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## A STUDY OF UTILITY OF SERVICES OF PHYSICAL EDUCATION TEACHERS AT SCHOOL

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### ABSTRACT

It is a known fact that physical education teachers (PETs) are available almost in each school in the country. The main objective of these teachers at school is to provide physical education training and sports participation to the children of different age groups at school. The scheme of pulling up these teachers in schools has been going on since long. However, the Government envisages great potentiality of these teachers for the development of sports throughout the country.



**KEYWORDS** :Physical Education Teachers , strength of students , purchase of equipment .

### INTRODUCTION :

We had an opportunity to deliver lectures to the physical education teachers, at Gulbarga and the idea of carrying out this investigation come right when the PETs discussed about the problems being faced by many of them at school. Therefore, the present investigation deals with the utility of the services of physical education teachers and the development of sports infrastructure, in accordance to the strength of students in the school.

### MATERIAL AND METHODS

The study consists of a survey of 53 physical education teachers, who were requested to furnish details of information regarding number of

Physical Education Teachers (PET), students and other teachers in the school. They were questioned whether the Head Masters/ teachers take interest in physical education and sports activities. They were also asked about the weekly periods of physical education for each class, as well as whether physical education constituted a subject at school. Each subject was also asked about the nature of duties performed by him/her in the school. This included questions about exposure of children to drills, organization of inter-class and inter-school competitions, and involvement of physical education teachers in teaching of subjects other than physical education as well as utility of their services for office administration. Questions were also asked from each physical education teacher regarding

availability of sports infrastructure, facilities of sports equipment, the yearly expenditure on purchase of equipment and the yearly budget available at school.

The questionnaire prepared in connection with the investigation is given below for the utility of other scholars who may like to pursue similar work on the P.E.Ts in other parts of the country.

## RESULTS AND DISCUSSION

In accordance to the furnished information by 53 PETs, it has been observed that there is at least one teacher of physical education made available for average school- strength of 217 students. On average, there are 9.7 teachers other than physical education in each school. Out of 53 physical education teachers 75.5% stated that physical education is not taught as a subject in their respective schools. Strangely, 9.4% of them were ignorant about this question and whereas only 15.1% informed about the discipline being taught as a special subject in their school. In this connection it was also disclosed that there are on average 2.47 periods of physical education per week.

On the budget front, purchase of equipment for physical education and sports programme is reported to cost to the extent of just Rs. 643/- per school per year. On the other hand the annual budget provision is found to be Rs. 1300/- per school. Notably, 13.2% people stated availability of no budgetary grant for this purpose, and strongly 28.3% were just ignorant about this fact. This ignorance may be detrimental towards execution of their duty concerning physical education at school. Out of the above budget it is noted that most of the expenditure is being incurred during the Annual Day Function. On the whole, it was disclosed that Rs. 3/- per head is being collected per student annually, and out of this Rs. 1/- is to be paid to the State Government.

Table-1 shows that about 89% of physical education teachers organize inter-class competitions; unfortunately, we could not obtain information about the number of such yearly competitions. On the other hand, inter-school competitions are held by 60% of the physical education teachers. Considering the inter-class and inter-school competitions, it is noticed that at least 11% of physical education teachers do not hold any competition in sports or physical fitness throughout the year. It remains to be examined whether they are supposed to go scot-free from such a duty. On the other hand the lack of interest of the headmasters, teachers, pupils and poor attendance at school, can also be the reasons for such a situation in these schools.

Further, while classifying the types of competitions, it is noted that in inter-class system more than 74% competitions are held in Kho-Kho and Kabaddi. Next down on the ladder appear to be football and volleyball where 40% of the competitions are being organized for each. The inter-class competitions in athletics, cricket, badminton etc. are very few ranging between 5 to 10%. Hockey, one of the most popular sports in India, appears to have minimum interest with just 2% organized competitions in the schools.

The classification of inter-school competitions also shows Kho-Kho and Kabaddi being organized to the extent of over 41% (Table 1) surprisingly there are just 11% competitions being organized in football. Volleyball competitions (13%) are found to be slightly more than those of football. Athletics and badminton appear to have the minimum attention with 2-4% competitions. However, hockey and even cricket competitions are not being held at all. Similar is the fate of other sports too.

Table 1: Organization of Inter-Class and Inter-School Competitions by Physical Education Teachers

<b>INTER-CLASS</b>	<b>%</b>	<b>INTER-SCHOOL</b>	<b>%</b>
Organize competitions	88.6	Organize competitions	60.4
No competitions	11.3	No. competitions	39.6
Football	41.3	Football	11.3
Volleyball	39.6	Volleyball	13.2
Kho-Kho/ Kabaddi	73.6	Kho-Kho/ Kabaddi	41.3
Athletics	7.6	Athletics	3.8
Hockey	1.9	Hockey	-
Cricket	9.4	Cricket	-
Badminton	5.7	Badminton	1.9

On the question of drills 98% of physical education teachers stated that they expose the children to drills. The duration is said to be 35 to 45 minutes, to which only about 67% school children are being exposed. The overage timing appears to be much satisfactory. On the question of interest of headmasters as well as other teachers in sports and 'physical education training it is found that 36% of headmasters toke keen interest whereas about 34% of them lake interest of moderate degree. (Table-2) surprisingly about 30% of them hove a poor level or no interest at all. This can be one of the possible reasons of lock of inter-class and inter-school competitions in many of the schools. On the other side from amongst the teacher-colleagues at other subjects, about 30% are keen and 26% moderately interested. Surprisingly about 33% of them are either poorly or not interested in sports and physical education at all.

Table 2: Interest of Headmasters and Other Teachers in Sports and Physical Education Training

<b>Headmasters</b>	<b>%</b>	<b>Teachers</b>	<b>%</b>
No Interest	7.6	No interest	11.3
<b>Interested:</b>		<b>Interested:</b>	
Strong	35.9	Strong	30.2
Moderate	34.0	Moderate	26.4
Poor	22.6	Poor	32.1

Table 3 depicts the percentage of teaching assignments concerning other subjects being performed by physical education teachers. It is noticed that about 57% of physical education teachers teach the subject of history, 28% teach regional languages and geography each, while even about 21% teach mathematics. General science, English, Economics and Art Education are being taught by 4 to 8% of the physical education teachers. Unfortunately, we could not obtain the number of hours being spent by them per week while performing such duties. This is to state that the sum of all percentages exceeds 100 because most of the physical education teachers teach more than one subject. Apart from this, table 3 shows assignments concerning office work that constitutes administration, library look after, attendance, arrangement classes when any other teacher proceeds on leave, account and admissions being looked after by them, are also worked out.

Table 3: Teaching and Office Work Performed by Physical Education Teachers

Subject	%	Office Work	%
Mathematics	20.8	Administration	28.3
Sociology	3.8	Library	30.2
History	56.6	Attendance	11.3
General Science	7.6	Arrangement classes	56.6
English	7.6	Accounts	74.5
Regional	28.3	Admissions	9.4
Geography	28.3	No. office work	15.1
Art Education	5.7		
Economics	7.6		
No teaching	9.4		

(Table-31. it is noted that arrangement classes are given 10 about 57% of physical education teachers (PETs). During that time most of them teach History. 30% are supposed to look after the school library. 25% of them have to do the job of accounts and 11% to mark attendance of the students. Further 9% of them have to assist during admissions. These figures speak about the plight of P.E.Ts. whose services as stated are being utilized in connection with duties other than physical education in addition when we consider 30% of the headmasters who take poor interest or are not interested in physical education (Table-2), the turbidity of this discipline in the school affairs becomes slightly clearer. When the question of available funds, yearly expenses incurred on physical education, lack of the organization at inter-school competitions, make on absolute clarity as to the utility of the services of P.E.Ts in the school. The question is that if this is the state of affairs of physical education at school i.e., the base of sports in India, then what can be expected in sports from the pupils of these schools?

Let us go one step further. The information about the facilities of infrastructure concerning sports was also obtained from each of the 53 P.E.Ts (Table-4) 85% of them stated that they have facilities of a play-field, many of these play-fields are converted into courts, tracks, play-grounds etc. for other sports. In this regard, 49% of the schools have facilities of volleyball courts, about 32% have football grounds, 21% athletic tracks, 17% badminton courts. Hockey grounds are available in just about 4% of the schools and Basketball courts in just about 2% of the schools. If this is the case in the schools in India, then the students' awareness about a sport may also be directly proportioned to the facilities of infrastructure available for that sport and that too if the facility is used in the school from time to time. This means that if there are just 4% hockey grounds in these schools then out of the 11,528 students from 53 schools, just some of the 461 students will know about the sport known as Hockey, provided the school had some regularly playing students, or it organized a few inter-class or inter-school competitions during the year. The electronic media may also be seen helping in creating a similar awareness but about 77% people living in rural set ups may not be influenced by the media because of various reasons.

The average annual budget of all the 53 schools falls at Rs. 1300/- whereas the annual expenses towards purchase of equipment for sports and physical education programmes are Rs. 643/- per school. The expenses incurred during annual competitions and its organizations are also reported as debited generally to these accounts. Otherwise in general about 66% of the P.E.Ts stated that they purchase equipment concerning athletics, 53% concerning football, 59% volleyball and 15% concerning badminton. Hockey, one of the most debated sports attracts only 2% so for purchase of equipment is concerned. Well, it goes much parallel to the facilities of hockey grounds available at school (Table-4). The sport of cricket also attracts about 9% of the pupils. In contrast to what is

discussed about, it is important to state that on average sum of Rs. 643/- per annum per school for average strength of 217 students can be used to purchase just 3-4 footballs or 1-2 cricket bats, 3-4 volleyballs etc. These- are consumable items and are to be replaced repeatedly is it fair for planning the development of sports culture in the country? If yes, then all worries are no worries; if no then the planners of sports and physical education must sit and see as to what best can be done under the existing circumstances.

Table 4: Facilities for sport infrastructure and sports equipment

Infrastructure	%	Purchase of Equipment	%
Play field	84.9		
Athletics track	20.8	Athletics	66.0
Football ground	32.1	Football	52.8
Hockey ground	3.8	Hockey	1.9
Basketball court	1.9	Basketball	3.8
Volleyball	49.1	Volleyball	58.5
Badminton	17.0	Badminton	15.1
Gymnasium	-	Carrom Board	9.4
Swimming Pool	-	Chess	3.8
Table Tennis	-	Skipping ropes	3.8
No infrastructure	1.9	Cricket	9.4
		No equipment	13.2

### CONCLUSIONS:

This piece of investigation also clearly points out to examine the charted plan under which the position of P.E.Ts were created or enacted by the Government. Are the objectives in that connection being fulfilled under the conditions cited in this article? Do the P.E.Ts rightly enjoy the privilege of teaching history, mathematics, languages, science etc.? Can their services be utilized for school administration office-work etc.?

Is it a part of the fulfillment of the objectives of physical education in the country or it falls right across the channel forfeiting all this? Shall we be creative in some meaningful ways so that the services of P.E.Ts are best utilized at school.

All these questions need seriousness of action. But simultaneously the present study appears to have opened Pandora's box for the simple reason that more investigations are carried out in future, more may be the enrichment of our knowledge so for "Physical Education" at school is concerned.

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