CHAPTER – III
PROCEDURE

In this chapter the procedure adopted for the selection of subjects, steps adopted in constructing the questionnaire and its administration to subjects, aids to responses, and collection of data have been described.

Considering the feasibility and administrability of the survey a representative sample was drawn from different regions of Uttar Pradesh state i.e. Allahabad, Lucknow, Jhansi, Faizabad, Meerut and Varanasi. Altogether six administrative regions and ninety government schools, under the Secondary Education Board of Uttar Pradesh, were under the survey. The random technique was used to draw the schools from various regions of Uttar Pradesh state. Out of (479) government schools of Secondary Education Board of Uttar Pradesh, 90 schools were selected at random using lottery method, for administration of selected tools. The list of schools is enclosed in appendix-VI. To conduct this study a questionnaire was framed and it was mailed to Heads of the institutions/ administrators, physical education teachers and students. Experts of physical education of different institutions were also considered for the study. Apart from obtaining data from the above sources, opinions were also sought from expert educationists working in different institutions.
The faculty members of Government Women College of Physical Education, (Allahabad), State Institute of Educational Management and Training (SIEMAT), (Allahabad), Head, Department of Physical Education, Banaras Hindu University, Varanasi were considered as experts for collecting such opinions. Necessary data were converted into quantitative data and evaluated to find out the percentage.

TOOLS

The selection of tools was a vital importance for this study, since the aim was to survey the opinions regarding the development of curriculum of physical education for schools in Uttar Pradesh state. The questionnaire was very appropriate for the purpose of this study.

An initial draft was devised considering the principles of questionnaire preparation. The drafts were scrutinized by experts i.e. Vice Principal, Government Women College of physical education, Allahabad, Head, Department of physical education, B.H.U., Varanasi and Head, Department of physical education, Ewing Christian College, Allahabad. After incorporating all meaningful
suggestions, the final draft was formulated. The final form of the questionnaire was then considered as the effective tool for the study.

CONSTRUCTION OF QUESTIONNAIRE

While developing the questionnaire, utmost care was taken in order to ensure adequate replies so that meaningful data could be obtained. Prescribed guidelines were adopted from selected books for the purpose of development of the questionnaire.⁷⁰

Considering the fact that the Uttar Pradesh state language is Hindi, the questionnaire was prepared both in English as well as in Hindi.

The final draft was subjected to review by supervisor and then administered to senior physical education teachers and some principals of schools working in Allahabad district for a trial run.

INITIAL WRITING

In the first attempt, various questions, which required responses, were formulated, with the help of supervisor and other expert’s in physical education, and education professionals, working in different institutions. Afterwards they were modified and altered, as

and when it was required as per the recommendations and suggestions made by the guide, before finalising the final draft.

Experts from different areas were selected which are as follows:

1. Senior Consultant to State Institute of Educational Management and Training, Allahabad.


3. Vice- Principal of Government College of Physical Education for Women, Allahabad.

4. Vice Principal Government Girls Inter-College (G.G.I.C.), Faizabad.

5. Head, Department of Physical Education Lucknow Christian College, Lucknow.

6. Two Senior Physical Education Teachers working in schools of Allahabad.

Recognising the limitations of questionnaire approach and completeness of responses, accuracy was emphasised even on controversial issues. The questions were stated without any prejudice.
TRIAL RUN

The final draft of questionnaire was then administered for the purpose of trial run. This step was adopted with the purpose of knowing the meaning of all the statements given in the questionnaire. During the trial run, different questions in the questionnaires were given to the Head of the Institutes/Administrators, Physical Education teachers and students. They were requested to critically assess the questions and answer them carefully and return with suggestions, if any. Therefore, questions prescribed would be clear and straightforward having no ambiguity.

RE WRITING

On the basis of the returned suggestions and information by the respondents, necessary changes were made in the construction of the questionnaire and finally it was formulated after the approval of the guide.

MAILING / ADMINISTRATION OF THE QUESTIONNAIRE

Questionnaires were administered to various schools scattered throughout the different regions of Uttar Pradesh State, selected on a random basis. Personal visitation had been done for
the purpose of observations. A letter was obtained from Secretary Uttar Pradesh Board of Secondary Education, Allahabad for getting assistance and proper response by the respondents. Respondents comprised of the Head of institutes i.e. Principals and administrators, Physical Education teachers and students for the purpose of administration of questionnaire and obtaining adequate responses. Out of 479 schools, a total of 90 schools and 500 respondents were covered for the study, which involved 200 heads of the institutions/administrators, 250 physical education teachers and 50 students. An appropriate covering letter was attached by the research scholar along with a copy of the letter given by the Secretary, Secondary Education Board, Uttar Pradesh State, Allahabad for soliciting co-operation and collection of necessary data.

FOLLOW UP

After mailing post cards to the subjects, two weeks later a follow up was done and again after a week of sending the questionnaire. Again after a week a request was made by research scholar to the respondents to return the filled up questionnaire. The subjects who did not respond were approached personally or
through messengers with the request to return the questionnaire duly filled in without further delay. After waiting for a further period of one week, another attempt was made to collect the questionnaires from non-respondents by sending another set of questionnaire.

**APPLICATION OF STATISTICAL ANALYSIS**

The data that was collected on the basis of responses of the respondents and the given statements were statistically analyzed by converting them into percentages. The idea of calculating percentage was to know the total number of persons supporting the given statements. The collected data were classified and converted into quantitative data for analysis and were tabulated in a meaningful way. However, professional judgment was made in keeping with the standards of curriculum practices and norms, which were collected from professional literature.

**Physical Education Objectives Derived**

**From Educational Objectives**

Physical education as a part of the school curriculum must share the function of education. That function is related to helping individuals grow, develop, and adjust to the problems of individual happiness, to competent membership in the family, to constructive
citizenship in a democracy, and to appreciative understanding of the ethical values that undergird our world society.\textsuperscript{71}

The Formulation Of Aims And Objectives

The aims of the school are meant to express the views of its teachers, administrators and patrons concerning what sort of institutions the school is to be; and what sort of work it is to do. Aims that are really usable have the qualities of being few in number and being clearly stated. The maximum possible curriculum offerings come as concrete proposal.\textsuperscript{72}

(A) Intellectual Dimensions

(b) Possession of knowledge: Concept : A fund of information

(c) Communication of knowledge: Skill : To acquire and transmit.

(d) Creation of knowledge : Habits : Discrimination and imagination.

(e) Desire for knowledge: Values ; Love for learning.


\textsuperscript{72} Dheer S.,Kamal Radhika. \textit{The Organisation and Administration Of Physical Education}, Friends Publications(India)Delhi-2002.
(B) Social Dimensions

(f) Man to man: Cooperation in day-to-day relations.

(g) Man to State: Civic rights and duties.

(h) Man to country: Loyalty to one’s country.

(i) Man to world: Later relationship

(C) Personal Dimensions

(j) Physical: Bodily health and development.

(k) Emotion: Mental health and stability.

(l) Ethical: Moral integrity.

(m) Aesthetic: Cultural and Leisure pursuits.

(D) Productive Dimensions

(n) Vocation: Selective: Information and guidance.

(o) Vocation: Preparative: Training and placement.

(p) Home and Family: Housekeeping, do it yourself, family life.

(q) Consumer: Personal buying, selling investment.
DEVELOPING THE OBJECTIVE OF KNOWLEDGE IN CURRICULUM

The physical educator is concerned with teaching knowledge-type as well as skill-type subject matter. While this objective does not ordinarily receive the emphasis and attention to which it is entitled, it is, nevertheless, a vitally important aspect of physical education.

One type of subject matter that is invariably taught in physical education is the knowledge of rules, techniques, and tactics of the various activities included in the program. This content is indispensable. There is a great deal of intellectual activity involved in physical education activities and successful performance is directly related to it.

A considerable body of related health information is taught in connection with physical education classes. Such health considerations as warm-up, conditioning procedures, safety measures, desirable sanitary practices, and the like can be effectively covered. Students become acquainted with various physiological factors such as muscle soreness, hypertrophy, and second wind. A wide variety of exercise precautions are naturally presented as a part of physical education instruction.
When and Why of physical education is included in classes. Such topics as the following are presented:

1. Physiological aspects of physical activity.
2. Anatomical aspects of physical activity.
3. Psychological aspects of physical activity.
4. Physical fitness evaluation.
5. Relationship of physical activity of physical and mental health.
6. Meeting future physical activity needs.
7. Importance of proper use of leisure.
8. Sociological aspects of exercise and sports.

Another type of knowledge, which results from physical education, is the understanding of other individuals, which it provides. While the physical education teacher does not formally present such materials to the students, the activities of physical education offer an exceptional opportunity to understand human nature. In the close, intimate, face-to-face contacts in physical activities the real person is revealed. Particularly in competitive sports students throw off self-consciousness, formality, artificiality,
and restraints and their fundamental character and personality are displayed. Under the pressures, excitement and emotional tension of competition such qualities as honesty, loyalty, teamwork, determination, dependability, resourcefulness, leadership as well as their opposites can be observed. In ordinary relationships in school or out, such insights are rarely possible.

**Most important Objective in Physical Education**

Which of the four objectives, namely, physical development, motor skills, knowledge's, and understanding and social adjustment is the most important in so far as the physical educator is concerned? It is immediately apparent that each of these is a highly valid objective, which makes a significant contribution to our educational programs. Over a long period of time each has become recognized as deserving appropriate emphasis in our schools.

No one would question that the character, personality, citizenship, and values of our students deserve a higher priority than physical fitness or motor skills. Certainly, qualities such as ideals of justice, truth, duty, personal integrity, self-discipline, sportsmanship, cooperation, and the like, deserve emphasis ahead of strength, endurance, coordination and game strategy.
However, it must be pointed out that the social objectives are not the sole province of the physical educator. The responsibility for these important outcomes is shared with other areas of education. Every teacher, regardless of teaching specialty, has the responsibility for guiding students into emotionally, socially, and ethically approved behavior.

Moreover, it is necessary to point out that any course of study in the school curriculum must justify its existence in some special way beyond the generalized contribution it might. Our schools cannot afford the time or expense of school subjects that cannot demonstrate a distinctive contribution to educational purposes.

The unique objectives of physical education are physical development, motor skills and knowledge and understandings about physical education and related activities. If these purposes are not accomplished in physical education, they will not be achieved elsewhere in the school. Consequently, they deserve a high priority insofar as the physical educator is concerned. To give these objectives a priority does not represent an attempt to set up an order of value, but rather an order of approach.
Steps Involved in Curriculum Construction

A vast amount of literature on curriculum construction and curriculum revision has become available in recent years. Definite procedures are recommended to follow in developing a school's curriculum or a course of study within the total curriculum. These steps usually involve.

1. Social philosophy: - Any consideration of the nature and purposes of physical education must inevitably be based upon the social and educational philosophy of the time and place in which it operates. Physical educators frequently want to start the curriculum construction process with a consideration of the objectives of physical education and the selection of activities, which will attain the objectives. However, prior considerations are involved. Since physical education is a part of the entire system of education, its philosophy and objectives must be consistent with the philosophy that prevails in education. Educational philosophy in turn arises out of the social philosophy of the society in which it functions. Physical education does not exist in a vacuum. It obtains its direction
and purpose from the society in which it exists and the educational system of which it is a part.

Worth of the individual: Democracy holds that the individual and the society of which he/she is a part have a common purpose, namely, bringing about through effective cooperation the highest and fullest development of each individual.

Belief in the equality of opportunity for the optimum development of each individual's potentialities.

The free play of intelligence in the solution of common problems. In a democracy common problems are to be solved through the free play of intelligence rather than through force, appeal to authority, or uncritical acceptance of the value of any one group or individual.

2. Educational philosophy: - The basic purpose of education during all periods of civilization, from the primitive to the present, has been and is to enable the individual to become a better citizen of the society in which he lives. No society would tolerate for long a school system whose purposes were not in harmony with the welfare of that society. An educational program is successful only when in all of its aspects it
contributes to the purposes of the society in which it lives and has its being. Thus, in America the aim of education is to assist each individual to achieve optimum development in meeting effectively the continuous demands of living in a democratic society and in a closely interdependent world. Educational objectives implement educational philosophy. They are the steps that lead to the aim.

3. Statement of objectives: - Objectives express needs as seen by the person or persons who formulate them. These needs are of two types: individual and societal. Individual and societal needs blend in objectives toward which the school sights are set.

4. The nature of children: - Although the needs of children determine the direction of development for which the school shall strive, it is the nature of the child, which determines what is appropriate for education at the stage of development. The best conceivable forms of adult behavior represent goals towards which the education of the child must proceed, but the steps necessary in moving towards these goals are dictated by the character of child’s interest, urges, and capacities. It is
evident that a thorough understanding of the nature of the child is an essential prerequisite for the physical educator when he builds a program.

5. Selection of activities to attain objectives:- This is the most difficult of all aspects of curriculum construction. The activities, which are of greatest value in meeting the needs of children, are obviously the ones that should be given priority. However, certain activities satisfy the needs of children better in one area than others. For example, some activities are outstanding from the standpoint of developing physical fitness but may be of little value from the recreational standpoint. Other activities may contribute appreciably to the recreational needs of students but have little value insofar as physical fitness is concerned. This poses a difficult problem to those who are developing the program.

6. Evaluation of the program:- The program needs to be periodically evaluated to determine if it is accomplishing the intended result. If it is not, the proper corrective procedures should be employed.