

An Analysis on the Growth of Physical Education Facilities in Senior Secondary Schools of Madhya Pradesh

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Abstract – School education is therefore considered the foundation on which the integrated personality of a child is developed from the grass root level. Numerous policies and programmes 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.

Education process aims at the holistic development of the personality of an individual in order to ensure his/her congruence with social milieu. Any learning when imparted through physical activity is termed as physical education and similarly it is also targeted at the all-round development of personality of an individual through games and sports.

Physical education and sport, although closely linked, are not synonymous. Sport is formalized physical activity involving competition or challenges against oneself, others or the environment, with an emphasis on winning. It begins in play and develops through games and challenges. On the other hand the focus in the physical education curriculum is on the child's holistic development, stressing personal and social development, physical growth, and motor development.



INTRODUCTION

The process of development of human being from infancy to maturity is education. In the process he reacts and interacts with his social, spiritual and physical environment. Education in the broad sense, mean preparation for life and all round development of the Person. Thus education is consciousness, acquisition of knowledge, wholesome attitudes and spiritual and moral qualities.

Physical education programmes are related to the educational objectives. The needs of the physical are inextricably related to the activities of the mental. Movement does not take place without something happening to personality and social behavior. Physical education through meaningful physical activities and it is an integral part of the general education.

Programme planning stress the Physical Education towards right path, creates interest in students and helps in making a tension less inspiring and joyous atmosphere in school by breaking the monotony of various teaching class. A definite curriculum will make

physical education a daily activity and everybody will have an opportunity to participate in it.

Organization, administration and execution of Physical Education programme is not an easy task. It is highly complex work though it involves various equipments and also needs full co-operation of trained personnel. In fact each programmes are equipment centered and human centered and perfect harmony must be set up between these two for effective execution of the programme.

Facilities are essential for the growth of physical education facilities in the schools, facilities like play ground, swimming pools, gymnasium halls, horse riding etc. In recent times every schools wants to excel in the competition, so that the schools increases the facilities. These facilities are essential for the development of the schools. Large amount of funds are given for enhancing the facilities to the schools by the governing body. These funds improve the standards of the schools.

Physical Education is now acquiring its new facet and its importance has been greatly felt in enhancing the effectiveness of the education programmes in our

educational institutions. In the Kothari Commission Report, the role of Physical Education has been emphasized in the following words.

Physical Education is important for the physical fitness and efficiency, mental alertness and development of certain qualities of character. The programme of Physical Education, as in force today needs to be re-examined and redesigned in the certain basic principles of which growth and development takes place.

Facilities effective programme and trained personnel as well as enthusiastic conducive environment and similar other factors make a strong chain in fulfillment of the desired goal. Though leadership play an important part and may be considered to be uppermost. It has to be accepted that any weak link in chain would result in the poor achievement of the aim or goal.

The miraculous sports performance have established that man's capability knows no limit and the motto of faster higher and stronger is being held aloft. In the recent years the selection and development of talent in sports has been gaining greater emphasis but criteria for the identification and selection of talent are still elusive.

Physical Education is a noble profession which has a very wide scope and all potentials to build the wholesome personality of the students and national building. A sound program of Physical Education in the school has a long lasting effect on the students and on their academic achievements as well. Physical Education from long has been recognized as an integral part of the total education process. It is the process through which wholesome development of the child is ensured. Physical Education is a vital element in a comprehensive, well-balanced curriculum and can be a major contributing factor in the development of an individual in all aspects of life. It is acknowledged that Physical Education helps in the development of physical, mental, emotional health and physical fitness.

Every human being has a fundamental right of access to Physical Education and sport, which are essential for the full development of his personality. The freedom to develop physical, intellectual and moral powers through Physical Education and sport must be guaranteed both within the educational system and in other aspects of social life.

Physical Education is education. It is education through physical activities for the development of the total personality of the child to its fullness and perfection in body, mind and spirit. Immediately it is concerned with the development of physical fitness. In striving for such fitness, however, Physical Education has to train the child's mental, moral and social qualities, arouse its awareness of environment

and develop alertness, presence of mind, resourcefulness, discipline, co-operation and the spirit of respect, sympathy and generosity towards other's qualities that are essential for a happy and well adjusted life in a free and democratic world. Physical Education can thus, make a very valuable contribution to our national life.

Physical Education in school is the only sure opportunity for all school-aged students to access health-enhancing physical activity and the only school subject area that provides education to ensure that students develop knowledge, skills, and motivation to engage in health-enhancing physical activity for life.

AIMS OF THE PHYSICAL EDUCATION PROGRAMME

Physical Education also includes sport education. Physical Education is also the process through which sport, outdoor adventure activities, dance, gymnastics, aquatics and games are used by Physical Educators to help students learn motor skills and to learn about and achieve physical fitness where this is possible. Physical Education activities also assist the school to develop personal and social skill in students.

The Aims are as follows:

- Enhance neuromuscular coordination
- Enhance mental health/ mental efficiency
- Improved physical fitness
- Helps in weight reduction & good health promotion
- Self discipline & Improved self - confidence
- Develops skill for sports and recreation
- Helps in stress reduction
- Development of lifetime skills and activities
- Development of correct health habits
- Expand options for wise use of leisure time.

Therefore, the planning and management of the Physical-Education Curriculum in Schools should always have children as the focus of attention, with the overall purpose of providing rich and varied experiences.

Schools can play a critical role in increasing physical activity by offering daily Physical Education programme and other opportunities to recreate. Physical Education not only gives children an opportunity to be active but it teaches them the skills

they need to be active throughout their lifetime and develop wholesome personality. Thus, investing in quality Physical Education in all schools for all grades is a logical and essential step toward improving the health of the students.

FACILITIES IN PHYSICAL EDUCATION

In India physical education has been included in the 11th and 12th junior college curriculum for conducting games and sports for the students of junior college level. Physical education in college requires facilities in the form of playground, equipments, libraries laboratories halls, swimming pool Athletics, yoga, sports and games and Health Related physical fitness and motor fitness etc are accepted as the essential and standard facilities, recent trends revealed that to enrich the programme, college physical education demands for enough space and allied facilities. It has also been experienced that such Facilities and recent curriculum implement are largely responsible for the success of the programme.

Guidelines for Facilities-

1. Boards of Education, through their school budget process, fund:
 - a) The purchase and maintenance of appropriate and sufficient physical education supplies and equipment; and
 - b) Equitable physical education facilities and maintenance of these facilities for each school.
2. Physical education teachers, physical education program administrator, and school administrators should jointly:
 - a) Develop standards for appropriate supplies and equipment; and procedures for purchasing.
 - b) Provide input to plans for new physical education facilities.
3. School and community facilities and programs are designed and implemented to support and complement one another in serving children's needs.
4. There is a dedicated facility for the physical education instructional program.
5. Adequate space, ranging from 110 sq. ft. to 150 sq. ft. per child, for learning movement activities in which children can move freely and safely. The student/teacher ratio should be 25:1 per class. Intact classes should not interfere with one another.
6. Adequate space, ranging from 400 to 600 sq. ft. with a height of 12' – 15', is available for safe and proper storage of physical education equipment.
7. Physical activity space is designed to facilitate instruction free of distractions and "pass-through traffic patterns".
8. Restrooms and drinking fountains should be located close to the instructional facilities; if drinking fountains are in the instructional area they should be recessed.
9. Office space, ranging from 120 to 240 sq. ft. in size, for the physical education teacher is provided to allow students convenient access to their teacher for consultation and/or assistance.
10. A learning environment with adequate acoustics ("sound baffles") permits children to safely participate in all phases of instruction.
11. Indoor facilities, with proper flooring and lighting, are clean and sanitized on a daily basis. Floor surface should be either hardwood with cushion, or a roll out synthetic product. The minimum amount of light should be 30-foot candles.
12. All-weather outdoor surfaces are properly marked with circles, lines, courts, etc. to permit participation in a wide variety of activities and are appropriate for students with varied ability levels.
13. Outdoor areas are available for teaching and:
 - a) Are free from safety hazards (such as glass, debris, water),
 - b) Located away from occupied classrooms,
 - c) Have clearly defined physical boundaries,
 - d) Are far away from parking lots or streets [i.e., no closer than 100 yards], or are Separated by barriers that prevent vehicles from entering the area.
 - e) Are close enough to school building to permit access to equipment, and
 - f) Provide shelter in case of inclement weather.
14. Natural play areas are available to facilitate and encourage creative and exploratory play.

LITERATURE REVIEW

Orunaboka et al. (2012) investigated the working and exposed problems in the management of

Physical education facilities, equipments and supplies in secondary schools in Nigeria. Poor maintenance of equipments, infrastructure facilities was also discussed. Recommendations made by the researchers on the above research in Nigerian public secondary schools are as below: related to lack of equipments, infrastructure facilities and supplies concerning Head's / Principals must be held responsible. Researchers recommended that equipments, facilities provided and supplies must be purchased from local manufactured as it is for easy maintenance and cost and all efforts must be taken to provide all the prescribed facilities in the norms.

Ibrahim et al. (2011) compared the facilities and programs of physical education and sports in the schools of four districts of Jammu & Kashmir. They investigate in the government aided schools of Jammu & Kashmir and compare programs and facilities for Physical education and sports. Schools of Reasi district of Jammu, Poonch and Samba has been found satisfactory as far as the facilities and programs of physical education and sports is concerned in the government aided schools of Jammu & Kashmir. On the basis the results they concluded that:

1. In none of the targeted schools of Jammu and Kashmir have the facility of gymnasium, Jammu and Kashmir being a hilly state having cold environment during major part of the year the facility of gymnasium for physical activities is essentially required to maintain the health and vitality of the students.
2. As far as the facility for indoor and outdoor games in these schools are concerned by and large the condition is satisfactory except the schools of Reasi district where the condition is poor with specific reference to the facility for indoor games.
3. Most of the schools of Reasi , Jammu, Poonch and Samba districts have the services of physical education teachers barring the schools of Reasi where the percentage of such teachers is negligible.
4. Study has revealed the results that in most of the schools of all four districts average quality equipments have been provided for sports activities. It is to point out that the schools of Reasi district ironically did not have any sports equipment for their activities in 20% of its schools.
5. It is also evident from the above mention results that in spite of the draw backs being experienced by the targeted schools of Jammu and Kashmir, it may be appreciated that the participation in sports activities was

found to be very encouraging in inter-schools competitions.

6. It may also be praised worthy to found that most of the school of the above four districts regularly organize annual sports meet.

The above cited conclusions have indicated about the deficiency in terms of gymnasium, sports equipments, facility for indoor games as well as physical education teacher in general and for schools of Reasi district, particularly which need to be taken care of by the schools administration and the government as well.

Keri (2009) conducted a study on facilities available to support physical education in high schools located in Southwestern Pennsylvania. 39 of the 91 public high schools in Allegheny, Beaver, Indiana and Westmoreland counties were recruited to participate in this cross-sectional quantitative study. The physical education department chairpersons or physical education teachers designated by the school district were invited to complete an electronic self administered survey. The online survey assessed teacher qualifications and instructional facilities. Results of the study revealed that the allocated physical education instruction time was not influenced by physical education teacher's qualification or facilities available to support physical education programmes. The results of this study suggest that high schools in Southwestern Pennsylvania do not offer physical education daily.

MacPhail (2009) investigated the provision of physical education in Singapore is a small island city state of approximately 699 square kilometer with a population of about 4 million people. This article aims to highlight the current status of physical education in Singapore schools and compare it against suggested international standards and recommendations. From questionnaires distributed to every school on a voluntary basis, 164 heads of department from 78 primary schools, 74 secondary schools and 12 junior colleges and 474 teachers from 170 schools responded. The findings from these questionnaires focused on the impact of facilities, staffing, time tabling, curriculum time and status, on the provision of physical education. In relation to the international context, Singapore faces similar constraints such as inadequate facilities and equipments and insufficient allocation of time. The study makes a strong case for the improved status and function of physical education in schools but three main issues require further attention: - 80

1. Primary schools are disadvantage by staffing issues and general provision.
2. Physical education lessons are both inadequate in number and duration to

achieve the desired outcomes of the physical education syllabus.

3. Class sizes are considered too large for meaningful learning to occur, resulting in teaching prioritizing management issues. When these are addressed and their solutions translated into practice, Singapore can actualize the vision of making every student physically educated and achieve a world class standard.

Chao (2006) investigated in this study various types of recreational sports facilities and its availability and examined the relationship between them. Researcher conducted a sociological analysis of particular institutional cultures related to campus lifestyle factors and student social interaction. Aim for this research was "What institutional and campus lifestyle factors determine the type and availability of recreational sports facilities?" Results of this study suggested that recreational sports facilities do foster high social interaction among students and contribute to an integrated, active and positive campus lifestyle and culture. Students even if they do not use them to work out or play sports use recreational sports facilities for meeting and socializing works and its effect is not limited to the sports aspect as social interaction is as important a part of college life was opined by most of the respondents. Recreational sports facilities must be recognized as important assets by the Institutions as it can make most effective contribution to student life experience. As it is expensive to build and maintain Indoor recreational sports facilities that will not automatically change a campus culture but must be seen as an investment. Administrators work to effect this change by involving students. Researcher made recommendations based on the findings of this study that for those institutions that want their recreational sports facilities to be a positive and socializing part of campus culture changes must be done in the Infrastructural facilities.

METHODOLOGY

In this chapter the construction of questionnaire, blue print of the questionnaire, administration of the questionnaire, method were used for the collection of data and methods for analyzing the data are described. The study was comprised of critical analysis of the growth of physical education facilities in Senior Secondary Schools of Madhya Pradesh.

The study comprised a critical analysis of physical education facilities in senior secondary schools of Madhya Pradesh. The term schools refer to 198 (Government and Private) Schools.

Sports Teachers/ Administrative Officers and Principals of the selected schools affiliated to Madhya Pradesh Government and Private Schools affiliated to Central Board of Secondary Education were

considered as respondent of the study. Total 198 in which 108 Private and 90 Government School are taken for the study.

For the construction of the questionnaire the research scholar have gone through reviews, magazines, periodicals and completed related research in the area of physical education and sports. A sufficient numbers of questions were prepared in consultation with the guide and experts in the following areas.

1. Facilities of Physical Education and Sports available in the Schools.
2. Budgetary provision related to Physical Education and Sports in the Schools.

A sufficient numbers of questions were selected, listed and sent to the experts from where common questions are taken which were ticked by the experts. After this the research scholar sent the questionnaires to the various physical education teachers and sports coaches to get the suggestions regarding the questionnaires and which area should be taken into consideration. Finally a list of questions were prepared and again shown to selected faculty members on the basis of suggestions the questions were modified according to the study and finalize.

Copies of the questionnaire with a covering letter and self addressed stamped envelopes were mailed to selected schools of Madhya Pradesh. A questionnaire was sent by post, email or by self visit to all 135 private and 115 Government Schools of Madhya Pradesh.

The data received from 108 out of 135 private and 90 out of 115 Government Schools had replied correctly, and these were taken as a sample for the study. The study revealed the correct picture of facts, weakness, difficulties as well as the strong points.

198 schools were selected from almost all districts of the Madhya Pradesh. Permission was obtained from the school management to administer the questionnaire on selected Physical Education Teachers and Coaches from their school. The scholar personally delivered the covering letter and questionnaire to the respondents. Each subject and school management was assured confidentiality at the outset of the study. Subjects were allowed to write any fictitious name to hide their identity.

The responses obtained from different schools for the survey study regarding personnel, budgetary and facilities of Physical Education available for sports in Government and Public Senior Secondary Schools of Madhya Pradesh were converted into simple percentages for the purpose of analysis and interpretation of the findings which were further illustrated by means of bar diagram.

CONCLUSION

Facilities are essential for the growth of physical education facilities in the schools, facilities like play ground, swimming pools, gymnasium halls, horse riding etc. In recent times every school wants to excel in the competition, so that the schools increase the facilities. These facilities are essential for the development of the schools. Large amount of funds are given for enhancing the facilities to the schools by the governing body. These funds improve the standards of the schools.

At School premises mainly two types of personnel are working i.e., Physical Education Teachers and Sports Coaches, both have different specialties. The Sports Coaches are basically the experts in their fields. Generally physical education is an allied subject it concerns with theory as well as practical knowledge.

The purpose of the study was the critical analysis of the growth of physical education facilities in senior secondary schools of Madhya Pradesh. A questionnaire was prepared covering the questions related to the physical education facilities, personnel and budgetary provisions in Government and Private Senior Secondary Schools affiliated to CBSE and Government of Madhya Pradesh.

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