Khyber Pakhtunkhwa.
2. To determine the role of existing health and physical education in developing social skills through the perception of students.
3. To compare the perception of teachers and students on the role of existing health and physical education in developing social skills.

### **Hypotheses of the Study**

H<sub>A1</sub> There is a significant positive role of existing health and physical education in developing social skills through the perception of teachers.

H<sub>A2</sub> There is a significant positive role of existing health and physical education in developing social skills through the perception of students.

H<sub>A3</sub> There is no statistically significant difference between the perception of teachers and students on the role of existing health and physical education in developing social skills.

### **METHODS AND MATERIALS**

The following procedures were used to assess the role of existing health and physical education in developing social skills through the perception of teachers and students.

#### **Positivism Research Philosophy**

Based on existing literature, this philosophical approach is related to the development of hypotheses and their acceptance or rejection (Ryan, 2018). The present research is conducted to examine the assess role of existing health and physical education in developing social skills through the perception of teachers and students of KP. Data were collected using a questionnaire and then the results were obtained using statistical methods. Thus, this study was initiated in the light of the philosophy of the study of positivism.

#### **Research Method**

Typically, research methods fall into two broad categories: quantitative and qualitative. Given the nature of the study, a quantitative study method with a cross-sectional study design was used to collect the necessary information.

#### **Population of Study**

The population for this study consisted of PE teachers and college PE students in Khyber Pakhtunkhwa. In the process of defining the boundaries, the study was limited to public colleges for boys only.

#### **Sample and Sampling**

To acquire more authentic and accurate data, the researchers chose a representative sample from the entire population. PE teachers and PE students from government degree colleges in the province of Khyber Pakhtunkhwa made up the study's population (KP). In the province of KP, there are 26 districts, with a total of 97 male colleges. As the present study was related to an enormous population number and it was thus uncontrollable to interact with all of the

members of the population. Henceforth, the researchers have limited the current study to the postulated respondents' number oversampling process. In this connection, the scholar divided the province into three different regions like northern region, the central region, and the southern region. A sample size (representative) was nominated from each of the concerned regions. The researcher selected 03 (three) districts from each concerned region and congruently, 03 (three) colleges from each "district randomly for equal representation".

### **Data Collection Instrument**

Based on the researcher's observation, related research articles, supervisor suggestions, and the opinion of the physical educationists as well as students, the researcher developed separate questionnaires for the collection of the required information. In this connection, the required details are given below for understanding.

#### **1. Existing Health & PE Curriculum (Theory and Practical Classes) Questionnaire**

The questionnaire has been used to assess the views of the PE teachers and students on existing HPE courses. These statements may involve various statements of existing HPE (theory and practice) at the KP college level.

#### **2. Social Skills Development**

Similarly, a second questionnaire was developed and used to assess the development of social skills related to the teaching of existing health and physical education courses at KP colleges.

### **Validity & Reliability**

In research, the validity denotes the scale appropriateness and reliability mentions the internal consistency of the scores gained from the experts, and how consistent "they are for each individual participating in the study" (Kothari, 2004). The suggestions from the supervisor and opinions from the experts of "sports sciences and physical education" from similar and other "disciplines were obtained to determine" the instrument content validity. In this connection, the "reliability measures were assessed through Cronbach's Alpha and found .801 and 0.713 which was highly" significant.

### **The procedure of Data Collection**

Before data collection, the researcher had obtained the authority letter of the Head of Department (HOD) to collect the data from sampled college. The authority letter was then sent to all the principals of selected colleges to get permission as well as cooperation was sought in connection with the collection of data. Before the distribution of the scale, the researcher verbally explained the purpose of his visit. Respondents were asked to carefully read the questionnaires, respond to all the statements included in the questionnaires, and return the same within a week. In this way, they were assured that the gathered information would be used for research purposes only.

### **Data Analyses**

To meet the objectives of the research and with intention of testing hypotheses, data collected were analyzed by using descriptive and inferential methods using the Statistical Packages for Social Sciences, version 24.0.

## RESULTS AND DISCUSSION

**H 1 There is a significant positive role of existing health and physical education in developing social skills through the perception of teachers.**

**Table No 1:** Regression analysis of the positive role of existing HPE in developing social skills through the perception of teachers.

Model	R	R Square	Sig.	Adjusted R Square	F
1	.791	.625	.623	459.333	.000 <sup>b</sup>

**Predictor: Existing HPE**

**Criterion: Development of Social Skills**

**Coefficients**

Model	Unstandardized Coefficient		Sig.s	Standardized Co-efficient Beta	t
	B	Std. Error			
(Constant)	1.531	.149	10.291	.000	
Existing PEC	.401	.052	.000	.625	7.703

**$\alpha=0.05$**

Table 1 demonstrates the strong positive influence of current HPE in improving social skills as perceived by teachers. The R<sup>2</sup> in the above table indicates that the existing HPE curriculum has a 62 percent influence on the development of social skills. According to the coefficient table, increasing one unit in the existing H&PE curriculum will result in a 0.401-unit variance in the development of social skills. Statistically, existing PE curriculum is substantially expected to improve social skills development,  $B = 0.401$ ,  $t(539) = p 0.00$ . The existing H&PE curricula revealed a considerable share of variation in social skill development:  $R^2 = .625$ ,  $F(539) = 459.333$ ,  $p 0.01$ . The table above shows that the alternative hypotheses have become accepted.

**H 2 There is a significant positive role of existing health and physical education in developing social skills through the perception of students.**

**Table No 2:** Regression on analysis of the positive role of existing health and physical education in developing social skills through the perception of students.

Model	R	R Square	Sig.	Adjusted R Square	F
1	.761	.579	.578	341.421	.000 <sup>b</sup>

**Predictor: Existing Physical Education Curriculum**

**Criterion: Development of Social Skills**

**Coefficients**

Model	Unstandardized Coefficient		Sig.	Standardized Co-efficient	t
	B	Std. Error		Beta	
(Constant)	1.221	.121			13.291
Existing PEC	.317	.043	.000	.579	
		5.703	.000		

$\alpha=0.05$

Table 2 demonstrates the strong positive the influence of existing health and physical education curriculum on the development of social skills as perceived by students. The R2 in the above table indicates that the existing HPE curriculum has a 57.9 percent influence on the development of social skills. According to the coefficient table, increasing one unit in the present H&PE curriculum causes a 0.317-unit variance in the development of social skills. Statistically, the existing HPE curriculum is substantially projected to improve social skills development,  $B = 0.317$ ,  $t(539) = p 0.00$ . The existing HPE curriculum explained the large share of variation in social skill development:  $R^2 = .579$ ,  $F(539) = 341.412$ ,  $p 0.01$ .

**H 3 There is no statistically significant difference between the perception of teachers and students on the role of existing health and physical education in developing socials.**

**Table 3: Independents sample t-Test showing the results**

Personal factors	Category of the respondents	n	Mean	Std. Deviation	Df	T	Sig.
The role of existing health and physical education in developing social skills among	PE Teachers	27	3.500	.56872	(2,538)	5.823	.000
	PE Students	513	2.548	.83552			

$\alpha=0.05$

Table 3 depict that, it is signed between the responses of teachers and students regarding the existing health and physical education curriculum at the college level. The t-test showing  $t(2, 538) = 5.823$ ,  $p = .000 < \alpha = 0.05$ . Hence the hypothesis there is no statistically significant difference between the perception of teachers and students on the role of existing health and physical education in developing social skills is hereby accepted.

## DISCUSSION

The main theme of the study is to assess the role of existing health and physical education in developing social skills through the perception of teachers and students. The existing physical health and education curriculum has a positive role in the development of social skills at the college level as perceived by the PE teachers and students. The respondents have questioned whether or not the current health and physical education curriculum has a role in the development of social skills. The majority of respondents did not believe that physical education helped students gain social skills in college. According to the researcher, this

scenario is based on the fact that the current health and physical education curriculum supports all-around personal development. Groff and Kleiber (2001) advocated that the curriculum be constructed in such a manner that the ability to participate in social contexts and connect with people may be developed. Similarly, a well-designed H&PE program aids students in expressing emotions and reactions through facial gestures or body language, as well as being secure in their understanding of how to respond to various social circumstances (Hart, 2013; Johnson, Rickel & Lester, 2000). Students' participation in PE programs (Weiss, 2011) and sports is widely seen to help them improve social skills (Holt et al., 2011). Overall, the study found that the majority of the studies included in this evaluation found a link between students' engagement in PE or sports and a variety of social skills. This reflects a growing focus on teaching kids personal and social skills as a means of preparing them for the future. Prosocial conduct was the most commonly studied outcome across all research. Respect, empathy, and sympathy are examples of prosocial conduct. Collaboration and work ethic have also garnered a lot of attention, especially in the context of sports, with research suggesting a link between aiding others and teamwork. Decision-making and problem-solving were the least studied outcomes. In addition to these five categories, we found six more personal and societal goals that were addressed to a modest extent. Control and management, goal-setting, responsibility, leadership, meeting new people and making friends, and communication were all on the list. According to the findings of the researcher, there is a significant mean difference between a teacher and student reactions to the existing physical education curriculum at the college level. The researcher saw that practical health and physical education received relatively little emphasis. During interviews with students, the majority of them stated that practical lessons are not regular. Physical education is a practical subject in which both theoretical and practice lessons are given equal weight (Kyriacou, 2017). As a result, instructors must be able to communicate effectively to effectively convey their knowledge, observations, and experiences. The majority of respondents said that instructors' persuasive power, credentials, and communication skill influenced on teaching the present health and physical education curriculum at the college level. Avalos (2011) reported similar results, stating that physical education teachers' knowledge, observation, and experiences influence the quality of health and physical education curriculum instruction. Given the foregoing, Petitpas et al (2015) concluded that a teacher's knowledge, qualification, topic command, and teaching style are the factors of effective teaching. Similarly, Cushion, Armour, and Jones (2013) claim that the more knowledgeable the teaching personnel is, the better they can pass on their knowledge to pupils. Because most research was cross-sectional, we couldn't draw any conclusions about children's personal and social development over time. Researchers and practitioners are urged to examine the longitudinal element of development in their work, given the growing interest in and significance of achieving personal and societal objectives (see, for example, Hardman et al., 2014). Furthermore, further randomized controlled studies examining the benefits of PE or sports programs are required (Cohen et al., 2007). PE has a favorable influence on assertiveness, collaboration, communication, self-control, coping abilities, and problem-solving skills, according to a small number of research currently available.

## **CONCLUSION AND RECOMMENDATION**

The role of existing health and physical education in developing social skills through the perception of teachers and students at college level Khyber Pakhtunkhwa, this review provides an overview of research on the benefits of existing health & PE for students & teachers' social development. According to the findings, both teachers and students viewed health and physical education to be a vital topic for students' overall development. The respondents believed that the existing HPE curriculum had a major impact on the development of social skills. The existing HPE curriculum has a major impact on the development of social skills, according to this study. The researcher also discovered that there is a statistically significant difference in teachers' and students' perceptions of the role of current health and physical education in the development of social skills. Moreover, studies in H&PE are much scarcer than compared to studies in sports. Given that social development is a central aim of PE worldwide, there is a strong need to develop this area of research. These findings suggest that health and physical education can be used for the development of social skills among students.

## REFERENCES

- Armour K (2021) *Sport Pedagogy: An Introduction for Teaching and Coaching*. London, UK: Pearson.
- Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., Sandford, R., & Education, B. P. (2019). The educational benefits claimed for physical education and school sport: an academic review. *Research papers in education*, 24(1), 1-27.
- Coakley J (2011) Youth sports: What counts as “positive development”? *Journal of Sport & Social Issues* 35(3): 306–324.
- Cohen L, Manion L and Morrison K (2017) *Research Methods in Education*. New York: Routledge.
- Cryan, M., & Martinek, T. (2017). Youth sport development through soccer: An evaluation of an after-school program using the TPSR model. *Physical Educator*, 74(1), 127.
- Dudley, D., Cairney, J., Wainwright, N., Kriellaars, D., & Mitchell, D. (2017). Critical considerations for physical literacy policy in public health, recreation, sport, and education agencies. *Quest*, 69(4), 436-452.
- Fraser-Thomas, J., & Côté, J. (2009). Understanding adolescents' positive and negative developmental experiences in sport. *The sport psychologist*, 23(1), 3-23.
- Goudas, M., & Giannoudis, G. (2008). A team-sports-based life-skills program in a physical education context. *Learning and instruction*, 18(6), 528-536.
- Gould, D., & Carson, S. (2008). Life skills development through sport: Current status and future directions. *International review of sport and exercise psychology*, 1(1), 58-78.
- Gould, D., & Carson, S. (2008). Life skills development through sport: Current status and future directions. *International review of sport and exercise psychology*, 1(1), 58-78.
- Grineski, S. (1996). *Cooperative learning in physical education*. Human Kinetics Publishers.
- Hardman K, Murphy C, Routen A, et al. (2014) *World-Wide Survey of School Physical Education. Final Report 2013*. Paris: UNESCO.
- Holt, N. L., Kingsley, B. C., Tink, L. N., & Scherer, J. (2011). Benefits and challenges associated with sports participation by children and parents from low-income families. *Psychology of sport and exercise*, 12(5), 490-499.



- Morris L, Sallybanks J, Willis K, et al. (2013) *Sport, Physical Activity and Antisocial Behaviour in Youth*. Canberra, ACT: Australian Institute of Criminology.
- Mudrack, P. (2007). Individual personality factors that affect normative beliefs about the rightness of corporate social responsibility. *Business & Society*, 46(1), 33-62.
- Opstoel, K., Chapelle, L., Prins, F. J., De Meester, A., Haerens, L., van Tartwijk, J., & De Martelaer, K. (2020). Personal and social development in physical education and sports: A review study. *European Physical Education Review*, 26(4), 797-813.
- Parker, M., & Stiehl, J. (2015). Personal and social responsibility. *Standards-based physical education curriculum development*, 130-153.
- Petitpas AJ, Cornelius AE, Van Raalte JL, et al. (2015) A framework for planning youth sports programs that foster psychosocial development. *The Sport Psychologist* 19(1): 63–80.
- Siedentop, D., Hastie, P., & Van der Mars, H. (2019). *Complete guide sports education*. Human Kinetics.
- Society of Health and Physical Educators (2014) *National Standards & Grade-Level Outcomes for K–12 Physical Education*. Champaign, IL: Human Kinetics Publishers.
- Weiss MR (2011) Teach the children well: A holistic approach to developing psychosocial and behavioral competencies through physical education. *Quest* 63(1): 55–65.