

Professional experience of physical education teachers in Navodaya Vidyalaya of Bhopal region

■ RAVI PAL AND PARDEEP KUMAR

Received : 14.09.2012; Accepted : 29.10.2012

■ ABSTRACT

The purpose of the study was to identify the various problems of physical education teachers working in Navodaya Vidyalaya, Bhopal Region. The study was conducted by administering a questionnaire to 40 physical education teachers working in Navodaya Vidyalaya, Bhopal Region. Before administering the questionnaire, the willingness of the physical educators to participate in the study was ascertained by the research scholar. The most common problems faced by physical education teachers in Navodaya Vidyalaya, Bhopal Region were classified under 12 major problems 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 student and physical education teacher ratio in school has been indicated as inappropriate. Consequently most of the physical educators felt that it had made very difficult to teach physical education effectively. And also that play ground for major games, ground men to maintain ground and modified physical education programme were not provided by the schools to physically handicapped students.

■ **Key Words** : Professional experience, Physical education

■ **How to cite this paper** : Pal, Ravi and Kumar, Pardeep (2012). Professional experience of physical education teachers in Navodaya Vidyalaya of Bhopal region. *Internat. J. Phy. Edu.*, 5 (2) : 180-182.

See end of the article for authors' affiliations

Correspondence to :

RAVI PAL

Lakshmbai National University of Physical Education, GWALIOR (M.P.) INDIA
Email: ravipallnupe@gmail.com

Physical education is an integral part of education and education will not be complete without physical education. According to our constitution education is compulsory for all children up to age of fourteen years. However, it is unfortunate that, physical education has not been prescribed as a compulsory subject. Sports and games competitions help to promote the development of desirable social qualities besides high moral and ethical standards. Such programmes also enrich the professional experience of the physical educators, and help them to update their knowledge on games and sports. Physical education over the past century has developed a body of knowledge of its own. The study of physical education not only consists of the application of the disciplines of anatomy, psychology, sociology to the study of physical activity, but also as discipline in its own body of knowledge, rightly utilizes appropriate aspect of these

disciplines. Thus, the current study aims to identify the problems of physical education teachers working in Navodaya Vidyalaya of Bhopal Region.

■ METHODOLOGY

For this study a total of 40 physical education teachers were selected who were working in the Navodaya Vidyalaya, Bhopal Region. A list of physical educators, working in Navodaya Vidyalaya of Bhopal Region was obtained from the records of the office of Bhopal region, as on September, 2011. A letter was sent to all the physical education teachers requesting their consent to participate in the study. The entire 40 physical teacher agreed to co-operate.

■ OBSERVATIONS AND DISCUSSION

A self-made questionnaire was adopted to collect the

relevant information regarding the problems of physical education teachers, working in Navodaya Vidyalaya, Bhopal Region. The questionnaire was constructed in such a way that it would cover various problem areas in physical education. Statements were prepared in each problem area and special care was taken to make the statement clear and easily understandable, so that they could be answered without much difficulty and meaningful responses from the subjects could be obtained. The sequence in the responses to the statement may be readily arranged in an orderly manner. The questionnaire contained twelve sections, besides a preliminary section for recording identification of details. The first draft of questionnaire was prepared to cover various problem areas of physical education teachers after including those statements, which seemed to be relevant to the study. The draft was revised after consulting the thesis advisor and other members of faculty. After the questionnaire was revised with all the essential statements in an organized manner, a trial run was conducted. The purpose of the trial run was to discover whether the meanings of all the statements of the questionnaire were clear, and adequate to obtain the information desired. The distribution of the questionnaire was made through the help of the four senior physical education teachers who acted as contact men in their respective clusters. The data collection was analyzed and worked into the percentage form for clarity of interpretation.

Table 1 shows that the entire respondent indicated the provision of intramural programmes 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 programmes were not provided in their schools. Majority of the respondents stated the absence of meeting with higher authorities to discuss common problems.

The responses of physical education teacher, with regard to the physical education as a required subject in the school indicated that physical education was provided for all classes in all the schools. A majority of schools provided physical education programmes during school hours. The accepted teacher pupil's ratio 1:200 was not followed in any school, which indicated that the physical education department did not have sufficient consequently the programme 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 was also found that majority of the school participated in inter-school tournament at cluster, regional and national level but only few activities were generally concentrated at these levels, neglecting other games and sports. All physical education teachers stated that they were helped by other teachers during intramural and 60 per cent indicated that other teacher accompanied the teams as managers when their schools participated in tournament. The play ground facilities in most cases were inadequate and not a single institution had facility for tennis or swimming or any indoor equipment. Fifty per cent of schools had provided with a separate room for Physical Education Department. A majority of physical

Table 1: Participation in physical education activities

Statements	Positive responses (n=40)	percentage
1. The school has inter-mural programmes.	40	100
2. The school participates in inter-schools tournaments.	40	100
3. Students participated in the following tournaments last year:		
a. District level	20	50
b. Zonal level	16	40
c. State level	15	37.5
d. National level	21	52.5
e. Inter-national level	00	00
4. School organizes friendly matches with other teams.	25	62.5
5. The school offers modified physical education programmes to the physically handicapped students.	15	37.5
6. The P.E.T. has organized meetings to discuss the common problems in physical education, with higher authorities at the district levels.	20	50



educators stated that they had joined the profession as they felt that they would, if they had a chance, to choose the present occupation, but with some reservation. However, 25 per cent stated that they would never choose physical education as a profession again.

Conclusion :

The following conclusion was arrived from the responses of the teachers, who participated in the study: Participation of schools in inter-schools tournaments was confined to few games and sports. The play ground for major games, equipment for gymnastics and indoor games, and material for track and field were found to be inadequate. Camping, outdoor education and special counseling programmes were not in practice. Meeting of physical education teachers with higher authorities were not organized, to discuss common problems.

Recommendations :

- The ratio of one physical education teacher for every 250 student on the rules of the schools is followed as prescribed in national plan of physical education.
- The school is providing with minimum facilities for major group games like and track and field.

Authors' affiliations:

PARDEEP KUMAR, Lakshmbai National University of Physical Education, GWALIOR (M.P.) INDIA
Email: pardeepyadav333@gmail.com

■ REFERENCES

- A National Plan of Physical Education and Recreation (1964).** Ministry of Education, Government of India, New Delhi: Government of India Press, NEW DELHI (INDIA) .
- Barrow, Harold M. and Magee, Mary (1979).** A Practical Approach to Measurement in Physical Education. Philadelphia: Lea and Febiger company Inc.
- Bucher, Charles A. (1979).** Foundation of Physical Education. (8thEd.) St. Louis: The C.V. Mosby Company.
- Check, John F. (1971).** Is creative teaching for physical educator in vogue. *Physi. Edu.*, **28** : 192-193.
- Denley, marshall O., Jr. (1975).** A study of the root causes and directions of teachers militancy in united states” Dissertation Abstracts International, **35** (January 1975):4227-A
- Jerret, Stratton Omega. (1978).** A survey of the physical education teachers” professional Preparation available facilities and activities included in the adapted physical education programmed in AAA secondary schools of the state of Tennessee,” dissertation abstracts international, **39** (December 1978): 3455-A.
