CHAPTER V

SUMMARY, CONCLUSIONS
AND RECOMMENDATIONS
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SUMMARY

Physical education as a branch of knowledge aims at building up of physically, mentally, socially and emotionally fit individual through the medium of physical activities, which are selected with a view to realising these outcomes.

The primary objective of physical education is to help each individual to achieve physical fitness, mental balance, social adjustments, emotional stability, moral and spiritual understanding and cultural development for which he is capable of.

The physical objectives of physical education are health and fitness development, ability to perform skills in various sports and games and development of neuro-muscular co-ordination.

Mental objective is the creation of a sound mind in a sound body. The social objectives are development of leadership qualities, ability to organise, co-operate and follow, self confidence, and sense of belonging, appreciation of others' skills and performance, respect of the right of others and good sportsmanship. Emotional objectives
are the development of the qualities like self control, fairness, perseverance and the readiness to take up activities of challenging nature.

The success of the physical education programme depends on a well planned curriculum, adequate facilities, efficient management, and effective evaluation process.

The purpose of the present study was to assess the existing facilities and activities of physical education in the secondary and higher secondary schools of Kerala state. The study also aimed at gathering information about the physical education personnel in schools and their opinion and suggestions regarding the present conditions.

The study was conducted by administering a questionnaire consists of 74 questions. For the convenience of the respondents, the questionnaire was prepared in regional language—Malayalam. Both Malayalam and English versions were given to some physical education teachers working in the schools and tested for validity. A trial run was done among 10 physical education teachers. Necessary corrections were in few questions which are found vague. Finally, after consultation with experts and supervising teacher Malayalam version was finalised for administration. The questionnaire along
with a covering letter from the supervising teachers, a request letter from the investigator, a self addressed stamped envelope, were mailed to 500 physical education teachers each of private and government secondary and higher secondary schools (total 1000). The addresses of the schools were collected from the directory of schools in the state of Kerala published by Directorate of Public Instruction, Government of Kerala, Thiruvananthapuram.

In the initial stage only 403 filled in questionnaire were returned by the teachers. After a reminder to the rest another 204 more were returned. Finally 300 from private schools and 300 from government schools were considered for analysis. The scores were recorded in a well designed score sheet. The relevant information were analysed by percentage and average.

**FINDINGS OF THE QUESTIONNAIRE**

The majority of private and government schools in the state are attached to the upper primary section. The student strength in most of the schools is above thousand (average strength in private schools 1490 and government schools 1264). The majority of the physical education teachers in private schools are male. However in government schools male teachers have only slight majority over
female teachers. At present there is only one post of physical education teachers in each high school.

A large proportion of the physical education teachers working in the secondary schools possess only a certificate course qualification (In Private schools CPEd holders 79.78% and government schools 76.07%). Therefore the physical education teachers are paid only in the scale of pay of upper primary teachers. Very few physical education teachers possess additional qualifications in physical education or degree and post-graduation in subjects other than physical education.

A vast majority of the physical education teachers have not undergone any refresher course through out their service (Private school teachers not undergone inservice course 66.2% and government schools teachers 69.33%). There is no post of physical education teacher in the higher secondary schools. The existing physical education teachers with lower qualifications handle the physical education classes for the students of secondary and higher secondary sections.

The majority of the schools are running without sufficient play area. Play area of 36.33% of the private schools and 35.33% of the government schools are just below ½ acre. Only 2.33% private and
12% government schools have play area of more than 3 acres size. Separate court facilities for various games are quite insufficient in majority of schools. Private schools have more number of separate courts for various games than that of government schools.

Athletic equipment are available in most of the schools but only in limited number. Games equipment such as football, volleyball and badminton rackets are available in majority of schools, but not in required number. Remaining games equipment are available only in very few schools.

Physical infrastructure facilities except storeroom are very poor in majority of the schools. Majority of the private schools provide store room for physical education.

Private schools have more infrastructure facilities than that of the government schools. Records and registers in the department of physical education are poorly managed by the physical education teachers in majority of the schools.

Major source of income for physical education wing in the school is special fee collected from the students. But it is quite insufficient. So far various Governmental agencies have not funded the majority of schools for improving the infrastructural facilities. At
present the physical education activities are fixed according to the interest of physical education teachers. The available sports fund is mainly used for organising school sports, participating in various competition and nominal purchase of sports equipment. Physical education teachers are of the opinion that sports fund is quite inadequate.

The majority of schools participate in the educational district level athletic meet but without sufficient training. Therefore medal tally favours a very few number of schools. It is a shocking result that 86.66% of the government schools and 51.66% of private schools were not won even a third place in the educational district athletic meet 2003-2004. A slight majority of the schools have one or two teams in all the three age categories and in both boys and girls sections. There are many schools even without a single team. Private schools without team is 26% and government schools is 46%. This result shows the inactiveness of the physical education wing in the schools.

A few schools organise special coaching to the students to win medals in the state athletic meet.

The majority of the government schools do not conduct intramurals. Almost all schools organise school annual athletic meet
regularly. Majority of the schools provide certificate to the winners in the sport meet. Very few schools provide cash prize, medals, memento and trophies.

Majority of the physical education teachers claim that they organise Mass PT, marching and minor games. Majority of schools do not have equipment for organising mass drills. Most of the specific physical education activities are unknown to the students. A few physical education teachers claim that they organise fitness test, talent identification, health education class, first aid awareness and yoga.

Most of the physical education teachers are in charge of school general assembly and of discipline (84.66% private schools and 84% government schools). In the absence of a syllabus the physical education activities in the schools are not uniform. Therefore the physical education teacher utilise the allotted periods at their choice.

1 or 2 periods are allotted to 8th, 9th, plus 1 and plus 2 divisions in a week. Most of the schools have exempted the 10th standard students from physical education activities because of the burden of final examination (82% private schools and
88% government schools are not given periods to Xth standard students).

Almost all physical education teachers are of the opinion that the newly introduced grading system of students in physical education with the existing number of teachers will not be effective. Physical education teachers are not provided any guidelines or criteria of grading.

At present a very few percentage of students are taking part in the sports and games activities. The major reasons pointed out by the physical education teachers for the poor participation are lack of motivation, academic burden and lack of time, etc.

The physical education teachers feel disillusioned for the society, school and government authorities turn a deaf ear to their grievances. Physical education teachers feel constrained due to the inadequate facilities and shortage of fund to work with satisfaction.

There is no proper evaluation or assessment of the facilities and activities of physical education activities neither in the school level nor in the government level.
Almost all physical education teachers stand for the restructuring of the existing system and bring it into the school curriculum as an academic subject.

CONCLUSIONS

On the basis of the result of the study the following conclusions are made.

a. The facilities available for physical education in the secondary and higher secondary schools of Kerala are inadequate to run a sound programme.

b. Due to the absence of a curriculum the existing activities of physical education in the schools are not uniform and systematic and also not based on the objectives of physical education.

The remaining inferences are as follows:

1. There is no syllabus or prescribed programme for physical education in the schools of Kerala.

2. There is only one physical education teacher in most of the schools to attend a large student population.
3. Most of the physical education teachers working in the secondary and even higher secondary schools possess only a certificate qualification (CPEd).

4. Physical education teachers are not in the main stream of secondary and higher secondary system in respect of pay scale and qualification.

5. There is no post of physical education teachers in higher secondary section.

6. Most of the schools are running without sufficient play area.

7. Sports equipment are not available in majority of schools.

8. Physical infrastructure facilities in the schools are very poor.

9. Swimming pools are not available in any of the schools.

10. Government schools are lacking sports infrastructural facilities than that of private schools.

11. Sports fund available in the school is quite insufficient.

12. Physical education activities are fixed according to the discretion or interest of the physical education teachers and local need, in the absence of a defined syllabus.
13. The present physical education activities in the schools are mainly competition oriented.

14. At present no physical education activities which are aimed at the development of wholesome personality of the students are organised in most of the schools.

15. Kerala's excellence in national level sports is the result of efforts of some private schools, very few government schools and mainly the sports schools/sports divisions. Most of the schools have no part in this achievement.

16. Participation of the majority of school teams in the educational district level competitions are without sufficient practice and coaching. Hence this participation become name sake.

17. At present very few percentage of students, are taking part in the sports and games activities in the schools.

18. Except annual athletic meet, intramurals are not organised in most of the schools.

19. Annual sports meet is the only regular activity of physical education wing in the most of the schools.
20. Students get poor incentives and motivation for taking part in physical education activities.

21. At present physical education is not a daily activity of students, it is limited to one or two periods in a week.

22. Majority of students are unaware of health and fitness development.

23. There is no physical education activities for 10th standard students in most of the schools.

24. The existing physical education periods are not properly utilised by the physical education teachers due to the absence of syllabus.

25. Newly introduced grading system in physical education is implemented without criteria or guidelines and also without sufficient orientation to the physical education teachers.

26. The physical education activities in the schools are not evaluated by the school or higher authorities.

27. Most of physical education teachers do not have job satisfaction due to the neglect of the school and government authorities towards physical education.
28. Almost all physical education teachers stand for restructuring of the existing system.

RECOMMENDATIONS

Based on the result of the study the following recommendations are made.

1. Sufficient number of physical education teachers may be appointed in the secondary schools according to the student strength.

2. The qualification for physical education teachers in secondary schools and higher secondary schools may be fixed according to the standards.

3. Physical education teachers may be appointed in higher secondary section with immediate effect.

4. Each school should have a standard athletic track facility and separate court facilities for minimum various other games.

5. Each school should have the stock of sufficient number of sports equipment.

6. Each school should have facilities to conduct indoor activities.
7. The existing competition oriented activities should be continued with sufficient coaching and preparation to get maximum performance in the school level competitions.

8. School time table should be modified so as to make each student to take part in physical education activities daily.

9. Grading system should be made more effective with proper guideline and criteria.

10. Physical education should be brought in to the school curriculum as an academic subject, focussing on health and fitness which is the basic necessity for modern life.

11. Physical education practical should be made compulsory for all students.

12. Physical fitness development programme should be implemented for all students.

13. Talent identification test should be conducted for all students to sort out the talented students.

14. Physical education teachers should have an opportunity to attend periodical inservice courses.
15. Government may provide financial aid to each school every year for organising activities and improving facilities.

16. An agency may be set up at government level to assess and evaluate the facilities and programme in physical education in the schools.

17. Similar study may be conducted at different levels.

18. Similar studies may be conducted at the schools in the elementary and upper primary levels in the state of Kerala.