

PROFESSIONAL EXPERIENCE OF PHYSICAL EDUCATION TEACHERS IN KENDRIYA VIDYALAYA SANGATHAN, BHOPAL REGION

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Abstract

The purpose of the study was to identify the problems of physical education teachers (P.E.T) working in Kendriya Vidyalaya Sangathan, Bhopal Region. The study was conducted by administering a questionnaire to 40 physical education teachers working in Kendriya Vidyalaya Sangathan, Bhopal Region. Before administering the questionnaire, the consent of the physical educators those participated in the study were taken by the research scholar. The most common problems faced by P.E.T's in Kendriya Vidyalaya Sangathan, Bhopal Region were classified under 12 major problem areas. The data furnished in the questionnaire by respondents were analyzed in terms of percentages. Such analysis of each problem was done to find out the degree of occurrence of specific problems and the extent to which it was felt. Majority of physical education teachers stated that the students and physical education teachers ratio in school has been indicated as inappropriate. Consequently, most of the physical educators felt that it has made very difficult to teach physical education effectively. In addition, that playground for major games, ground men to maintain ground and modified physical education program were not provided by the schools to physically handicapped students.

Keywords: Intramural, Inter School, Teams, Handicaps, and levels.

Introduction

The physical education programme is accepted as an integral part of total education. It is acknowledged that most behavior is movement of one kind or another consequently learning usually has movements as its foundation. Physical education is a way of education through physical activities which are selected and carried on with full regard to values in human growth, development, and behavior, because it is a phase of the educational programme, physical education aims at the general goals. Its purpose is to provide all the learning experiences of the school the well rounded development of all children and youth as responsible citizens in our democratic society. Many a time physical education is considered more physical exercises or the development of physique but Bucher has put it rightly when he says,

“physical education is a branch of human science which deals with the development of total personality”.

School education system in India has witnessed rapid growth and unprecedented level of attention from educational planners and policy makers during the last decade and a half. (R.Govinda and Y. Josephine, October 2004) The public health community is becoming increasingly interested in the potential contributions of school physical education to child health. School physical education is seen as an ideal site for the promotion of regular physical activity because up to 97% of elementary school children participate in some sort of physical education program, (Sallis JF, McKenzie T, 1991), Games & Sports are the regular activity in each and every Vidyalaya with the help of Physical Education Teacher along with the specially appointed coaches in different field. Every year there will be a school level competition among the different houses to select the best talent and promoted the sportsmanship spirit among the youth.

Methodology

For this study a total of 40 physical education teachers were selected which were working in the Kedriya Vidyalaya Sangathan, Bhopal Region. A list of physical educators, working in Kedriya Vidyalaya Sangathan of Bhopal Region was obtained from the records of the office of Bhopal region, as on January 2004. A letter was sent to all the physical education teachers requesting their consent to participate in the study. The entire 40 physical teacher agrees to co-operate. A questionnaire was used to collect the information regarding the problems of physical education teachers,. The questionnaire was constructed in such a way that it would cover various problem areas in physical education. The copies of the questionnaire were personally distributed with prior permission of principal to the all the subjects with the request that they shall give correct and accurate answer. The subjects were properly guided and assisted whenever they faced any difficulty. Proper instruction regarding the objectives of study and procedure for filling in the questionnaire was given. The researcher personally contacted with the subjects and collected all the data's. The data collection was analyzed and worked into the percentage form for clarity of interpretation.

Results

TABLE NO.1
RESPONSES OF PROFESSIONAL EXPERIENCE OF PHYSICAL
EDUCATION TEACHERS IN KENDRIYA VIDYALAYA
SANGATHAN IN BHOPAL REGION

Statements	Positive Responses	Percent %	Negative Responses	Percent %
Q1: The school has inter-mural programmes..	40	100 %	00	00 %
Q2: The school participates in inter-schools tournaments.	40	100 %	00	00 %
Q3: School organizes friendly matches with other teams.	25	62.5 %	15	37.5 %
Q4 The school offers modified physical education programmes to the physically handicapped students.	15	37.5 %	25	62.5 %
Q5 The P.E.T. has organized meetings to discuss the common problems in physical education, with higher authorities at the district levels.	20	50 %	20	50 %

The table shows that the entire respondent indicated the provision of intramural programmers in their schools. A majority of schools participated in inter school tournaments at all level, and 62.5 percent responses indicated that they organized friendly matches with other team. All the respondents indicated that the modified physical education programmed were not provided in their schools. Majority of the respondents stated the absence of meeting with higher authorities to discuss common problems.

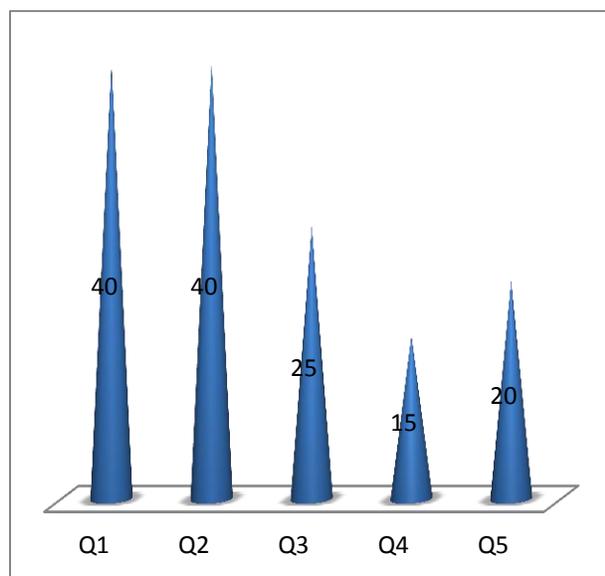


Fig. No. 1: Responses of Professional Experience of Physical Education Teachers in Kendriya Vidyalaya Sangathan in Bhopal Region

Discussion of Finding

The responses of physical education teacher, with regard to the physical education as a required subject in the school indicated that physical education had provided for all classes in all the schools. A majority of schools provided physical education programs during school hours. The accepted teacher pupil's ratio 1:200 was not followed in any school, which indicated that the physical education department was understaffed consequently the program suffered. A majority of physical education felt large size students reporting at the same time for physical education made it difficult to impart physical education effectively. it were also found that majority of the school participated in inter-schools tournament at cluster, regional and national level only few activities were generally concentrated upon, neglecting other games and sports. All physical education teachers stated that they had helped by other teachers during intramural and 60 percent indicated that other teacher accompanied the teams as managers etc. when their schools participated in tournament. The playground facilities are most cases were in adequate and not a single institution had facility for tennis or swimming or any indoor equipment. 50% of schools have provided with a separate room for physical education department. A majority of physical educator has stated that they had joined the professional as a felt that they would, if they had a chance, to choose the present occupation, but with some reservation. However, 25 percent stated that they would never choose physical education as a profession again.

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