



Science, Movement and Health, Vol. XXV, ISSUE 1, 2025  
January 2025, 25 (1): 165-170  
Original article

## QUESTIONNAIRE ON THE PERCEPTION AND PERSPECTIVE OF PHYSICAL EDUCATION TEACHERS IN THE HIGH SCHOOL CYCLE ON THE PHYSICAL EDUCATION CLASS

ȘERBU IULIAN<sup>1</sup>, LARION ALIN<sup>2</sup>, TALAGHIR LAURENȚIU GABRIEL<sup>1</sup>, BAYRAKTAR IŞIK<sup>3</sup>

### Abstract

*Aim.* The research aims to investigate the perception and perspective of high school physical education teachers on the introduction of new non-specific equipment during high school physical education classes.

*Methods.* To collect the data provided by the physical education teachers, we used Google Forms. The questionnaire was completed between May 15 and June 15, 2022 by 143 teachers in Romania. The questionnaire included 4 demographic questions and 14 questions covering the topic studied. The questions addressed to the teachers are aimed at the perception of the physical education classes and their perspective on the implementation of new equipment during the physical education lesson.

*Results.* Based on the results obtained by the teachers, we noticed that they are interested in new methods and means introduced during physical education classes. 65% of the teachers interviewed say that the introduction of new fitness equipment increases students' interest and involvement in physical education classes.

*Conclusions.* Following the application of the questionnaire of physical education teachers in the high school cycle and based on the analyzed answers, we conclude that specialists are of the opinion that physical education classes are essential in the harmonious development of students and that one hour per week is not enough to meet this need. In order to achieve the objectives of the physical education class, more time is needed to develop the motor qualities that allow the fulfillment of the model norms for this age.

*Keywords:* Physical education classes, TRX, fitness, questionnaire, physical education teachers.

### Introduction

Physical education is an important component of global education. Through its content and specific tasks, thoughts systemic influences on the individual, both in terms of motor and physical, intellectual, affective, aesthetic, etc., it constitutes a path toward general education. (Dragnea et al., 2006).

According to the authors, (Nicola & Fărcaș, 1993), "Education is a complex social activity that is carried out through an endless chain of actions exercised in a conscious, systematic and organized manner, at every moment - an individual or collective subject - acting on an object - individual or collective - in order to transform the latter into an active and creative personality, corresponding both to the present and prospective historical-social conditions, as well as to its individual particularities". The field of physical education includes physical education lessons, organized by teachers.

Maintaining the optimal state of health, favoring the processes of growth and harmonious physical development of students, improving basic motor skills and developing motor qualities, balanced multilateral development of the student's personality, which includes the cognitive, affective and volitional side, forming the habit of systematic practice of physical exercises, forming the student's ability to integrate and act in the collective is the objective of the education class physics. In many cases, children are less and less motivated to participate in physical activities, either because of a lack of adequate facilities or because of a decreased interest assert (Hangu, 2016).

In his article, (Arsene & Gheorghiu, 2021) emphasizes that physical education in schools contributes not only to the good physical condition and health of students, but also helps children to practice and better understand physical activity, with positive repercussions for their entire lives.

This paper focuses on the analysis of the perception and perspective of physical education teachers in high schools in Romania regarding physical education classes, with a special attention to some essential factors that influence their development. In the current conditions, in which the school curriculum provides only one hour of physical education per week, and the teaching means and teaching methods have not undergone significant changes in the last 30 years, this paper aims to identify the challenges faced by teachers, but also the potential solutions.

The research conducted by (Katherine, 2008) highlights the fact that access to appropriate resources and equipment used in physical education classes can significantly contribute to increasing the level of student engagement. According

<sup>1</sup> Faculty of Physical Education and Sports, "Dunarea de Jos" University from Galati, Romania; Corresponding author: [serbu\\_iulian@yahoo.com](mailto:serbu_iulian@yahoo.com);

<sup>2</sup> Ovidius University of Constanta, Faculty of Physical Education and Sport, Constanta, Romania;

<sup>3</sup> Department of Coaching Education, Faculty of Sport Sciences, Alanya Alaaddin Keykubat University, Alanya, Türkiye.

to the study, it has led to a 28% increase in student engagement, suggesting that properly equipping schools with quality equipment is essential to support students' active participation in physical activities.

Also, another important factor is the lack of adequate infrastructure in some high schools, which limits the possibilities of carrying out varied and effective physical activities. These aspects, together with teachers' perceptions regarding the importance of physical education in the training of the younger generations, will be addressed in detail, in order to better understand the current state of this field. The introduction of fitness equipment in high school physical education classes is a possible solution for diversifying activities and improving the physical development of students. (Bevans, Riley & Forest, 2008)

The questionnaire applied to physical education teachers aims to assess their perception of the efficiency of these equipments in the educational process and their impact on the development of students' motor strength qualities.

The physical education class, an integral part of general education, not only supports the physical and mental health of students, but also contributes to the formation of healthy habits in the long term. By implementing modern fitness equipment, physical activities in physical education classes can become more attractive, and students can experience more diversified and effective workouts that support the harmonious development of muscles, aerobic capacity and motor strength.

Modern sports training is defined in specialized literature as a systematic and continuously graded pedagogical process of adapting the human body to intense physical and mental efforts involved in participating in competitions organized in different sports branches. (Dragnea & Mate, (2002).

### Methods

To carry out the research, we used the online platform Google Forms. The questionnaire was structured in two sections: the first category contained 4 demographic questions (gender, seniority in education, the county in which the teachers work and the urban/rural environment), and the second category included 14 items regarding the evaluation of the physical education class and the opinion of physical education teachers regarding the introduction of fitness equipment in these classes.

The questionnaire was distributed to physical education teachers in high schools in Romania and was completed between May 15 and June 15, 2022. The research was conducted on a sample of 143 teachers.

Based on the data collected, we were able to reflect the teachers' appreciations of the researched topic. Data collection and analysis give us a clearer picture of the topic being studied and answer a number of key questions.

### Results

Based on the answers provided by the physical education teachers in the first questionnaire, we were able to identify demographic data (man/woman, seniority in teaching, county and urban/rural environment).

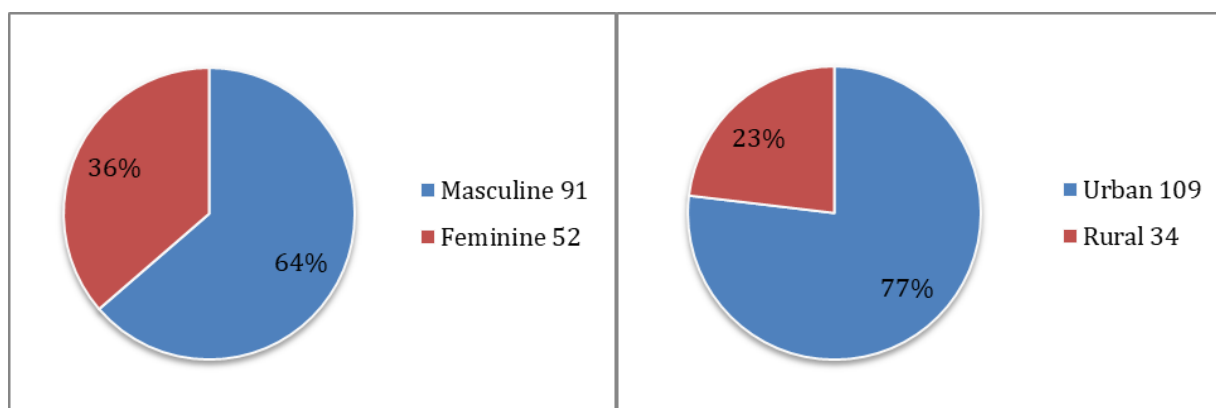


Figure 1. Gender

Figure 2. Teaching environment

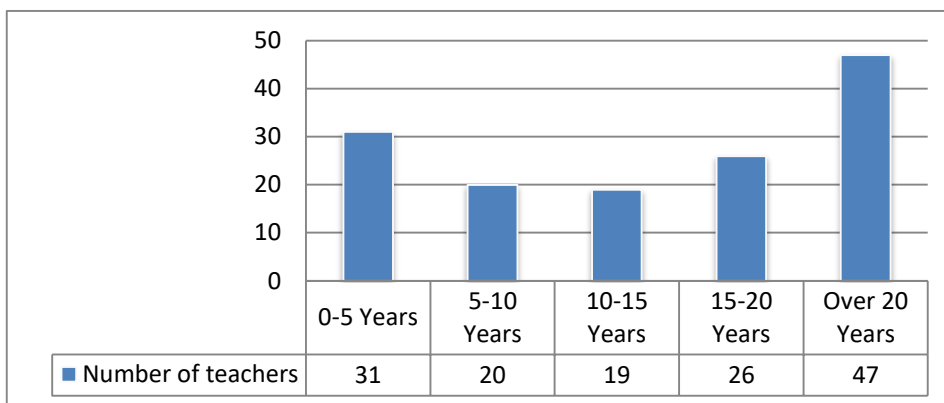


Figure 3. Seniority in education

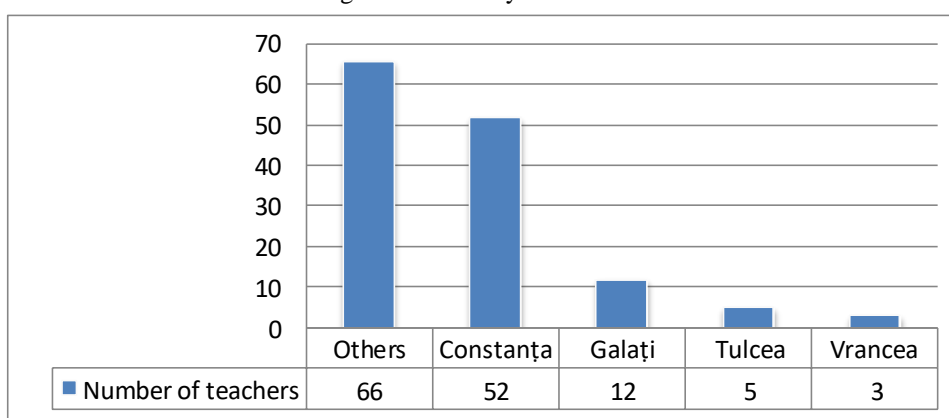


Figure 4. The county where physical education teachers teach

Illustrations are of great relevance because they reflect the opinions of physical education teachers about the subject studied. These responses probe teachers' vision and perspective on physical education lessons and whether the implementation of new fitness equipment can improve the training process and increase motor skills, especially increasing muscle strength. The tables and figures below present the values obtained for the 4 most relevant items in order to highlight the teachers' opinions about the researched topic.

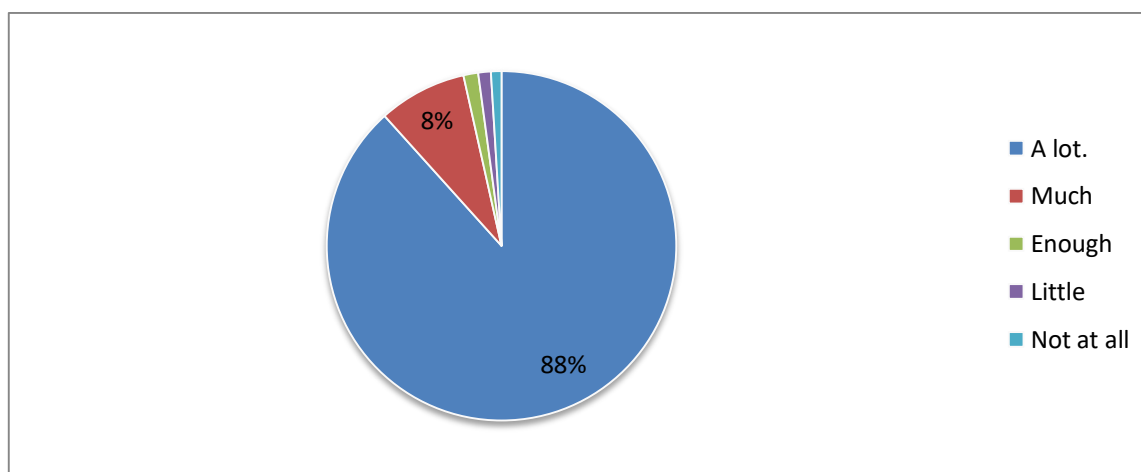


Figure 5. Do you think that practicing physical exercise has benefits on the growth and development of students at this age?

Table 1. Distribution of the answers given by teachers to the question whether they consider that the physical education lesson is important in the development of students.

<i>ANSWER OPTIONS</i>	<i>ABSOLUTELY</i>	<i>%</i>
<i>A lot</i>	125	88
<i>Much</i>	12	8
<i>Enough</i>	3	1.8
<i>Little</i>	2	1.2
<i>Not at all</i>	1	0.6
<i>Total</i>	143	100

The first item highlighted in the diagram highlights a strong consensus among teachers on the importance of exercise for physical development. 88% who consider exercise to be very important in physical development suggest a clear and unanimous understanding of its benefits. In contrast, the percentage of 8% who consider physical education in high school to be essential for the harmonious development of the body indicates a more moderate perception, possibly related to other factors or to the differences in context and resources available within each school. These answers are valuable because they come from professionals with experience in the field, which gives them significant relevance for the development of a training program. In view of these views, it may be useful for educational and training programs to focus on encouraging regular exercise and implementing strategies to improve access to equipment.

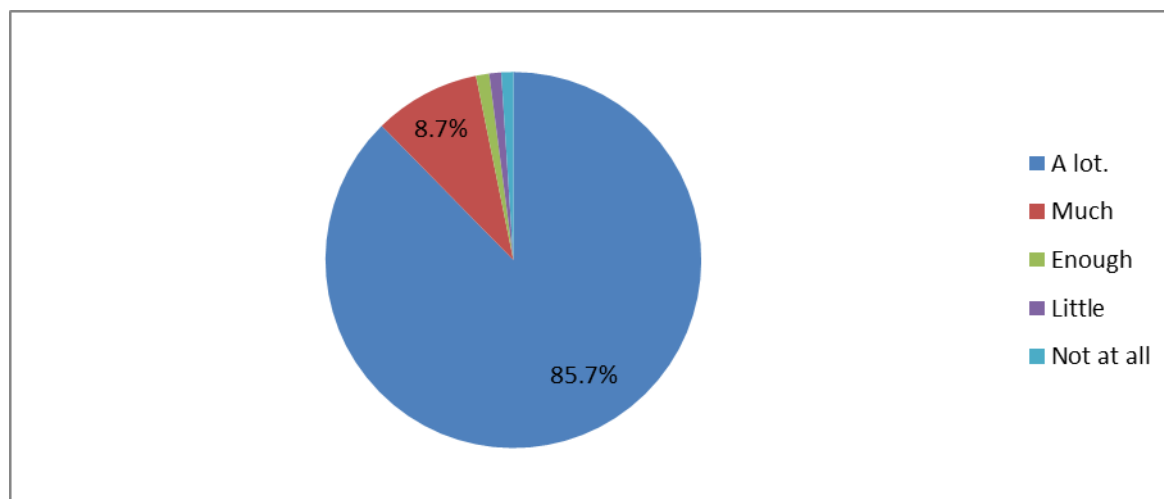


Figure 6. Do you think that more hours of physical education would be useful within the weekly program at the high school level?

Table 2. The answers provided by teachers to the question of whether more hours of physical education are useful to students.

<i>ANSWER OPTIONS</i>	<i>ABSOLUTELY</i>	<i>%</i>
<i>A lot</i>	123	85.7
<i>Much</i>	12	8.7
<i>Enough</i>	4	3
<i>Little</i>	3	2
<i>Not at all</i>	1	0.6
<i>Total</i>	143	100

The second item (Figure 6) shows that 86.3% of the teachers consider that more hours of physical education would help a lot, and 9% of them consider that more hours of physical education in the high school cycle would help a lot. These answers concretely reflect the observations and own knowledge acquired over the years of activity with the students, which leads us to define a clearer picture of this research.

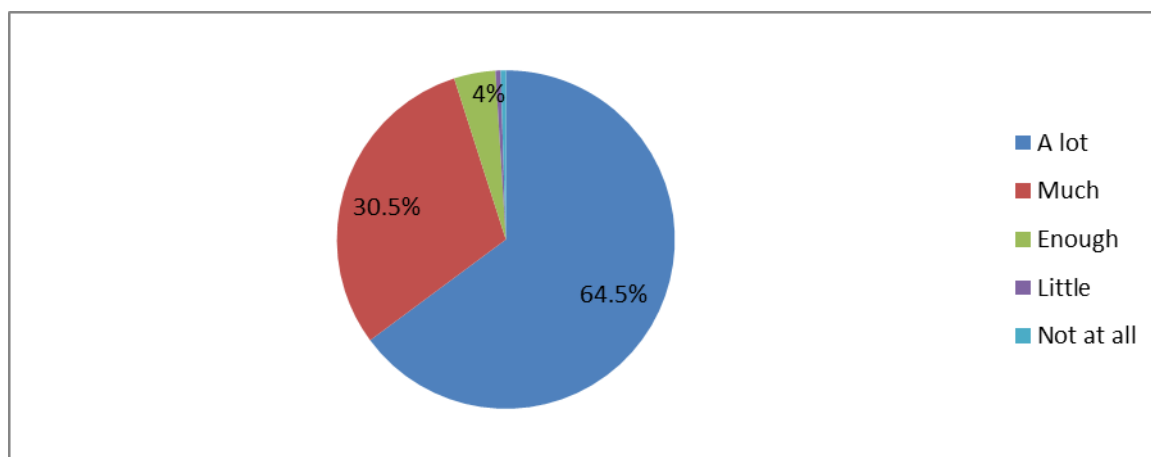


Figure 7. Do you think that the introduction of new equipment in the physical education lesson increases the interest and presence of students?

Table 3. Distribution of the answers given by teachers to the question regarding the implementation of fitness equipment in physical education classes.

ANSWER OPTIONS	ABSOLUTELY	%
<i>A lot</i>	92	64.5
<i>Much</i>	43	30.5
<i>Enough</i>	6	4
<i>Little</i>	1	0.6
<i>Not at all</i>	1	0.6
<i>Total</i>	143	100

Garding the third item (Figure 7), it shows that 65% believe that new equipment used in the physical education lesson greatly increases students' interest and 30.1% believe that the use of fitness equipment greatly increases students' interest. These answers, as well as the answers from the previous item, concretely reflect the observations and knowledge acquired over the years of activity with the students, which leads us to define a training program with new training equipment.

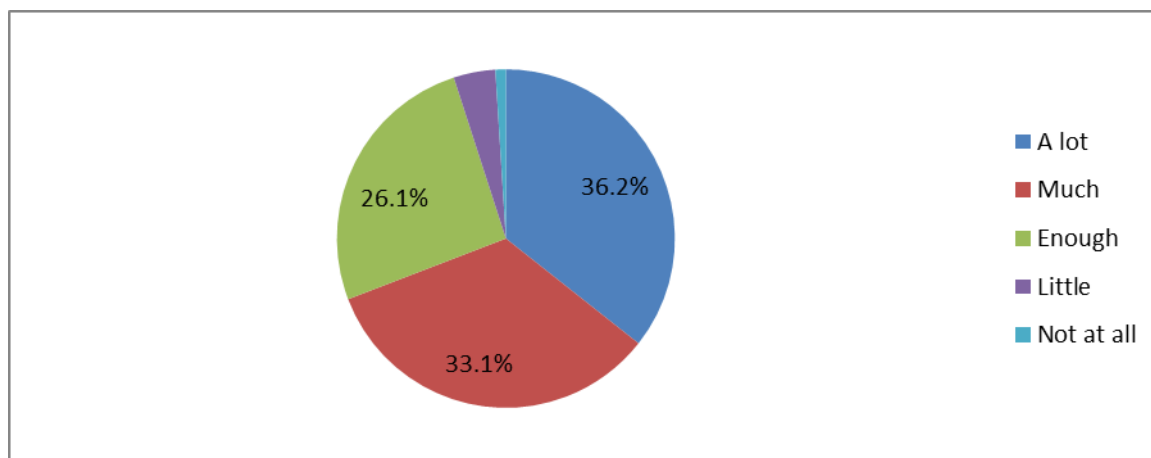


Figure 8. Do you think that using the TRX in physical education classes can improve the quality of motor strength?

Table 3. Distribution of teachers' answers to the question of whether TRX can improve motor strength quality.

ANSWER OPTIONS	ABSOLUTELY	%
A lot	51	36.2
Much	47	33.1
Enough	38	26.1
Little	6	4
Not at all	1	0.6
Total	143	100

From the answers provided by specialists in the field to the fourth item (Figure 8), it appears that 36% believe that the implementation of TRX for strength development can greatly influence the increase in muscle strength, and 33% answered that a lot. The answers to this item help us to identify whether physical education teachers see the use of TRX as a concrete way to develop muscle strength.

### Conclusions

The conclusions drawn from the application of the questionnaire and the analysis of the answers reflect a clear and uniform vision of the physical education teachers on the importance of the discipline for the physical and mental development of students. It is obvious that in order to support their harmonious development, physical education classes must be more frequent and consistent, since one hour a week is not enough to reach the amount of effort for the age of the students.

Based on these answers, it can be argued that in order to effectively respond to the needs of students in terms of the development of motor qualities, especially strength, it would be necessary to allocate more hours of physical education, allowing a better approach to physical education classes. Also, the involvement of new fitness equipment has benefits on several levels. From increasing the development of motor skills to improving student engagement during physical education classes.

It is also emphasized that the implementation of TRX as an element in the development of muscle strength is beneficial for the student program. Based on the cumulative answers, we can see that physical education teachers believe that they are open to new fitness equipment with which they can work and this leads us to continue the research on this topic.

### References

- Dragnea, A., Teodorescu, S., Stănescu, M., Bota, A., Șerbănoiu, S., Tudor, V. (2006). *Educație Fizică și Sport – Teorie și Didactică*. Fest București. Bibliography.T.C.Military Penthatlon. (1987). Appendix, Brussel. p. 8
- Nicola, I., Fărcaș, D. (1993). *Pedagogie generală (Noțiuni fundamentale). Manual pentru clasa a IX-a - școli normale*, Editura Didactică și Pedagogică R.A., București, (reeditat), p.7, 10.
- Hangu, S. Ș. (2016). *Eficiența jocurilor de mișcare în ameliorarea compoziției corporale și în îmbunătățirea motricității generale la copiii antepubertari*. Rezumat teză doctorat, U.N.E.F.S. București: 4.
- Arsene, I., Gheorghiu, A. (2021). Voice as a professional instrument in the activity of physical education teacher. *Știința și arta mișcării*, 14(2):130DOI:10.4316/SAM.2021.0218.
- Bevans K., Riley A. & Forest C. (2008) Implementation of School-Wide Positive Behavioral Interventions and Supports (PBIS) in Elementary Schools: Observations from a Randomized Trial. *Springer Nature, Education and Treatment of Children*, Vol. 31, No. 1, p. 1-26.
- Dragnea, A., Mate, S., T. (2002). *Teoria Sportului*. FEST, București.