

Challenges Faced By Physical Educators At Undergraduate Education

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Abstract—These instructions give you basic guidelines for preparing camera-ready papers for Grenze Scientific Society's conference proceedings/Journal Publications.

Index Terms—first term, second term, third term, fourth term, fifth term and sixth term.

I. INTRODUCTION

In India right from the epic age 'Body, mind and soul' have been given equal importance and the philosophy of education has always been epi-centric of the above mentioned aspects. Physical activity has been an important part of all sorts of education system in India right from any available source of revelations regarding education. But after independence though there were many committees formed for determining the form of physical education in the education, it is a known fact that till today the physical education in the whole education system is not very impressive in terms of reaching the aim of human wellbeing, developing social values and molding an idealistic personality in students. The reasons for the same may be very difficult to assess but by understanding the challenges that are common for most of the physical educators, to some extent may help us to reduce the distance in achieving the desired aims and objectives of the physical education.

II. OBJECTIVE

The objective of the present paper was to bring out the challenges faced by the physical educators at undergraduate education.

III. METHODOLOGY

To understand and analyze various challenges faced by the physical Educationists at undergraduate level a questionnaire was prepared to conduct a survey study and obtain the essential data. The questionnaire was administered to 147 physical Education teachers working at both private and government undergraduate colleges mostly affiliated to Bangalore and Tumkur University. The answers obtained were basically analysed and expressed in terms of percentages for drawing interpretations.

The present paper is designed with in the following frame work:

External challenges

Internal challenges

Authority/administration challenges

IV. EXTERNAL CHALLENGES

A. Materials

68% of the physical educationists reported to have shortage of materials as per the requirement for physical education classes, students training and participation in sports and games and demands and interests of the students.

B. Financial

87% of the physical educationists reported acute shortage of financial availability for the physical education department. The only academic financial source available for the activities of the department was the very meager amount of sports fees paid by the students, which also in turn had to be set aside under different heads as for purchases, maintenance, students T.A and D.A, prizes for inter class competition and organizing sports meets and competitions. Physical educationists are restricted to plan their activities within this available funds and if something more has to be done they have to strive to find sponsorers.

C. Infrastructure

When the data regarding availability of infra structure facilities were analyzed only 15% of the surveyed colleges had satisfactory level of infrastructure to support physical education and sports activities in colleges.

D. Human Resource

Today majority of the undergraduate colleges has shortage of essential human resource for the effective performance of the department of physical education. It is a known fact that even for colleges with strength of 1000 students the dept. consists of single man with no supportive staff, except for 5% of colleges all others had only single physical education teacher in the whole department, who would be responsible right from the marking, maintenance, teaching, training, coaching, clerical, organizing and administrative work of the department.

When asked about the reasons for the present status and problems regarding the involvement of students in physical education and sports at undergraduate education the accrued answers of physical educationists were:

E. Students Available

As mentioned by all the physical educationists, one of the inevitable reasons for non participation of students in sports activities and physical education classes were non continuation and non involvement of them in these activities at pre university colleges which in turn was mainly due to absence of both physical education teacher and physical education subject.

The other reasons were absence of proper demarcation of what for whom?

And absence of culture of generation to generation involvement of parents and children in physical education and sports activities.

V. INTERNAL CHALLENGES

A. Adaptation to other responsibilities.

67% of the physical educationist respondents answered that they shoulder other administrative and communicative responsibilities of the college sometimes even at the cost of their own departmental work. Due to absence of proper evaluation process for physical education teachers work and absence of a frame work of work to be performed it is obvious that they are pushed to shoulder various other responsibilities at the cost of their own departmental work.

B. Being professionally updated

Only 7% of the physical educationists were persuading some sort of further education in forms of Ph.D and P. G Diplomas while others did not take up further education. There was no regular or proper time set by the physical educationist for them to revise, prepare or study about the subject.

C. Technological utilization.

23% of them had access to computers, internet facilities and had some knowledge about some latest technological advancements in the field of physical education and sports.

D. Promoting culture of developing future professionals in physical education

Even today it is very difficult to find and motivate students to take up career in physical education and sports resulting in lack of quality back up for next generation line up of the physical educationists.

VI. AUTHORITY/ADMINISTRATION CHALLENGES

A. Absence of frame work of duties and responsibilities

When we analyzed the duties and responsibilities performed by physical educationists only uniform answer obtained was organizing teams to participate in competitions, some training and taking them to competitions, organizing competitions of inter-class and inter-colleges, issuing equipments for regular practice, shouldering other administrative responsibilities. Even today the main focus of physical educationist is making students participate in competitive sports, while this focus must immediately change to health of students. The concept of health involves everything required for the appropriate development of student's personality. Absence of framework of duties and responsibilities have made us unaccountable and non identification of many of the good progressive work being done by our fellow colleagues.

B. Absence of syllabus

When there exists no frame work of duties and responsibilities there is no point in discussing about absence of syllabus, it is the most tragic point of the whole education system that the officials at higher positions who are able to bring about any positive changes in the education system have either themselves not involved in any form of physical education activities to understand its importance or do not have any idea of what sort of knowledge the actual physical education comprises of and to what extent it can really change the students personality and society on the whole in turn. They still think physical education is just some sort of sports, physical activity or mass participation in drills.

C. Absence of proper evaluation

Its hard truth there exists no clear evaluation process for both the performance of students or teacher as far as physical education is concerned.

VII. CONCLUSION

There are innumerable challenges faced by physical educators in undergraduate education as basically there exists neither a syllabus nor a frame work of duties and responsibilities officially making a physical educationist accountable and reaching every student, as once what has to be done is clear than what is essential in all terms can be decided and provided thereby. Whatever may be the challenges it is up to the physical educators to accept and struggle as we believe in 'never lose' and it is now our responsibility to take physical education to new heights and see that no student/ child is deprived of the benefits that can be reaped through physical Education.

REFERENCES

- [1] Self compiled
- [2] Courtesy- Physical cultural instructors, Undergraduate educational institutions Bangalore University and Tumkur University