



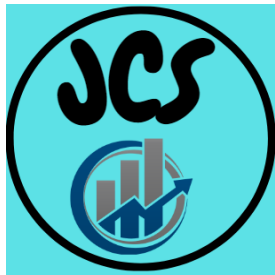
## Perception Of Secondary School Students' Regarding Teaching Quality, Enjoyable And Motivational Climate In Physical Education Classes

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## Perception Of Secondary School Students' Regarding Teaching Quality, Enjoyable And Motivational Climate In Physical Education Classes

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### Abstract

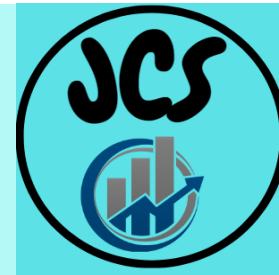
Physical education is an integral part of general education concerned with the wholesome development of an individual. This study aimed to examine the perception of secondary school students regarding teaching quality and motivational climate in physical education classes. A descriptive cross-sectional design was employed in this study. The target population consisted of all those students registered for physical education subjects at the secondary school level in Dera Ismail Khan, KP, Pakistan. For the collection of data, the researcher adopted questionnaires, i.e. Teaching Quality, Motivational Climate and enjoyment of Physical Education Classes. The collected data were processed through the Statistical Package for the Social Sciences (SPSS, version-32), and thus suitable statistical tools were applied. Based on results, the study concluded that Physical education classes are generally perceived as enjoyable and mastery-oriented, supported by reasonably high teaching quality. On the other hand, a significant gender gap was found, with male students experiencing considerably more positive motivational conditions than female students.

**Keywords:** Physical Education, Enjoyment, Teaching Quality, Motivational Climate, Secondary School Students,

### Introduction

Physical education is an integral part of general education related to the physical, mental, social, emotional and spiritual development of an

individual (Khan A & Khan S, 2016). Physical education, which is a basic part of the educational curriculum serving not only as a pathway to physical well-being but also as a contributor to



students' psychological and social development. Students' subjective experiences in PE, such as enjoyment, perceived teaching quality, and motivational climate play a decisive role in shaping their engagement and long-term participation in physical activity (Lozano-Sánchez et al., 2024). Students feel relaxed and enjoyed in physical education classes. Students in educational institution particularly in Pakistan involved in physical education classes with more interest and enjoy the activities of the classroom as well as the ground (Khan et al, 2017). Enjoyment, specifically, has emerged as one of the strongest predictors of students' willingness to participate and exert effort in PE contexts. When students find PE classes enjoyable, they demonstrate higher intrinsic motivation, improved attitudes toward physical activity, and increased likelihood of adopting active lifestyles outside school settings (Martinez-Galindo & Fernandez-Río, 2023). Teaching is a profession which need professionalism in terms of communication, management, personality and knowledge of a teacher. A quality teaching requires all these skills. Lacking skills such as communication skills, management skills, personality and knowledge may cause poor performance of a teacher (Khan et al, 2017). Teaching quality constitutes another crucial factor influencing secondary school students' experiences in physical education. High-quality instruction involves clear communication, supportive feedback, appropriate task design, and the ability to foster positive interpersonal relationships, elements shown to influence students' competence perceptions and emotional responses (Hastie et al., 2024). Recent educational research highlights that teacher behaviors emphasizing autonomy support, empathy, and structured guidance can enhance students' perceived value of PE and reduce negative emotional states such as anxiety or disengagement (Ruiz-Sanchís et al., 2023). The related component shaping students' experiences in PE is the motivational climate, typically categorized as mastery-oriented or performance-oriented. Mastery climates emphasize personal improvement, effort, and cooperation, whereas performance climates are characterized by comparison, competition, and normative success standards (Cerasoli et al., 2024).

## RESEARCH METHODOLOGY

The current study was associated with the perception of secondary school students regarding teaching quality and motivational climate in physical education classes. A descriptive cross-sectional quantitative research design was applied in this study. Hence, data were collected at a single point in time from Physical Education Students at Secondary School of District Dera Ismail Khan, KP, Pakistan. The target population consisted of all those students registered for physical education subjects at the secondary school level in Dera Ismail Khan, KP, Pakistan. It was quite difficult for the researcher to contact the whole population therefore to overcome this problem, the researcher six hundred and forty four (644) physical education students as sample of the study by using Probability- random sampling and with Slovic's formula for the purpose less the population ( $n = N / [1 + N(e^2)]$  with  $e = 0.05$  and 95% confidence level), a total sample of  $n = 644$  physical education students. For data Collection from respondents, the researcher adopted three (03) questionnaires, i.e. Questionnaire for assessing Teaching Quality, Questionnaire for assessing Motivational Climate, and Questionnaire for assessing Perceived Enjoyment of Physical Education Classes. Data were collected from respondents through both physical and online modes. The collected data were processed through the Statistical Package for the Social Sciences (SPSS, version-32), and thus suitable statistical tools were applied.



## PRESENTATION OF RESULTS

Table no 1 Demographic Characteristics of the Sample (n=644)

Variable	Category	Frequency	Percentage (%)
Gender	Male	378	58.7
	Female	266	41.3
Grade Level	Grade 09	342	53.1
	Grade 10	302	46.9
Age	13–14 years	189	29.3
	15–16 years	398	61.8
	17+ years	57	8.9
School Type	Government	412	64.0
	Private	232	36.0
Residential Area	Urban	298	46.3
	Rural	346	53.7

Table 1 shows that the sample included 644 students, with males (58.7%) forming a larger proportion than females (41.3%). Most participants were in Grade 09 (53.1%), and the dominant age group was 15–16 years (61.8%), indicating a typically mid-adolescent sample. Government school students accounted for 64%, reflecting higher public-school representation. Residential distribution was relatively balanced, with 53.7% from rural areas and 46.3% from urban settings, suggesting diverse geographic coverage

Table no 3 Descriptive Analysis for Enjoyment Scale (n=644)

Item	Mean	SD	Skewness	Kurtosis
1. I enjoy it	4.12	0.89	-0.91	0.72
2. I find it pleasurable	4.01	0.93	-0.84	0.51
5. It's very exciting	3.88	1.02	-0.67	-0.12
13. It is very fun	4.18	0.87	-1.03	1.14
(Reverse items – already recoded)				
3. I feel bored (R)	3.94	1.05	-0.78	-0.21
4. I dislike it (R)	4.06	0.99	-0.89	0.44

Table 3 shows students reported high enjoyment in PE, with mean scores from 3.88 to 4.18. Negative skewness indicates most students rated enjoyment positively, and near-zero kurtosis suggests a fairly normal response distribution. Reverse-coded items also had high means (3.94–4.06), confirming low boredom and overall positive enjoyment.



Table no 4 Normality Tests for all Variables (Teaching Quality, Motivational Climate, and Perceived Enjoyment of Physical Education Classes) (n=644)

Variable	Kolmogorov-Smirnov	p	Shapiro-Wilk	p	Skewness	Kurtosis	Decision
Enjoyment	0.068	.012	0.987	.008	-0.68	0.41	Approximately normal
Teaching Quality (Total)	0.059	.051	0.991	.071	-0.54	0.12	Normal
Autonomy Support	0.072	.006	0.985	.003	-0.61	0.28	Approximately normal
Relatedness Support	0.065	.021	0.989	.031	-0.72	0.35	Approximately normal
Structure	0.061	.042	0.990	.052	-0.58	0.19	Normal
Task-Involving Climate	0.078	.001	0.982	.001	-0.79	0.66	Approximately normal
Ego-Involving Climate	0.074	.004	0.984	.002	0.42	-0.31	Approximately normal

Table no 4 shows that Two variables (Teaching Quality and Structure) are normally distributed ( $p > .05$ ). The remaining five variables show minor deviations from normality but remain approximately normal (skewness between -0.79 and 0.42; kurtosis between -0.31 and 0.66). Given the large sample size (n=644), the Central Limit Theorem ensures that parametric statistical tests (e.g., Pearson correlation, regression, t-tests) are robust and valid for all variables.

Table no.5 Gender-wise Descriptive Analysis in term Teaching Quality

Variable	Male (n=378) M±SD	Female (n=266) M±SD	Total M±SD
Enjoyment	4.05 ± 0.74	3.74 ± 0.79	3.92 ± 0.78
Teaching Quality (Total)	3.84 ± 0.70	3.70 ± 0.74	3.78 ± 0.72
Task-Involving Climate	4.18 ± 0.67	4.02 ± 0.71	4.11 ± 0.69
Ego-Involving Climate	2.48 ± 0.86	2.62 ± 0.90	2.54 ± 0.88

Table no 5 Shows that male students generally perceive the motivational environment more favorably than female students.

Table no.6 Grade-wise Descriptive Analysis in term Teaching Quality

Variable	Grade 9 (n=342)	Grade 10 (n=302)	Total
Enjoyment	3.88 ± 0.80	3.97 ± 0.75	3.92 ± 0.78
Teaching Quality	3.72 ± 0.75	3.85 ± 0.68	3.78 ± 0.72
Task-Involving	4.15 ± 0.70	4.07 ± 0.68	4.11 ± 0.69
Ego-Involving	2.59 ± 0.89	2.48 ± 0.86	2.54 ± 0.88



Table no 6 shows that Grade 10 students reported slightly higher Enjoyment (3.97 vs. 3.88) and Teaching Quality (3.85 vs. 3.72) than Grade 09 students. Grade 10 students perceived a marginally stronger Task-Involving Climate (4.15 vs. 4.07) and higher Ego-Involving Climate (2.59 vs. 2.48). Differences between grades were small (all < 0.13 points), indicating largely similar motivational experiences across the two years. Overall, the learning environment remained consistently positive and mastery-oriented in both grade levels.

Table no.7 Independent t-test showing Gender-wise Analysis in term Enjoyment

Variable	t(642)	P	Mean Diff	Cohen's d
Enjoyment	5.12	<.001	0.31	0.40
Teaching Quality	2.58	.010	0.14	0.20
Task-Involving	3.10	.002	0.16	0.24
Ego-Involving	-2.04	.042	-0.14	-0.16

Table no 8 shows that Males scored significantly higher on Enjoyment (d=0.40, medium effect), Teaching Quality, and Task-Involving Climate. Females scored higher on Ego-Involving Climate (p=.042, small effect). Largest gender gap: Enjoyment )

Table no.7 Independent t-test showing Grade-wise Analysis in term Enjoyment

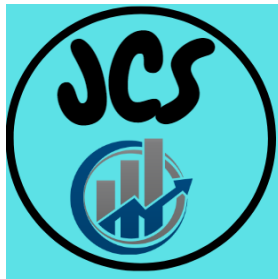
Variable	t(642)	P	Mean Diff	Cohen's d
Enjoyment	-1.55	.121	-0.09	-0.12
Teaching Quality	-2.21	.027	-0.13	-0.18
Task-Involving	1.48	.140	0.08	0.12
Ego-Involving	1.63	.103	0.11	0.13

Table no 9 Shows that Only Teaching Quality differed significantly: Grade 10 > Grade 9 (p=.027, small effect d=0.18). No significant differences in Enjoyment, Task-Involving, or Ego-Involving Climate (all p > .10). Grade differences are minimal and mostly non-significant. Motivational perceptions remain largely similar across Grade-09 and Grade-10.

## DISCUSSION

Based on data analysis, the researcher draw the result that Secondary Schools Physical Education Students in District Dera Ismail Khan, KP, Pakistan, generally experience high enjoyment (M = 3.92), perceive teaching quality positively (M = 3.78), and encounter a strongly mastery-oriented (Task-Involving M = 4.11) rather than ego-oriented motivational climate (M = 2.54) in physical education classes. Nearly half of the students (46.4%) reported high enjoyment levels, confirming that PE is largely perceived as a positive and engaging subject, consistent with recent findings in similar cultural contexts (Martínez-Galindo & Fernández-Río, 2023; Lozano-Sánchez et al., 2024).

Results also indicated a significant gender difference, with male students reporting substantially higher enjoyment (d = 0.40, medium effect), perceived teaching quality, and task-involving climate than females, whereas females scored slightly higher on ego-involving climate. This



pattern aligns with previous research indicating that adolescent girls often experience lower enjoyment and feel less supported in traditional PE settings, possibly due to gender-stereotyped activities, lower competence beliefs, or less teacher encouragement (Hastie et al., 2024). The results highlight an urgent need for gender-sensitive pedagogical approaches in Pakistani secondary schools to enhance girls' positive experiences.

The finding of the study shown that grade-level differences were minimal and mostly non-significant, except for a small but significant increase in perceived teaching quality from Grade 9 to Grade 10. This stability suggests that the motivational environment remains relatively consistent across the two years, which is encouraging for curriculum continuity but also indicates limited developmental adaptation in teaching practices as students' progress.

The study also found that there is strong positive associations between enjoyment, teaching quality, and task-involving climate ( $r = .68-.74$ ), coupled with negative correlations with ego-involving climate ( $r \approx -.50$ ), provide robust empirical support for self-determination and achievement goal theories in the PE context. High-quality teaching that emphasizes autonomy support, relatedness, and clear structure appears to be a key driver of a mastery-oriented climate and students' enjoyment, reinforcing calls for teacher training focused on need-supportive behaviours (Ruiz-Sanchís et al., 2023; Reina-Vega et al., 2023).

## CONCLUSION

On the basis of findings, the researcher arrived at conclusion that physical education students recognize physical education as an enjoyable and mainly mastery-oriented subject, supported by reasonably high teaching quality. In addition, the researcher also concluded that male students experience significantly higher enjoyment, perceive stronger task-involving climates, and rate teaching quality more positively than female students. The study also highlighted that there is a strong positive associations among teaching quality, task-involving climate, and enjoyment emphasize that need-supportive, mastery-focused pedagogy is the key driver of positive PE experiences.

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