

Perception of Physical Education Teachers Regarding the Inclusion of Traditional Games in School Curriculum

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Abstract

Traditional games are one of the important parts of national heritage. There is need of time to promote the traditional games to preserve the culture and heritage, to revive the indigenous games through structure formal education system. Teachers are main agents to implement the curriculum in the schools. The main objective of given research study was to investigate the perception of physical education teachers regarding the inclusion of traditional games in curriculum. The study was conducted in federal government educational institutions, Chaklala and Rawalpindi cantt. All physical education teachers were included in study, after getting their informed consent. A validated 5-point Likert scale questionnaire consisting of 10 items in form of google form have been shared to all of them in a WhatsApp group and instruct them to respond. After getting responses from them, the collected data was analyzed on SPSS. Reliability test has been applied to 10 items of questionnaire. The value of Cronbach's Alpha was .967, it indicates that the questionnaire was highly reliable and recommended. The mean score of 3.4592 shows that the participants had a moderately positive perception regarding the inclusion of traditional games in the school curriculum. The findings of the given data suggest that the physical education teachers strongly support the inclusion of traditional games in the school curriculum.

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Introduction

Traditional games and sports as the name show, are considered as important part of national culture, that are transferred from generation to generation. These games represent the culture, values and traditions of a nation and give opportunities for individuals specially to involve them in useful activities for their physical as well as mental development. In modern era the focus has been completely shifted to modern and digital games and the traditional games have been completely ignored. Consequently, there is need of time to promote the traditional games to preserve the culture and traditions, to revive the traditional games through formal education system (Martínez-Santos et al., 2020).

Physical education plays an important role in holistic development of individuals including their physical, social and mental development. Research has found that traditional games contribute to holistic development of a child. These games also promote moral values and

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norms, character building, teamwork and respect for others (Arfanda et al., 2024). Importance of traditional sports and games cannot be overestimated. Traditional sports and games significantly preserve national and cultural inheritance and pass them from generation to generation (UNESCO, 2003). Traditional games provide benefits to community including educational, social and cultural, also help in preserving local customs (Bronikowska et al., 2015). Cultural, traditional or indigenous sports and games strengthen traditional identity and increases respect for local culture and traditions. (UNESCO, 2017). Increasing participation in traditional sports and games shows appreciation of local culture and heritage (Lavega-Burgués et al., 2020). Traditional sports are important component of intangible culture and help in promoting intercultural dialogue (UNESCO, 2021).

Traditional games can also be used as a pedagogical tool to promote students' cognitive, affective and psychomotor development. Research findings have shown that integrating the traditional games into the national physical education curriculum helps to motivate the students to learn more effectively. Traditional games provide learning opportunities for individuals to actively participate actively to promote problem-solving skills (Aliriad et al., 2024; Syaukani et al., 2025). The inclusion of traditional games in the national education curricula promote the heritage with help of indigenous activities. These also strengthen the sense of belongingness and cultural awareness while promoting holistic development. (Quispe Munares et al., 2025; The Effects of Traditional Games on Physical Literacy Among School-Aged Children, 2025).

Despite the growing interests in this regard and successful integration of traditional games into national curricula, it depends on the perception of physical education teachers and their attitude. As physical education teachers are the agents of change and stakeholders in curriculum implementation. Therefore, it is essential to investigate the teacher's perception regarding the inclusion of traditional games in the school curricula to understand the opportunities and barriers that are associated with promoting the traditional games in formal education system.

Problem statement

Traditional games and sports are one of the important assets of national traditions and culture. Preservation of culture is the responsibility of nation. Due to technological advancement, the modern era shifted from traditional to digital. The growing interest in digital and modern games, there is decline in the practice of traditional games among the children the children of modern age have little or no knowledge about their cultural games. Consequently, traditional games are almost disappearing.

Educational institutions, especially schools, are considered as the main agent of change and socialization. The inclusion of traditional games and sports into the national curriculum can help in preserving the national heritage. There is need of time to include the traditional games in the national school curriculum; to bring them into practice and it will spread awareness among the new generation also. The most important factor that affects the implementation of curriculum in schools is teachers. Regarding games, physical education instructors and teachers are the key factors. because the teachers play the most important role in the delivery

of components of curriculum. So, with respect to inclusion of traditional games and sports into the school curriculum, the perception of physical education teachers is significantly important. Hence it is the need to know the perception of physical education teachers regarding the inclusion of traditional games in curriculum. Knowledge about teachers' perception can provide valuable insight for the curriculum developers and administrators in developing the national curriculum.

Objectives

The objective of the study was to investigate the perception of physical education teachers regarding the inclusion of traditional games in the school curricula.

Research question

What are the physical education teachers' perceptions regarding the inclusion of traditional games in the school curriculum?

Methods and materials:

This section refers to the method of the study. The researchers were Quantitative research while Purposive sampling techniques have been used. It was very tough for the researchers to approach each and every respondent of the current population. The populations of the study were all Physical Education Teachers across Punjab while Physical Education Teachers of Chaklala and Rawalpindi Cantt were selected as a sample population. The Inclusion criteria of Physical education teachers between aged 21-40 years, working in Chaklala and Rawalpindi cantt.

Data collection process

After getting the approval from the department, the questionnaire was shifted into the google form. The google form consists of three sections. The first section was about the detailed information for the participants related to this survey study, directions to fill the questionnaire and form for informed consent were also attached. second part was about the demographics of participants. third and main part of questionnaire, comprised of 10 items. The contact lists of all physical education teachers and instructors were collected from the department. The WhatsApp group was formed, and all the physical education teachers and instructors were added to the group. The google form has been shared in the group and request them to respond as soon as possible. The responses were collected in the excel sheet automatically. Then the data was analyzed.

Data analysis

The responses have been recorded and altered into the excel sheet. The collected data was analyzed on the SPSS.

Table 1: gender of respondent		
N	Valid	74
	Missing	0

Table 2: gender of respondent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	52	70.3	70.3	70.3
	Male	22	29.7	29.7	100.0
	Total	74	100.0	100.0	

Total 74 participants respond. 52 were female and 22 were male.

Table 3: age of respondent		
N	Valid	74
	Missing	0

Table 4: age of respondent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	1.4	1.4	1.4
	21-30 years	45	60.8	60.8	62.2
	31 to 40 years	18	24.3	24.3	86.5
	above 40 years	10	13.5	13.5	100.0
	Total	74	100.0	100.0	

Data was collected in three categories of age. 45 participants were under 21 to 30 years. 18 participants were 31 to 40 years of age. And 10 were above 40 years.

Table 5 : teaching experience of respondent		
N	Valid	74
	Missing	0

Table 6: teaching experience of respondent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	1.4	1.4	1.4
	5-10 years	12	16.2	16.2	17.6
	above 10 years	15	20.3	20.3	37.8
	less than 5 years	46	62.2	62.2	100.0
	Total	74	100.0	100.0	

12 participants have 5 to 10 years age experience. 15 participants have teaching experience of over 10 years. 46 participants have experience of less than 5 years.

Table 7: Reliability Statistics	
Cronbach's Alpha	N of Items
.967	10

Table 8: Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Traditional games increase students' participation in physical activities.	31.104	78.762	.849	.963
Schools should organize traditional games competitions.	31.045	78.589	.872	.962
Traditional games should be taught alongside modern sports.	31.269	79.563	.865	.963
Physical education teachers should receive training in traditional games.	31.164	81.382	.772	.966
The education system should promote traditional games.	31.179	79.392	.847	.963
Students are more interested in traditional games as compared to modern.	31.493	81.617	.727	.968
I am willing to teach traditional games in my class.	31.239	81.306	.866	.963
I would support school initiatives promoting traditional games.	31.179	79.877	.905	.961
I believe traditional games should be preserved through education.	31.104	79.519	.875	.962
I would recommend e inclusion of traditional games in the curriculum.	31.134	78.573	.915	.961

The above table shows the scores of reliabilities of each item. The results have shown that all the items are correlated and reliable. The questionnaire has excellent internal consistency.

All the items measure the exact same construct. This shows that the given questionnaire was highly reliable and suitable for the research study.

Table 9: Scale Statistics

Mean	Variance	Std. Deviation	N of Items
34.657	98.229	9.9110	10

Table 10: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
traditional games increase students' participation in physical activities.	74	1.0	5.0	3.608	1.2029
traditional games should be taught alongside modern sports.	74	1.0	5.0	3.338	1.1968
schools should organize traditional games competitions.	70	1	5	3.57	1.199
physical education teachers should receive training in traditional games.	74	1.0	5.0	3.459	1.1370
the education system should promote traditional games.	74	1.0	5.0	3.486	1.1964
students are more interested in traditional games as compared to modern.	73	1.0	5.0	3.219	1.1814
I am willing to teach traditional games in my class.	73	1.0	5.0	3.411	1.0650
I would support school initiatives promoting traditional games.	74	1.0	5.0	3.446	1.1121
I believe traditional games should be preserved through education.	74	1.0	5.0	3.554	1.1485

I would recommend e inclusion of traditional games in the curriculum.	72	1.0	5.0	3.528	1.1129
Valid N (listwise)	67				

Table 11: Descriptive Statistics of perception					
	N	Minimum	Maximum	Mean	Std. Deviation
Perception	74	1.00	5.00	3.4592	.98676
Valid N (listwise)	74				

Table 11 shows that all 74 participants responded. They all use the 5-point Likert scale. The mean score shows that the participants had a moderately positive perception regarding the inclusion of traditional games in the school curriculum.

Findings

The findings of the given data suggest that the physical education teachers strongly support the inclusion of traditional games in the school curriculum.

Recommendations

Based on the findings of the research study, the following recommendations have been proposed.

Traditional games should be incorporated into the physical education curriculum to promote national heritage. Higher authorities of education department should facilitate the schools with the resources for conduction of traditional games in institutions.

Professional training should be conducted to make physical education teachers aware of the rules and regulations of traditional games. Collaboration between the administration of education department and traditional sports and games association should be encouraged to promote the traditional games. In future Experimental research should be conducted to investigate the effects of traditional games on the components of fitness.

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