



## RESEARCH ABSTRACT ON A STUDY OF MANAGEMENT OF PHYSICAL EDUCATION IN HIGH / HIGHER SECONDARY SCHOOLS IN TAMIL NADU

### Physical Education

**Dr. S. Sundararajan**

Deputy Director of Physical Education, Anna University Sports Board Anna University, CEG Campus, Chennai - 600 025

### ABSTRACT

The paper presents the results of a study on the management of physical education in High/Higher Secondary Schools in Tamil Nadu. The effectiveness Management is studied with reference to administrative structure, planning, organising, staffing, finance and budget, facilities, supervision and control, maintenance of records and general facilities.

The study involved 166 schools in Chengai-MGR Revenue District in Tamil Nadu. The functional aspects of effective management as applicable to the management of physical education in schools were studied and a model for effective management of physical education was evolved, based on the empirical evidences collected from the schools. The data collected through the General Information Bank on Resources for physical education (INBLARPE), Questionnaire on Management of Physical Education (QMPE), Physical Education Climate Questionnaire (PECQ), and Physical Education Instructional Programmes Evaluation Scale (PEIPES) were analysed applying this, bi and multivariate statistical techniques. The levels of effectiveness of management of physical education were determined using Regression Analysis, Discriminant Function Analysis and Factor Analysis.

The Stepwise Regression Analysis estimated the efficacy of the management of Physical education in schools through the planning, organising, directing, acts, physical education climate and safe and healthy environments explaining 73% of the variance. The Discriminant function equations for more effective and less effective management of physical education in schools were computed.

### KEYWORDS:

#### The Problem

Physical education is a scientific system involving biological, physiological and psychological processes to develop the nuclear of power and proficiency embedded in the man, to bring out a great personality of leadership, proficiency, efficiency and power to achieve career building, societal building, nation building and eventually world-order. This scientific system takes the human-beings as raw materials and after necessary processes bestows to the nation a fine gentlemanly product of human being with great personality.

Management which assumes a great importance acting as the brain of a system is essential for any organised effort. It is highly important to study the management of physical education rather than its various other characters to know the parameters of its development in relation to effective management.

The following aspects of management are studied in detail: a. Adequacy of Resource Needs of Physical Education Units in Schools.

1. Physical education staff
2. Curricular activities
3. Play ground facilities in general
4. Availability of special play fields/ courts
5. Availability, of games articles
6. Maintenance of Records
7. Staff participation in sports
8. Scheme of motivation to students participation
9. Organisation of sports and games
10. General maintenance of play facilities and articles

#### b. Composition of Managerial Acts

1. Planning Acts
2. Organising Acts
3. Staffing Acts
4. Directing Acts
5. Controlling Acts

#### c. Physical Education Climate Aspect

#### d. Effectiveness of physical Education Instructional Programme.

1. Meeting of physical education objectives
2. Teacher Conduct
3. General procedures, methods and techniques.
4. Participant conduct.
5. Safe and healthful environment

#### Objectives of the Study

The study aimed at studying

- a. The adequacy of resource needs of physical education units in schools.
- b. The composition of managerial acts.
- c. The physical education climate aspect.
- d. The effectiveness of physical education instructional programmes.

#### Methodology

The present study is a normative study of the management of physical education in high and higher secondary schools in Tamil Nadu.

#### Tools

To collect information relating to the present study the following tools were used.

1. General Information Blank on Resources for Physical Education (INBLARPE)
2. Questionnaire on Management of Physical Education (QMPE)
3. Physical Education Climate Questionnaire (PECQ)
4. Physical Education Instructional Programmes Evaluation Scale (PEIPES)

#### Description of the Tools Tool 1

General Information Blank on Resources for Physical Education (INBLARPE)

This Blank has been constructed to collect informations pertaining to the following resource needs, such as physical education staff, curricular activities, general play ground facilities, availability of special play fields / courts, availability of games articles, the records, involvement of the staff in the conduct of sports activities, scheme for motivation to students participation, organisation of sports and games, and general maintenance of play-fields and articles.

#### Tools 2

Questionnaire on management of physical Education (QMPE)

A questionnaire has been constructed to assess the management functions (viz., planning, organising, staffing, directing and controlling) in the schools. This questionnaire consists of 50 items with three anchoring points (Always, At-times and Rarely).

#### Tools 3

Physical Education Climate Questionnaire (PECQ)

To assess the physical education climate of the school, a modified version of the questionnaire developed by Earle F. zeigler and Gary W. Bowie (1983) on a four point scale (Almost, always, Frequently,

occasionally and Almost never), was designed.

#### Tools 4

#### Physical Education Instructional Programmes Evaluation Scale (PEIPES)

To evaluate / appraise the following instructional programmes of physical education such as (i) meeting of physical education objectives (ii) Teacher conduct (iii) General procedures, methods and techniques (iv) Participant conduct and (v) Safe and healthy environment, an elaborate questionnaire consisting of 50 questions which has been modified and developed on the lines evolved by Charles A. Bucher (1987), is employed as an essential tool. This questionnaire has been designed as a five point scale (Excellent, Very Good, Good, Fair and Poor).

#### Sample

The study was carried out in the Chennai MGR Revenue district, in Tamil Nadu. Ninety one High schools and seventy five Higher Secondary schools from four educational districts representing different managements, localities and compositions were involved in the study.

#### Scheme of Data Analysis

For data analysis descriptive, inferential, univariate and multivariate statistics such as mean, standard deviation, correlation, ANOVA, factor analysis, discriminant analysis and regression analysis were used.

#### Summary of Main Findings

The following are the main findings of the study of the management of physical education in schools:-  
Physical Education differs,

##### A. With Respect to overall Resources

1. In Boys' (M=22.37) and Girls' Schools (M=19.89), and Boys' (M=22.37) and Co- education Schools, (M=20.54),
2. In Government (M=20.10) and Aided Schools (M=21.73)
3. In Government (M=20.10) and Welfare Schools (M=22.83)
4. In Government (M=20.10) and Matriculation Schools (M=22.15)
5. In schools in Chengalpattu (M = 20.18) and Saidapet education districts (M=22.81)
6. In schools in Kanchipuram (M=21.02) and Saidapet education districts (M=22.81) and
7. In schools in Saidapet (M=22.81) and Tiruvallur educational districts.

##### B. With Respect to Managerial Acts

1. in schools in Chengalpattu (M=113.60) and Saidapet educational districts (M=66.50)
2. in schools in Kanchipuram (M=116.6) and Saidapet education districts (M=66.50) and
3. in schools in Saidapet (M=66.50) and Tiruvallur educational districts (M=107.40)

##### C. With Respect to Physical Education Climate

1. in schools in Chengalpattu (M=64.13) and Saidapet education districts (M=20.88)
2. in schools in Kanchipuram (M=65.18) and Saidapet educational districts (M=20.88) and
3. in schools in Saidapet (M=20.88) and Tiruvallur educational districts?

##### D. With Respect to Evaluation of Instructional Programmes

1. in Government (M=149.10) and Aided Schools (M=166.3)
2. in Government (M=149.10) and Matriculation Schools (M=176.60)
3. in schools in Kanchipuram (M=160.60) and Tiruvallur educational districts (M=140.20) and
4. in schools in Saidapet (M=162.6) and Tiruvallur educational districts (M=140.20).

#### Conceptual Model for the Study

The empirical evidence collected from the schools proved the conceptual model developed sufficiently valid. The stepwise multiple regression equation explaining 73% of the variance in the effectiveness of management of physical education ( $R^2 = 0.73$ ) includes the following variables:-

Where,

Y = Efficacy of the Management of Physical Education in Schools

X<sub>1</sub>-j- Planning Acts of Physical Education

X<sub>2</sub>= Organizing Acts of Physical Education

X<sub>3</sub>= Directing Acts of Physical Education

X<sub>4</sub>= Physical Education Climate

X<sub>5</sub>= General Procedures, Methods and Techniques

XQ= Safe and Healthy Environment

The regression equation formed is given below:

$$Y = 0.01 X_1 + 0.02 X_2 + 0.03 X_3 + 0.02 X_4 - 0.04 X_5 + 0.02 X_6 + 0.05$$

A prediction formula has been evolved (discriminant function) to classify a school as less or more effective in management of physical education based on the values of four overall composite variables, namely resources, managerial acts, physical education climate and instructional programmes.

Based on the discriminant score, an individual school is classified as less and more effective in management of physical education depending on in which function the school gets a higher score.

#### L-Vector for Less Effective in Management of Physical Education

$$2.32 Q_1 - 4.61 Q_2 T + 4.81 Q_3 + 6.56 Q_4 T$$

#### L-Vector for More Effective in Management of Physical Education

$$3.51 Q_1 - 5.27 Q_2 T + 3.76 Q_3 + 6.78 Q_4 T$$

In the present sample, for all the sub-groups the same factor structure emerges and the first four principal components account for a total variance ranging from 76.2% to 91 % for the various sub sample groups.

#### The four factors that emerged are :

1. Resource Needs of Physical Education.
2. Physical Education Instructional Programmes Evaluation.
3. Efficacy Levels of Various Managerial Acts of Physical Education.
4. Physical Education Climate.

#### Implications of the Study

The extensive study on the aspects of management of physical education in high/higher secondary schools in Tamil Nadu rendered it possible to identify certain important aspects of management of physical education, that are to be bestowed more attention to promote the activities of the physical education units in schools to a desirable level of effectiveness and efficiency.

The motivation of the students for participation in physical education in Government schools and schools at Tiruvallur educational districts is found to be below average implying the need for more attention in this aspect in these schools. The prizes, certificates shields and cups, athletic honour roll, scholarships, academic privileges publicity through press or magazines and opportunity for the future appointments are some of the motivating factors for the composition of the various schemes of motivating students to participate in physical education activities.

The other sub samples of the schools studied are found to be average in this aspect and it is an indicator to the authorities to raise it to a still higher level to promote more and higher level of student participation in physical education activities.

In the provision of safe and congenial atmosphere for the participation of students in sports and games programmes high schools, and schools at Tiruvallur educational districts lag far behind being below average and they have to attend to this aspect.

In the other sub samples the efforts on this aspect are just average, it requires more effective efforts on their part to improve congenial atmosphere for the physical education units in schools to carry out their instructional programmes in a more effective manner.

The availability of special play fields/ courts is below average in all the Girl's schools. It must be the responsibility of the authorities involved to ensure the minimum required play ground facilities in all girls schools.

The Mathematical model developed and finalised in the form of a multiple regression equation after data analysis may be used by the authorities of the schools and Government to find out the effectiveness of the management of physical education in schools and take necessary further actions to improve the physical education programmes in schools.

## REFERENCES

1. Bucher, Charles, A., 1971, Administrative Dimensions of Health and Physical Education Programs Including Athletics. Saint Louis : The C.V. Masby Company.
2. Bucher Charles, A., (ed.), 1987 Management of Physical Education and Athletic Programms. Saint Louis : Times Mirror/Masby College Publishing.
3. Fuoss, Donald, E. and Troppman, Robert, J., 1977, Creative Management Techniques in Inter-Scholastic Athletics. New York : John Wiley and Sons Inc.
4. Resick, Methew, C., (et. al.), 1970, Modern Administrative Practices in Physical Education in Athletics. California : Addison-Wesley Publishing Company.
5. Zeigler, Earle, E., (ed.), 1982. Physical Education and Sport: An Introduction. Philadelphia : Lea and Febiger.
6. Zeigler, Earle, F. and Bowie, Gary W., 1983, Management Competency Development in Sport and Physical Education. Philadelphia, Lea and Febiger.
7. Zeigler, Earle, F. and Spaeth, Marcia, J. (ed.), 1975, Administrative Theory and Practice in Physical Education and Athletics. New Jersey : Prentice Hall.