

PERSPECTIVES OF SCHOOL HEADS TOWARDS IN-HOUSE PHYSICAL EDUCATION IN GOA

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Abstract

Physical Education is an important part of the school curriculum. Physical Education is a broad concept and has its own importance in the life of students. It helps an individual in their holistic development. The purpose of the study was to find out the perspectives of school heads towards in-house Physical Education in Goa. For this purpose data was collected from twelve school heads across the state of Goa through semi-structured face to face interviews. Further, the data was analyzed through thematic and phenomenon approach where the data was divided into segments and codes. Further, these segments and codes were divided into themes and the same were interpreted. It is found that the school heads were not content with the working system of physical education teachers and the non-availability of physical education curriculum.

Keywords: In-house Physical Education, school heads, thematic and phenomenon approach.

Introduction

Physical Education is an essential and integral part of the total education process which deals with all-round development of an individual. Over the years, there has been tremendous progress in the field of Physical Education and Sports. There has been technological advancement in terms of infrastructure as well as equipment, not only this but, there is also an innovation in the technology to assist officials in the respective games. As the people are more fitness enthusiast and health conscious, the demand for Physical Education and Sports is growing day by day. As the present scenario demands for good physique irrespective of the field, it has led to increase in concern for better physical appearance. The people are more conscious about their dressing style and maintenance of good posture. Further, there is an increase in organization of competition at various level, which has led to increase in interest of the students in participation of sports and games. It is also witnessed that there is an increase in awareness about the importance of the subject of Physical Education and the opportunities for participation in physical activity. The students can get various opportunities like; participating, winning, presentation of skills, confidence building, morale boosting, developing patience, leadership, team co-ordination and etc. For a student to become a good player, other stakeholders play a very important role; stakeholders such as teachers, School head, and parents. It has observed that parents are becoming more enthusiastic in their children's participation in Physical Education and Sports because of the rise in level of the competitions. Every parent wants their child to be physically active and wish their child gets maximum opportunities in the activities organized at the school and not only this but they also see physical activity as a source to keep oneself healthy. Not only parents, but also the other stakeholders such as school heads, are very much interested in boosting the level of the Physical Education as they can make name for their institution through Sports. The School heads see that their school is well equipped with required facilities and equipment so that their school students excel at various competitions organized by the Sports departments of different levels. The heads of the institution play a very important role in uplifting the status of Physical Education at school level. The heads of the school see that whatever policies and facilities made available by the government are availed by the school. Though State Authorities govern the recruitment of Physical Education teachers at Government schools as well as aided schools, head of the institution see that the best one is selected. The heads of the institution also backed their

Physical Education teachers to organize various events like workshops, seminars, inter-school competitions and intra-mural competitions. Besides these elements, the head of the institution take efforts to motivate students to take part in sports activities and also encourages students who excel in sports by felicitating them with words of appreciation in front of the faculty and other students as well as organizing a special prize distribution program for the winners. Physical Education is always on the positive side having its significance from many aspects. These aspects help an individual to achieve a better quality of life and also helps them to improve their personality.

Objectives of the Study

- 1) To find out the perspective of the school heads about in- house Physical Education.
- 2) To explore 'Best practices' by in- house Physical Education.

Methods

The present study is based on the phenomenon of physical education in-house schools. The in-house schools are the ones which follows the curriculum framed by the Goa Board of School and Higher Secondary Education. The in-house school heads in Goa is the population in this study. The Phenomenological study requires participants who can give examples of relevant experiences that they have personally lived through (Jones, Brown, & Holloway, 2013, p. 120). Hence, school heads from in-house schools were selected. The participants were selected purposely. The researcher selected participants who could provide the required information to achieve the objectives of the study.

Instrumentation

To collect information for the present study, Semi-structured interviews were conducted. The interviews have some structure and guide the researchers to achieve a specific aim of exploring a phenomenon or eliciting participants' thoughts and feelings (Jones, Brown, & Holloway, 2013, p. 50). While conducting Semi-structured interviews, the researcher presented the same topic to all the participants, but the order of questions and the wordings differed in each interview. The researcher also asked probing questions as and when the situation demanded. The interviews were carefully planned, using interchangeable topic and question sequence. The researcher, after interacting with experts, literature review, and personal experience, finalized the areas based on which the interview questions were framed. The aspects such as Physical Education Curriculum, Physical Education Resources, Physical Education Environment, and Best Practices in Physical Education were covered while interviewing the school heads from in-house schools.

Procedure of the Study

Research problem was formulated based on concerns arising on the rising issues in physical education. The interpretive phenomenological analysis was adopted as this study tries to understand and interprets the lived experiences of school heads about the phenomenon. The researcher to collect data approached 20 in-house school heads, from this only twelve school heads responded positively and showed interest in participating in the research study. After the selection of the participants, an informed and written consent to take part in the study was taken from the participants. The main aim was to gain a deeper understanding of the phenomenon of Physical Education. After the consent from the participants, the date and the timing of the interviews were scheduled as per the convenience of the participants. Semi-structured interviews were scheduled where the researcher had a set of questions on an interview guide. Before the start of the interview, the researcher informed the participants about the secrecy of the data and it was also told that the interviews will be recorded and will be used only for

research purpose. During the interviews, the researcher probed interesting areas that arise from participants' interests and concerns. In the analysis, the interviews were transcribed, and the researcher identified statements made by the phenomenon. Then these statements were thematized, which is also called meaning units. The goal of organizing the meaning units of creating themes was to manage information that ultimately enabled the researcher to describe the phenomenon (Pitney & Parker, 2009, p. 124). The transforming step attempts to distil the phenomenon down to its essence or the meaning of the experience (Pitney & Parker, 2009). In this study, the researcher first described the participants experiences based on emergent themes. Next, how the participants experienced the phenomenon and what it meant to them is explained. To transform the data, the researcher captured the expression and language that the participant used to described their experiences (Pitney & Parker, 2009). In this process, the researcher has tried to explain what is learnt in a manner that captures its essence and does justice to the participant's experience and yet presents the general meaning of the phenomenon (Pitney & Parker, 2009).

Analysis and Interpretation

In this study the goal was to understand the effectiveness of in-house Physical Education programs from the perspective of school heads. The dominant theoretical themes that were generated from the analysis of the transcripts of the participant's interviews are described. The interview transcripts provided data based on the participants' perspectives towards the In-house Physical Education Program.

Physical Education Curriculum

Though there is a Physical Education Curriculum present in the schools, the school Heads are of the opinion that the present Curriculum is outdated.

Part 1 "yes, we do have a Curriculum in place in the school but according to me I feel it's very old and has been following it for many years and has not been updated."

Part 8 "We have a curriculum, but it is outdated and hasn't been revised for many years"

One of the heads also agreed that it is difficult to implement curriculum with the non-availability of resources.

Part 11 "It is difficult to implement curriculum due to factors such as Student teacher ratio, Resources etc."

When it was asked about the attainment of objectives of Physical Education in the school, one of the school heads was neutral on the above statement.

Part 4 "To a certain extent may be in the 5th 6th and 7th I would say that they are met because in the 8th , 9th and 10th we have a smaller number of periods for PE and I see that most often they use only for games where the child chose the game of his choice so the instructions of the game is not happening in school but we do have coaching outside the schools."

Physical Education Resources and Environment

Most of the schools only had the basic Resources to conduct P.E. Classes but lack major infrastructural facilities like full size play field Indoor facilities etc.

Part 2 "we have a small space in the basement which is used as Volleyball, and Tennikoit courts. Students play there, we also have table tennis on the same level where if the child wants to play. Football, it is one level above so it is very difficult for a PE teacher to know or look at children playing the full games because the choice is different so I find that the teacher lands up being more of a supervisor than as an instructor"

One of the school heads showed displeasure towards the behaviour of the Physical Education teacher during Physical Education class.

Part 10 “To be frank I am not happy with the way our Physical Education teacher is working as he just let students play the games of their choice during PE classes.”

Majority of the school heads feel there is a need to upgrade the infrastructure facilities and equipment. In recent times due to increase in students in the schools the existing infrastructure is not able to satisfy the needs of the students.

Most school heads consider Physical Education programs as a form of exercise. The school's expectations from Physical Education teachers are mostly winning tournaments and maintaining discipline in the school. The expectation from some of the school heads from Physical education teachers are sometimes to be a disciplinarian and a Sports trainer rather than Physical Education Teacher.

Best Practices in Physical Education

Most schools' heads in the state felicitate sports students in their schools but it's limited to students achieving position at the national levels. School heads are of the opinion that athletes should be able to perform at a higher level to be felicitated.

Some school heads try to provide maximum opportunity and exposure to the students in Physical Education and provide opportunities and financial support.

Part 3 “All students have to be exposed to the games irrespective of whether they are specialist child or not, they have to be exposed may be not to the extent that the others can do but I think sports and games is one place where they can be like on the same platform as the others and not feel the difference in mental status or whatever.”

Conclusion

The goal of the study was to understand the In-house Physical Education program from the Perspectives of school heads and the results are as follows:

There is a need for change in the present Physical Education program as per the modern trends. The number of physical education classes needs to be increased. The infrastructure and the sports equipment available for the In-house Physical Education Program is also limited which needs to be updated. The role of Physical Education Teachers in the Physical Education program should be defined. Many school heads are of the opinion that sportspersons need support and motivation so the opportunities and the encouragement provided in form of felicitation and financial support to students by certain school heads is considerable.

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