

EDUCATIONAL, SOCIAL, AND PSYCHOLOGICAL IMPLICATIONS OF THE ABOLITION OF PHYSICAL EDUCATION CLASSES IN 12TH GRADE SCIENCE HIGH SCHOOLS: AN EXAMINATION BASED ON THE VIEWS OF PHYSICAL EDUCATION TEACHERS

IMPLICAÇÕES EDUCACIONAIS, SOCIAIS E PSICOLÓGICAS DA EXCLUSÃO DAS AULAS DE EDUCAÇÃO FÍSICA EM ESCOLAS DE CIÊNCIAS DO 12º ANO: UMA ANÁLISE BASEADA NAS OPINIÕES DOS PROFESSORES DE EDUCAÇÃO FÍSICA

IMPLICACIONES EDUCATIVAS, SOCIALES Y PSICOLÓGICAS DE LA SUPRESIÓN DE LAS CLASES DE EDUCACIÓN FÍSICA EN LOS INSTITUTOS DE CIENCIAS DE 12.º CURSO: UN ANÁLISIS BASADO EN LAS OPINIONES DE LOS PROFESORES DE EDUCACIÓN FÍSICA



Mustafa Nurullah KADI¹
e-mail: nrllh.291@gmail.com



Behnam CÜCÜ²
e-mail: behnam.3678@gmail.com



Ahmethan YILDIRAK³
e-mail: ahmethan13@gmail.com



Emrullah YILMAZ⁴
e-mail: yilmazemrullah47@gmail.com



Ramazan ERDOĞAN⁵
e-mail: ramaznerdogan@hotmail.com



Mehmet Ali ÖZTÜRK⁶
e-mail: aliozturk@karabuk.edu.tr

How to reference this paper:

Kadi, M. N., Cücü, B., Yildirak, A., Yilmaz, E., Erdoğan, R., & Öztürk, M. A. (2026). Educational, social, and psychological implications of the abolition of Physical Education classes in 12th grade science high schools: an examination based on the views of physical education teachers. *Revista on line de Política e Gestão Educacional*, 30(esp2), e026075.
<https://doi.org/10.22633/rpge.v30iesp2.21368>



| Submitted: 02/03/2026
| Revisions required: 15/04/2026
| Approved: 22/06/2026
| Published: 01/08/2026

¹ Gazi University, Ankara – Turkey. PhD Candidate, Faculty of Sports Sciences.

² Gazi University, Ankara – Turkey. PhD Candidate, Faculty of Sports Sciences.

³ Ministry of Youth and Sports, Bitlis – Turkey. PhD Candidate.

⁴ Ministry of Education, Mardin – Turkey. PhD Candidate.

⁵ Munzur University, Tunceli – Turkey. Associate Professor, Faculty of Sports Sciences.

⁶ Karabuk University, Karabuk – Turkey. Associate Professor, Faculty of Sports Sciences.

Editor: Prof. Dr. Sebastião de Souza Lemes
Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz

ABSTRACT: The aim of this study is to examine the views of physical education teachers on the abolition of physical education classes in 12th-grade science high schools from educational, social, and psychological perspectives. A qualitative research approach was adopted, and a case study design was used. The study group consisted of 20 physical education teachers who were selected using purposeful sampling and worked in six provinces of Türkiye (Karabük, Osmaniye, Çankırı, Antalya, Ordu, and Sinop). The findings reveal that the abolition of physical education classes negatively affects students' physical development, social interaction, and psychological well-being. Students' stress management skills weaken, their motivation levels decrease, and opportunities for social interaction diminish. Furthermore, teachers experience uncertainty in their professional roles, reduced job satisfaction, and weakened intra-school communication processes. Accordingly, it is recommended that physical education classes be reinstated as compulsory and that educational policies be developed using a participatory approach.

KEYWORDS: Educational. Social. Psychological. Physical education classes. Teachers.

RESUMO: O objetivo deste estudo é examinar as opiniões dos professores de educação física sobre a abolição das aulas de educação física no 12º ano das escolas de ensino médio de perfil científico, sob as perspectivas educacional, social e psicológica. Foi adotada uma abordagem qualitativa, utilizando-se um desenho de estudo de caso. O grupo de estudo foi composto por 20 professores de educação física selecionados por meio de amostragem intencional e atuantes em seis províncias da Turquia (Karabük, Osmaniye, Çankırı, Antalya, Ordu e Sinop). Os resultados revelam que a abolição das aulas de educação física impacta negativamente o desenvolvimento físico, a interação social e o bem-estar psicológico dos alunos. As habilidades de gestão do estresse dos estudantes enfraquecem, seus níveis de motivação diminuem e as oportunidades de interação social se reduzem. Além disso, observa-se que os professores vivenciam incertezas em seus papéis profissionais, menor satisfação no trabalho e enfraquecimento dos processos de comunicação intraescolar. Assim, recomenda-se que as aulas de educação física sejam restabelecidas como obrigatórias e que as políticas educacionais sejam estruturadas com uma abordagem participativa.

PALAVRAS-CHAVE: Educacional. Social. Psicológico. Aulas de educação física. Professor

RESUMEN: El objetivo de este estudio es analizar las opiniones de los profesores de educación física sobre la supresión de las clases de educación física en el 12.º grado de las escuelas secundarias de orientación científica, desde perspectivas educativas, sociales y psicológicas. Se adoptó un enfoque de investigación cualitativa y se utilizó un diseño de estudio de caso. El grupo de estudio estuvo compuesto por 20 profesores de educación física seleccionados mediante un muestreo intencional y que trabajan en seis provincias de Turquía (Karabük, Osmaniye, Çankırı, Antalya, Ordu y Sinop). Los resultados revelan que la supresión de las clases de educación física afecta negativamente el desarrollo físico, la interacción social y el bienestar psicológico de los estudiantes. Las habilidades para manejar el estrés se debilitan, los niveles de motivación disminuyen y las oportunidades de interacción social se reducen. Además, se observa que los profesores experimentan incertidumbre en sus funciones profesionales, una menor satisfacción laboral y un debilitamiento de los procesos de comunicación dentro de la escuela. En consecuencia, se recomienda que las clases de educación física se restablezcan como obligatorias y que las políticas educativas se estructuren con un enfoque participativo.

PALABRAS CLAVE: Educativo. Social. Psicológico. Clases de educación física. Docentes.

INTRODUCTION

Contemporary education systems are undergoing a period of continuous change and transformation due to technological advancements, global integration, and social shifts. In this process, education policies often prioritize academic achievement, centralized exam performance, and cognitive outcomes, while neglecting students' physical, social, and psychological development. However, contemporary educational approaches are based on the holistic development of the individual, encompassing not only academic but also physical, emotional, and social dimensions. A critical component of this comprehensive strategy is the integration of physical education classes. Physical education is a fundamental area of education that not only improves an individual's physical fitness but also helps them develop healthy lifestyle habits, cope with stress, improve social skills, and support their psychological well-being. The integration of physical education into the educational curriculum has been shown to provide numerous benefits for students. In addition to acquiring basic motor skills, these classes facilitate the development of critical socio-emotional competencies deemed necessary throughout life.

These competencies include the capacity to take responsibility, cooperate with others, communicate effectively, develop self-discipline, and increase self-confidence. In this context, physical education should be seen not as a complementary component of school education, but as an integral part of it. A literature review shows that regular physical activity increases psychological resilience, reduces anxiety and stress levels, and indirectly supports academic success, especially during adolescence. Furthermore, a significant group of researchers has shown that physical activity has the capacity to alleviate symptoms of depression, increase self-efficacy, and promote social adaptation.

In this context, physical education classes are considered a fundamental area of education that supports not only the physical development of students but also their mental and social development. However, an examination of education policies implemented in Türkiye in recent years reveals a growing emphasis on exam-oriented approaches, particularly at the secondary education level. This approach, which prioritizes academic achievement, has led to a decrease in the weight of practical lessons in weekly lesson plans, and their complete elimination in some grade levels. Physical education has been particularly affected by these developments.

The removal of physical education from the 12th-grade curriculum, particularly in science high schools, is a significant practice that hinders students' access to physical and

psychological support during periods of intense academic pressure. Science high schools are educational institutions where high academic achievement is expected, and students are under intense cognitive pressure during the university preparation process. During this process, students face long-term academic challenges, including test anxiety, performance pressure, and a competitive academic environment. This phenomenon has been shown to negatively impact students' physical activity levels and psychological well-being. However, physical education classes play a critical role in reducing the stress created by this challenging academic process. These classes help students achieve mental relaxation and maintain their social interactions. At this point, the removal of 12th-grade physical education classes in science high schools should be evaluated not only as a curriculum change but also in terms of its effects on students' physical health, psychological resilience, social development, and school climate.

A review of the existing literature reveals that studies, particularly those based on teacher opinions, are insufficient in addressing this practice. While current studies mostly focus on students' academic achievement or physical activity levels, research focusing on teachers' experiences and observations regarding this process is quite insufficient. The unique value of this research lies in its comprehensive examination of the removal of 12th-grade physical education classes in science high schools. This examination addresses the educational, social, and psychological dimensions of the process and analyzes it based on the perspectives of physical education teachers directly involved in the implementation. The study offers a multidimensional perspective through teachers' perceptions of professional identity, their observations of students, and their evaluations of educational policies.

In this context, the aim of the present study is twofold: firstly, to provide a comprehensive description of the current situation, and secondly, to present findings that can contribute to the development of educational policies. The aim of this study is to facilitate a comprehensive, participatory, and student-centered reassessment of educational policies. To this end, the study will examine the effects of the removal of physical education classes in science high schools on students' psychological well-being, social development, and school climate.

Hypotheses

H1: Eliminating physical education classes at the 12th-grade level in science high schools negatively affects students' psychological well-being (stress, anxiety, and motivation).

H2: Eliminating physical education classes in science high schools leads to a decrease in students' social interaction, teamwork, and school belonging levels.

H3: Eliminating physical education classes in science high schools negatively affects physical education teachers' professional motivation, role perception, and teacher-student interaction.

METHOD

Research model

This study employs a case study design, a qualitative research approach, to examine teachers' views on the removal of physical education classes at the 12th-grade level in science high schools from educational, social, and psychological perspectives. A case study is a methodological approach that facilitates a comprehensive examination of a specific phenomenon within its original context. In this context, the research case is limited to the removal of 12th-grade physical education classes in science high schools. The reason for using this method is to reveal the nuances of teachers' experiences and evaluations of the process. Given the novel nature of the issue, the case study design was considered appropriate for comprehensively understanding teachers' perceptions and prior observations regarding the implementation.

Sub-objectives of the research

1. Examining the effects of eliminating physical education classes at the 12th grade level on students;
2. Examining the effects of eliminating physical education classes at the 12th grade level on school culture and the role of teachers;
3. Evaluating physical education teachers' views on educational policies and their suggestions for implementation.

Study group

The study population consists of physical education teachers working in science high schools in Turkey. Purposive sampling was used to select participants with relevant knowledge for the research objective. Purposive sampling was preferred because it allows researchers to

select individuals with comprehensive knowledge of the subject and obtain in-depth answers to research questions. Inclusion criteria for the study are as follows:

1. At least one year of work experience in a science high school.
2. Experience teaching at the 12th grade level.
3. Voluntary participation in the program and openness to discussion.

The study sample size, determined by the above-mentioned criteria, included 20 physical education teachers. The distribution of the provinces where the participants work is as follows: Karabük (n = 6), Osmaniye (n = 5), Çankırı (n = 4), Antalya (n = 2), Ordu (n = 2), and Sinop (n = 1). The teachers' professional experience, ranging from five to 20 years, allowed the research to reflect perspectives from different seniority levels. This diversity was considered a significant factor in enhancing the depth and transferability of the findings.

Data collection tool

The data for this study were collected through a semi-structured interview form developed by the researcher. The interview form consists of open-ended questions meticulously designed to illuminate the educational, social, and psychological consequences of the removal of physical education classes. This structure allowed participants to express their experiences, observations, and evaluations in detail. In preparing the interview form, a comprehensive review of the relevant literature was conducted, and then a draft form consisting of 12 questions was created, considering current practices regarding the removal of physical education classes in science high schools. The draft form was evaluated for content validity and linguistic appropriateness by an associate professor specializing in physical education and sports and an academician specializing in Turkish language education. A number of changes were made to the form based on the opinions provided by these experts. Specifically, three repetitive questions were removed, and the wording of two questions was improved. As a result, the final interview form, containing nine core questions and related additional questions, was finalized.

Data collection process

The data collection process was conducted between September and October 2025, covering the period when the decision to eliminate physical education classes in 12th grade began to be implemented. Interviews with participants were conducted either in person or online

via Zoom, depending on their availability. Participation was voluntary, and personal information was kept confidential. The semi-structured interview form used in the research was developed in line with the study's purpose and sub-objectives.

During the preparation of the form, the researcher first thoroughly examined current practices regarding the elimination of physical education classes in science high schools and the relevant literature. As a result of this examination, a draft form consisting of 12 questions was created to reveal teachers' opinions in depth. To ensure the content validity and language-expression appropriateness of the draft form, expert opinions were sought. The form was evaluated by an associate professor in the field of physical education and sports and a language expert in the field of Turkish language education.

Based on expert opinions, three questions that caused repetition were removed from the form, and the wording of two questions was revised. In its final form, the interview form consists of nine main questions and related (probing) questions. This structure allowed teachers to express in detail their thoughts, observations, and experiences regarding the educational, social, and psychological implications of the removal of physical education classes. This structure, frequently used in qualitative research, provides the researcher with both flexibility and depth in the data collection process.

Data analysis

The data obtained were analyzed using the six-stage thematic analysis method proposed:

1. Reading the data and identifying meaningful units;
2. Conducting the coding process;
3. Grouping the codes under themes;
4. Reviewing the themes;
5. Naming the themes;
6. Interpreting the findings. The originality of the data was preserved by directly quoting the participants' statements. Participants were coded as K1, K2, K3... K20.

RESULTS

Table 1.
Demographic characteristics of participants

Participant No	Age	Gender	Professional Year	Title
K1	29	Male	6	Teacher
K2	48	Male	24	Head Teacher
K3	51	Female	26	Head Teacher
K4	43	Male	18	Expert Teacher
K5	50	Male	25	Head Teacher
K6	48	Male	23	Head Teacher
K7	48	Male	22	Head Teacher
K8	44	Male	18	Expert Teacher
K9	36	Female	10	Teacher
K10	44	Male	17	Expert Teacher
K11	53	Male	27	Head Teacher
K12	33	Female	7	Teacher
K13	44	Male	17	Expert Teacher
K14	46	Male	22	Head Teacher
K15	40	Female	16	Expert Teacher
K16	41	Male	16	Expert Teacher
K17	34	Female	9	Teacher
K18	36	Female	12	Expert Teacher
K19	34	Male	8	Teacher
K20	36	Male	9	Teacher

Note. The Authors.

According to Table 1, the physical education teachers participating in the study exhibit a highly heterogeneous structure in terms of age, professional experience, and title. The participants' age ranged from 29 to 53, and their professional experience ranged from 6 to 27 years, reflecting significant diversity and varying levels of experience. This finding suggests that the teachers' perspectives encompass not only the viewpoint of a specific age group or career stage, but also the experiences of individuals at different stages of their careers.

Table 2.
Examination of participants' views on the first sub-objective

Participant Feedback	Code	Sub-theme	Main Theme
"While physical education is an important balancing factor in students' physical, social, and mental development, its removal could hinder multifaceted development." N = 2	Disruption of holistic developmental balance	Inhibition of multifaceted development	Student Development and Educational Practice
"The course helps students relieve stress and reduce anxiety; removing it could disrupt their psychological balance." N=6	Loss of opportunity for stress management and psychological relief	Decreased psychological well-being	
"Removing physical education classes may reduce socialization, teamwork, and	Weakening of social interaction and team spirit	Regression in social development	

<i>communication skills; students may become alienated from each other.” N = 3</i>			
<i>“Physical education has the potential to increase students’ motivation and attention levels; I believe that removing it will lead to reluctance and fatigue in classes.”</i>	Decrease in academic performance and learning efficiency	Reduced efficiency in the learning process	Effects on Academic Success
<i>“It might be an advantage in the short term for students who don’t like sports; in the long term, it could lead to obesity and mental health problems.” N = 4</i>			
<i>“Students may become increasingly sedentary; I believe this will increase the likelihood of fitness loss, weight gain, and health problems.”</i>	Increased long-term health risks	Permanent health problems	Physical Development and Health
<i>“In the short term, mobility will decrease; in the long term, stress, anxiety, weakening of social relationships, and health problems will arise.”</i>			
<i>“In the long term, health problems such as obesity and postural disorders may emerge in students.” N = 5</i>			

Note. The Authors.

Table 2 shows that the removal of physical education classes has a multifaceted negative impact on students’ development. Most participants emphasized the importance of physical education classes in supporting the balanced development of students’ physical, psychological, and social well-being. It was argued that the removal of the class disrupted this holistic structure, thus leading to imbalances in students’ developmental areas. The study revealed particularly noteworthy findings in the areas of stress management and psychological relaxation. Teachers stated that physical education classes functioned as a space for students to relax and that their removal reduced their stress management capacity. This is considered a significant risk factor that could lead to a decrease in students’ psychological resilience levels. Significant losses were also observed in the social development dimension.

Participants indicated that the removal of the class led to a deterioration in communication among students and a decrease in teamwork and collaboration skills. This finding demonstrates that physical education classes play a functional role in the development of social skills. From an academic perspective, the findings show that physical education classes have a positive effect on students’ attention, motivation, and participation levels. Following the removal of the course, students showed signs of reluctance, mental fatigue, and decreased motivation. Furthermore, it was emphasized that a sedentary lifestyle can lead to obesity, loss of fitness, and health problems in the long term.

Table 3.*Examination of participants' views on the second sub-objective*

Participant Feedback	Code	Sub-theme	Main Theme
<i>"Students may experience increased stress, anxiety, and self-confidence issues; their mental well-being may be compromised."</i> N = 2	Increased stress, anxiety, and decreased self-esteem	Weakening of psychological resilience	Psychological Well-being and Emotional Balance
<i>"Due to lack of sports/exercise, students may not be able to release their energy; fatigue and lack of motivation may increase."</i> N = 2	Lack of exercise and mental tension	Psychological impact of lack of physical activity	
<i>"Students may experience deficiencies in holistic development areas (psychosocial/cognitive)."</i> N = 2	Deficiencies in areas of development	Lack of holistic development	
<i>"Teacher-student interaction and guidance processes may decrease."</i> N = 2	Weakening of teacher-student interaction	Reduced guidance and interaction	The Role and Identity of Teachers
<i>"Social relationships may weaken, individualism and loss of empathy may increase."</i>	Weakening of social ties	Disintegration of social relationships	Social Interaction and Solidarity
<i>"Team spirit, cooperation and social adaptation skills may decline."</i> N = 4			
<i>"The school atmosphere may become stagnant, stress may increase and morale may decrease."</i> N = 2	Stagnation and deterioration of the school atmosphere	Loss of institutional motivation/vitality	School Culture and Atmosphere
<i>"Participation in social events and productivity may decline; the quality of tournaments may suffer."</i> N = 2	Decrease in activities and loss of quality	Weakening of social life within the school	
<i>"Some students may turn to alternative activities to compensate for the deficiency."</i> N = 2	Compensatory social orientation	Social adaptation tendency	
<i>"Activity participation may become dependent on administrative and teacher organizational support."</i> N = 2	Dependence of participation on administrative support	Sustainability of social activities	

Note. The Authors.

As Table 3 shows, the consequences of eliminating physical education classes extend beyond the individual level to the institutional level. Participants indicated that students may experience stress, anxiety, and self-esteem issues, which could negatively impact their psychological resilience. The study revealed several important findings, including the prevalence of mental fatigue and decreased motivation associated with a lack of physical activity. At the social level, it was noted that relationships among students weakened, and empathy and cooperation skills decreased.

This finding demonstrates that physical education is not only a physical activity but also an area where social learning takes place. In terms of school culture, it was noted that the elimination of the class led to stagnation in the school environment, decreased student participation in social activities, and weakened the vibrant structure of the school. Furthermore,

the importance of the individual efforts of administrators and teachers in ensuring the sustainability of social activities was emphasized. This finding shows a direct correlation between the lack of institutional support and its impact on social life.

Table 4.

Examination of participants' views on the third sub-objective

Participant Feedback	Code	Sub-theme	Main Theme
"The elimination of physical education classes weakens teachers' professional roles and narrows their areas of guidance and interaction." N = 4	Weakness of professional role	Decline in the status of teachers	The Role and Identity of Teachers
"Reducing class hours limits teacher-student interaction and negatively affects professional satisfaction and motivation." N = 3	Loss of professional motivation	Lack of interaction and communication	
"Education policies have focused on academic achievement, neglecting physical and social development dimensions." N = 3	Emphasis on academic priority	The problem of one-dimensionality in education	Educational Policies and Approaches
"A holistic approach to education should be adopted; the physical, psychological, and social development of students should be balanced." N = 3	Emphasis on holistic development	The need for multifaceted education	
"Teacher, student, and parent opinions should be taken into account when making policy decisions." N = 2	Lack of participatory policy	The need for democratic decision-making processes	Educational Policies and Recommendations
"Physical education classes should be made compulsory again and supported with in-school and out-of-school sports activities." N = 5	Mandatory course requirement	Institutional support for physical activity	

Note. The Authors.

Table 4 shows that the removal of physical education classes has significant consequences for the teaching profession and educational policies. Participants stated that the removal of the class weakened the professional roles of physical education teachers and narrowed their areas of guidance and interaction. This situation was shown to have a negative impact on teachers' job satisfaction and motivation. Furthermore, teachers stated that current educational policies are based on a one-dimensional understanding focusing on academic achievement, thus relegating physical and social development to the background. This finding indicates that a holistic developmental approach is not sufficiently implemented in the education system.

A significant portion of participants argued that the perspectives of teachers, students, and parents are not considered in the process of formulating educational policies. They underlined the need for a more participatory and democratic decision-making process.

However, a strong consensus emerged supporting the re-establishment of compulsory physical education classes supported by in-school and out-of-school sports activities.

DISCUSSION

This study examines the impact of removing physical education classes for 12th-grade students in science high schools on students' developmental areas, teacher roles, and school culture. These observations are based on the opinions of physical education teachers. This practice constitutes more than just a change in the curriculum; it has multifaceted consequences encompassing students' psychological well-being, teachers' professional identities, school climate, and the direction of educational policies. The findings obtained within the scope of the first sub-objective of the research show that physical education classes have a critical function in terms of psychological balance, social interaction, and academic motivation, beyond the physical development of students.

Participants stated that the removal of the class led to an increase in students' stress levels, a narrowing of relaxation and emotional release pathways, and a decrease in their motivation. This finding shows that physical education classes function not only as a space for movement but also as a tool for psychological regulation. Indeed, the literature has shown that physical activity is effective in reducing stress, lowering anxiety, and increasing psychological resilience (Cheon et al., 2018; Fenandez-Rio et al., 2023; Lubans et al., 2016; Matson, 2019; Murfay et al., 2022; Trigueros et al., 2019; Zengin et al., 2016).

The findings indicate that the elimination of physical education classes has a negative impact on students' social development. Teachers reported decreased interaction among students, weakened teamwork and collaboration skills, and increased individualistic tendencies. This finding underscores the importance of physical education classes in fostering a social learning environment. According to current literature, physical education classes have been shown to play a significant role in developing social belonging, empathy, communication, and group awareness (Côté & Fraser-Thomas, 2007; Portillo-Torres et al., 2016; Prior & Curtner-Smith, 2020). Consequently, the elimination of the class may lead to significant inequalities in students' social development that are difficult to correct.

In line with the second sub-objective of the study, the findings show that the professional roles of physical education teachers have weakened. Participants reported that the reduction in class hours led to decreased teacher-student interaction, a narrowing of guidance roles, and a

decrease in professional motivation. This finding demonstrates that the teaching role extends beyond mere information transfer; it also encompasses guidance, role modeling, and contributing to the multifaceted development of students. Similarly, Zhang (2021) and Franco et al. (2023) underline the correlation between decreasing job satisfaction among teachers and the development of burnout and role ambiguity.

The findings obtained under the third sub-objective of the research offer important implications for education policies. Participants argued that the elimination of physical education classes is indicative of a one-dimensional educational paradigm that overemphasizes academic achievement. It is argued that this paradigm does not consider the holistic development of students. Research has shown that policies that prioritize academic achievement at the expense of other factors have the potential to negatively impact students' psychosocial development over time. These policies have also been observed to contribute to the deterioration of the school climate and the exacerbation of existing inequalities in education (Dato, 2025; Gelius et al., 2020; Woods et al., 2021).

In this context, the elimination of physical education classes can be considered not only a pedagogical decision but also a structural choice reflecting the value orientation of education. The findings of this study demonstrate that physical education classes have an indispensable function beyond students' physical health. These classes contribute not only to physical health but also to psychological well-being, social development, academic motivation, and school culture. In this context, current research suggests that the role and position of physical education classes within the education system need to be re-evaluated.

FINAL CONSIDERATIONS

The findings of this study have shown that the removal of physical education classes at the 12th-grade level in science high schools has led to numerous negative consequences. The analysis demonstrates that physical education is not merely a subject providing physical activity; it plays a fundamental role in students' psychological balance, social adjustment, academic motivation, and overall well-being. The current research indicates that the removal of the class has resulted in negative consequences such as increased stress levels, decreased motivation, and reduced social interaction among the student community. Simultaneously, this situation creates challenges for educators, manifesting as a reduction in their professional roles, decreased motivation, and weakened guidance functions. From the perspective of the education

system, this practice is seen as a shift from a holistic developmental approach to a structure focused solely on academic achievement. In this context, it can be argued that physical education is indispensable for students' physical development as well as their psychological resilience, social skills, self-regulation, and acquisition of healthy lifestyle habits.

The research findings demonstrate the necessity of re-evaluating the role of physical education within the education system. The elimination of physical education may have negative long-term consequences for students, educators, and the school climate.

Limitations

This study was conducted within certain limitations. Firstly, the study is limited to the opinions of physical education teachers working in science high schools. Therefore, it is not possible to generalize the findings to other educational institutions. Secondly, the research was conducted using qualitative methods, and the data is based on the subjective opinions of the participants. Thirdly, the scope of the study is limited to certain provinces, preventing the acquisition of a comprehensive sample representing the entire country. Furthermore, the absence of student and administrator perspectives in the study prevents a comprehensive interpretation of the findings. In conclusion, it is recommended that future studies include various stakeholders and be supported by quantitative data.

Recommendations

Based on the research findings, it is recommended that physical education be reintroduced as a compulsory subject in the 12th grade of science high schools and that regular physical activity be encouraged among students. When formulating educational policies, mechanisms that facilitate participatory decision-making should be strengthened to ensure the inclusion of diverse voices in the policy-making process by ensuring that the perspectives of teachers, students, and parents are included in the decision-making process.

The current academic achievement-focused approach should be restructured to include the psychosocial development of students, and a holistic and integrated developmental approach should be adopted in education. Also, integrating school-based physical activities into clubs, projects, and sports organizations outside of class hours has been identified as an important strategy to increase students' overall physical activity levels.

The professional roles of physical education teachers should be strengthened, and their professional motivation should be supported by protecting areas of guidance and interaction with students.

Future research should include the views of students, parents, and school administrators using mixed methods to increase the generalizability of the findings.

REFERENCES

- Cheon, S. H., Reeve, J., Lee, Y., & Lee, J. W. (2018). Why autonomy-supportive interventions work: Explaining the professional development of teachers' motivating style. *Teaching and Teacher Education*, 69, 43–51. <https://doi.org/10.1016/j.tate.2017.09.022>
- Côté, J., & Fraser-Thomas, J. (2007). Youth involvement in sport. In P. R. E. Crocker (Ed.), *Introduction to sport psychology: A Canadian perspective* (pp. 270–298). Pearson.
- Dato, B. (2025). Teacher's practices, students' motivation and performance in physical education among senior high school students in the Division of Northern Samar. *Journal of Interdisciplinary Perspectives*, 3(8), 212–221. <https://doi.org/10.69569/jip.2025.381>
- Fernandez-Rio, J., García, S., & Ferriz-Valero, A. (2023). Selecting (or not) physical education as an elective subject: Spanish high school students' views. *Physical Education and Sport Pedagogy*, 30(5), 563–575. <https://doi.org/10.1080/17408989.2023.2256762>
- Franco, E., González-Peño, A., & Coterón, J. (2023). Understanding physical education teachers' motivational outcomes and feasibility beliefs to implement motivational strategies: The role of perceived pressures from a variable- and person-centered approach. *Psychology of Sport and Exercise*, 64, Article 102337. <https://doi.org/10.1016/j.psychsport.2022.102337>
- Gelius, P., Messing, S., Goodwin, L., Schow, D., & Abu-Omar, K. (2020). What are effective policies for promoting physical activity? A systematic review of reviews. *Preventive Medicine Reports*, 18, Article 101095. <https://doi.org/10.1016/j.pmedr.2020.101095>
- Lubans, D., Richards, J., Hillman, C., Faulkner, G., Beauchamp, M., Nilsson, M., Kelly, P., Smith, J., Raine, L., & Biddle, S. (2016). Physical activity for cognitive and mental health in youth: A systematic review of mechanisms. *Pediatrics*, 138(3), e20161642. <https://doi.org/10.1542/peds.2016-1642>
- Matson, M. (2019). *Removal of students from physical education for response to intervention on students development of personal and social responsibility* (Master's thesis, Illinois State University). Milner Library. [https://doi.org/10.30707/etd2019.matson\(neeleffel\).m](https://doi.org/10.30707/etd2019.matson(neeleffel).m)
- Murfay, K., Beighle, A., Erwin, H., & Aiello, E. (2022). Examining high school student perceptions of physical education. *European Physical Education Review*, 28(3), 704–719. <https://doi.org/10.1177/1356336X211072860>
- Portillo-Torres, M., Hernández-Quesada, Ó., & Quirós-Quirós, H. (2016). Opinión de docentes y estudiantes sobre las clases de educación física en secundaria. *Revista Electrónica Educare*, 20(2), 1–23. <https://doi.org/10.15359/ree.20-2.5>
- Prior, L., & Curtner-Smith, M. (2020). Effects of occupational socialization on United States secondary physical education teachers' beliefs regarding curriculum design. *European Physical Education Review*, 26(1), 179–197. <https://doi.org/10.1177/1356336X19840062>

- Trigueros, R., Aguilar-Parra, J., Cangas, A., López-Liria, R., & Álvarez, J. (2019). Influence of physical education teachers on motivation, embarrassment and the intention of being physically active during adolescence. *International Journal of Environmental Research and Public Health*, 16(13), Article 2295. <https://doi.org/10.3390/ijerph16132295>
- Woods, C. B., Volf, K., Kelly, L., Casey, B., Gelius, P., Messing, S., Forberger, S., Lakerveld, J., Zukowska, J., & Bengoechea, E. G. (2021). The evidence for the impact of policy on physical activity outcomes within the school setting: A systematic review. *Journal of Sport and Health Science*, 10(3), 263–276. <https://doi.org/10.1016/j.jshs.2021.01.006>
- Zengin, O., Demir, H., Alıncak, F., & Abakay, U. (2016). The evaluation of high school 12th grade students' opinions about the effectiveness of physical education classes. *European Journal of Physical Education and Sport Science*, 2(4), 1–16. <https://doi.org/10.5281/zenodo.162244>
- Zhang, T. (2021). Physical education teacher motivation: A conceptual review and reconceptualisation. *Review of Education*, 9(3), e3301. <https://doi.org/10.1002/rev3.3301>

CRedit Author Statement

- ☐ **Acknowledgments:** The authors are grateful to the respondents who willingly took part in the study.
 - ☐ **Funding:** No funding was involved; the authors were self-funded.
 - ☐ **Conflicts of interest:** Authors declare that they have no conflicts of interest.
 - ☐ **Ethical approval:** Participation was voluntary, and personal information was kept confidential.
 - ☐ **Data and materials availability:** The data supporting the findings of this study are available from the authors upon request.
 - ☐ **Author contributions:** All authors participated equally in the entire process of writing the article.
-

Processing and editing: Editora Ibero-Americana de Educação
Proofreading, formatting, normalization and translation

