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Perception of school administration and its effects on proper implementation of physical education in the schools

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Abstract

Providing physical education both inside and outside of schools is crucial in helping young people to learn and develop life skills. The aim of this paper was to assess the problems in proper implementation of Physical Education in the schools. To carry out the research, 12 Higher Secondary Schools of Poonch District of Jammu and Kashmir State were randomly selected. Principals, Physical Education Masters/ Teachers were the participants of this study. For the collection of data the simple survey technique, questionnaire, interview and observation methods were used. Based on the data analysis it is observed that facilities provided in the schools such as equipments and playfields were found meager in quantity and quality which created a great challenge in proper implementation of PE in the schools.

Keywords: Physical Education (PE), Equipments, Facilities, Intramural, Quality and Quantity

1. Introduction

Physical education is in a sense as old as human society (Willets, 1986) [6]. Physical Education plays a critical role in educating the whole child as it contributes to its physical, mental, social and emotional development. It provides a wide range of appropriate activities for all children that facilitate development of physical competence in movement activities. (Robinson, M., Beith, K. & Pullan, L. 1998) [7]. Numerous policies have been introduced by the Central and State Governments for the upliftment of the standard of the school education including the physical education and sports both for the Government and non-Government institutions in the country. The Govt of Jammu and Kashmir has ordered to declare physical education and sports as a compulsory subject for middle standard classes in schools from VI to VIII and announced to start formal teaching of this subject. Physical Education is part of the students' total education at elementary school, middle school, secondary school, college and university levels. At each level there is a particular organizational structure which is designed to assist in achieving a particular goal. Throughout the years the provision of PE has been inadequate in many schools due to unsuitable facilities and lack of equipment and resources. Oireachtas Report on the Status of PE. (2005), it was noted that there was never a period of significant funding in the area of PE, nor had it ever been seen as worthy of serious investment or concentration either in terms of resources or planning. It went on to single out the primary sector as having been particularly neglected. ESRI, (2006). The factors contributing to the gap between implementing PE in schools are lower importance of physical education in general, lack of formal monitoring control, diversion of resources elsewhere, insufficient financial material and qualified personnel resources and lack of intramural programs organized in the schools.

2. Methods and Procedure

For the Present investigation the simple survey technique, questionnaire, interview and observation methods were used. The aim of the study is to examine the problems in proper implementation of Physical Education (PE) in the schools. To carry out the research 12 Higher Secondary Schools from Poonch of Jammu and Kashmir State were selected.

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For the purpose of the study simple survey technique, personal interviews and a questionnaire was prepared with the help of experts and administered on Principals, Physical Education Masters/ Teachers of the Schools who were the universe of this study. They were very co-operative during the course of study and took keen interest in the present investigation. The questionnaire consisted of items related with the facilities of PE in the schools.

3. Results and Discussion

- 1) From the results of the study it is depicted that in all the schools equipments provided found inadequate in quantity and very poor in quality. The equipments are not adequate to meet the demands of the total strength of their students. Inadequate PE facilities and equipments were mainly due to lack of funds. All the schools reported that they purchase their own equipments from school fee but which are not adequate to cater the purchase of play materials and equipments.
- 2) The results of this study are corroborated with the results of Kahiga (2014) ^[5]. The biggest challenge in the acquisition of PE learning facilities and equipments in Nairobi and Nyeri pre-schools was lack of funds. Facilities and equipments are very necessary for PE to be taught properly because the level of provision of facilities can be detrimental to the quality of PE programs. The facilities and equipments also need to be provided in the right quantity and quality. Wanyama (2011).
- 3) Playfields are places where children play can take off and flourish. The study revealed that in 70% of the schools playfields were available but with uneven surfaces, holes and debris. Whereas 30% of the schools were not having adequate playfields according to their student's ratio. The playfields were badly-drained or poorly-maintained. The findings of the study revealed that pre-schools had inadequate PE facilities and equipments. Among the randomly selected pre-schools, some did not have playgrounds for children to play on (Kahiga) 2014 ^[5].
- 4) In 80% of the schools attitude of administration towards PE found casual, although many school principals and teachers appear to understand the importance of PE but due to immense pressure for students to perform well in high stake examinations. It is interesting to note that almost all the respondents reported that students are keen and enjoying taking part in Physical activities. According to Hardman, K (1999) ^[3] in many Indian schools, lack of facilities, perception of physical education as a non-educational fun activity and inferiority to academic subjects, collectively contribute to either minimal provision or to not even being a feature of the curriculum.
- 5) Intramural programs provide a great opportunity of socialization for students these programs provide students an opportunity to meet people and force them to know their teammates. Ironically none of the school reported to organize Intramural programs in their school. Therefore, there is great need for Govt and school administration to collaborate and to strengthen the delivery of PE programs in schools.

4. Conclusion

Based on the results obtained it may be concluded Since the education is the subject that comes under the jurisdiction of State Government, vividness has been observed in the implementation of PE in schools. Ibrahim (2011) ^[4]. A

scheme called 'Khelo India - National Programme for Development of Sports' is being implemented by the sports ministry as a central sector scheme from the current financial (2016-17). Access to playfields and engagement of physical education instructor has been made a mandatory requirement for all schools. The scheme provides for holding of annual sports competitions, identification of talented sports persons through competitions and creation of sports infrastructure facilities. On the one hand Govt is planning to introduce PE at primary level to strengthen PE at grass-root level but on the other hand it is pertinent to mention that the condition of already implemented programs are in a very challenging condition which needs special attention of Govt as well as administrations of the schools. However the study indicates the directions and areas in which changes and improvements are needed. There is need for the government to lay more emphasis on the implementation of PE in schools. The emphasis should be given on improvement in quality and quantity of sports facilities and equipments.

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