

**PERCEPTION OF PHYSICAL EDUCATION CURRICULUM AND AVAILABILITY OF  
SPORTS FACILITIES BY THE PHYSICAL EDUCATION TEACHERS OF KARNATAKA  
STATE**

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**Abstract**

The study intends to visualize the perceptions of physical education teachers of Karnataka state as regard to physical education curriculum and the available sports facilities. The Prof. Vaidyanathan Committee recommended to implement the syllabus for high schools of Karnataka, and accordingly a Committee of Physical Education Experts prepared the syllabus for High Schools as per NCERT, Bangalore Guidelines, and implemented from the academic year 2007. It is pertinent to assess, whether the physical education teachers are completely aware of the syllabus to be taught to the high school students, and does the schools have proper equipment. Hence, the research scholar had taken up the present investigation. To achieve the purpose the scholar developed a self-structured questionnaire inquiring about the sports facilities of the concerned schools and collected responses of physical education teachers. Results reveals that many of the schools do not have physical education teacher, playground, proper sports material. The list of the problems faced by the physical education seems to be endless. It is concluded that the proper education, training and facilities are needed to improve the proper implementation of physical education curriculum in Karnataka.

Key Words: Physical Education Perception, Sports Facility, Curriculum.

**Introduction**

Physical education is an integral part of holistic education, aimed at developing facets of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral actions, aspects of a healthy lifestyle, and the introduction of a clean environment through physical activities, exercises and health in order to achieve national education goals. Physical education is a vehicle for educating children. Experts agree that physical education is a tool for fostering young people so that they would be able to make the best decisions about physical activities in the future and live a healthy lifestyle throughout their lives. This goal could be achieved through providing direct and tangible experiences in the form of activities.

Physical education is far more complicated than other fields of study. As a learning experience encapsulated in a curriculum. What you want to achieve is comprehensive, because it is not only to improve physical aspects with some relevant elements, for example to stimulate the growth and development of intellectual, emotional, social, and health abilities. Secondly, the achievement of the intended purpose depends on teaching tasks, in this case, physical activities in the form of play or sports activities. Physical education prioritizes motion activities as a medium in learning. Physical education plays an important role to improve human quality. "Physical education is part of education in general, and is aimed at achieving educational goals through physical movements. Physical education as one of the subsystems of education which plays an important role in developing the quality of people" (Mutohir T.K. and Lutan, R., 2001).

Nian Li (2019) researched a new physical education curriculum model based on PE cloud computing to conduct a more intelligent physical education (PE) curriculum model. The fundamentals of cloud computing and the "PE education cloud" were discussed. The "PE cloud" operation mode was designed, which included registration, data entry, course mode, and teaching content. Then a

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comparison between "PE education cloud" and the traditional mode was performed. According to our findings, the "PE education cloud" might significantly improve the efficiency of physical education programmes for students in terms of physical quality. Finally, the development of physical education curriculum should be targeted to the needs of students, and resources should be distributed based on demand. Meanwhile, instructional materials should be more adaptable, diverse, and efficient.

Gosh S.S et al., (2023) conducted a study in which the researchers were primarily interested in determining the impact of Physical Education curriculum on the academic achievements of Higher Secondary level (10+2) students from two different educational boards in India, namely the West Bengal Council of Higher Secondary Education and the Central Board of Secondary Education. One hundred eighty (N=180) high school level males were chosen as subjects for the current study using basic randomization from four schools (two schools from each board). However, as a training intervention, the CGWB+CB did not get any Physical Education curriculum. Academic achievement of students with Physical Education as a subject improved significantly when compared to students who did not have Physical Education as a compulsory subject in both boards. However, both boards' physical education curriculums were determined to be equally successful in enhancing students' academic achievement.

In the present study an attempt is made to assess the present status of the sports facilities in the High Schools. There are about 260 Government High Schools in Tumkur district. Among them 50 High Schools are randomly selected. The schools were surveyed for their outdoor sports facility, sports equipment and availability of trained physical education teachers to teach Physical Education, sports and games.

### **Objectives of the Study**

1. To assess sports facilities of government high schools and their utilisation.
2. To understand degree of importance given to sports activity.
3. Survey the awareness in physical education teachers about physical education curriculum implemented from the academic year 2007.

### **Justification of the study**

The study assesses the status of sports facilities and their effects on sports development in the Government High Schools in Tumakuru district in order to improve sports performance in the Government High Schools in the ten taluks of Tumakuru district. The results of the study will help the researcher to suggest ways of promoting the sports facilities High Schools. To help students to develop good attitude towards sports participation. The findings of the study will contribute to the furtherance of academic knowledge, and will be helpful for further research on sports facilities and their importance.

### **Methodology**

The purpose of the study is to assess the physical education teachers' perceptions of the sports facilities and sports curriculum that are available and offered in the High Schools (Senior Secondary Schools) in Karnataka State. For this, information was gathered from physical education teachers, and wherever there are no trained physical education teacher, other teachers who are in-charge of sports activities including teaching sports curriculum are considered. Teachers were asked to respond to a self-structured questionnaire designed to get the information about the availability of playing space, trained physical education teacher, and the right sports equipment, sports activities, participation of students etc. in the Schools.

### **Analysis of the Data/Responses**

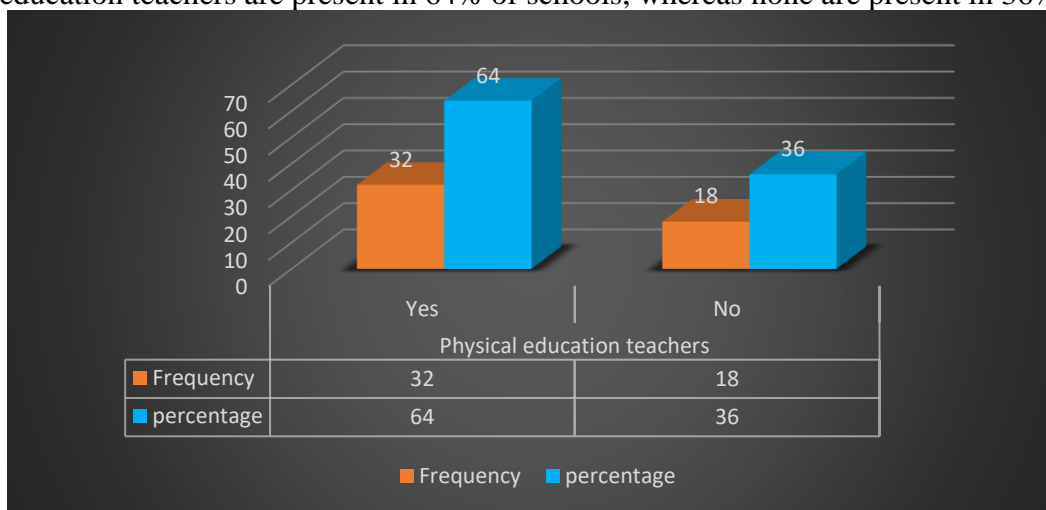
After obtaining the responses from all the subjects, the data was tabulated and analyzed, with percentile and total frequency analyses.

**Results and Discussions**

**Table 1 : Availability of physical education teachers at government high schools ( based on the responses in the questionnaires)**

Presence of Physical education teachers		
Response	Yes	No
Frequency	32	18
percentage	64	36

Table 1 displays information about the availability of physical education teachers in high schools. Physical education teachers are present in 64% of schools, whereas none are present in 36%.



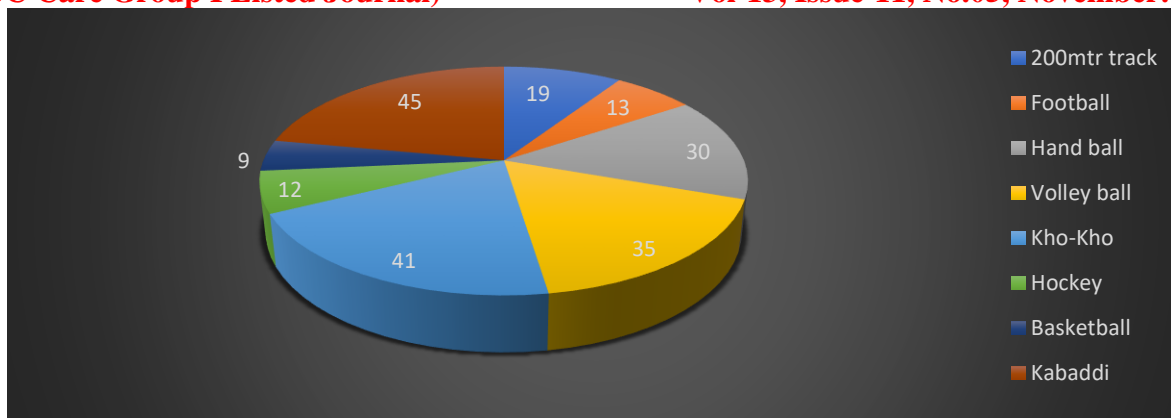
**Figure 1 : Graphical representation of the availability of physical education teachers**

The availability of physical education teachers in Tumkur district high schools is shown in the bar diagram above. It is evident from this chart that, 36% of the schools do not have PET since the government has not set aside time for sports teachers. This has a direct impact on sports activities and school physical education.

**Table 2: Response of the participants regarding statement of has following ground facilities**

Category	Yes	Percentage %	No	Percentage %
200mtr track	19	38	31	62
Football	13	26	37	74
Hand ball	30	60	20	40
Volley ball	35	70	15	30
Kho-Kho	41	82	9	18
Hockey	12	24	38	76
Basketball	9	18	41	82
Kabaddi	45	95	5	5

Table 2 reveals that 38% of the schools have a 200-meter track, 62% do not have a 200-meter track, 26% have a football field, and 74% do not have a football field. Sixty percent of schools have handball courts, whereas 40% have none. 70% have a volley ball court, whereas 30% do not. Eighty-two percent have kho-kho courts; 18% do not. Twenty-four percent of the schools have only hockey courts, and 76% have none. Eighteen percent have a basketball court, 82% do not have a basketball court, 95% have a kabaddi court, and 5% do not have a kabaddi court.



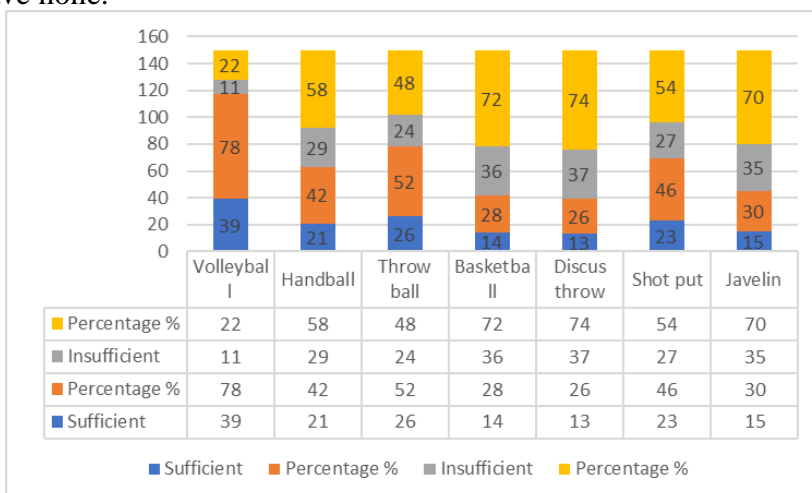
**Figure 2:** Percentage of responses given by the physical education Teacher regarding ground facilities

The results in Table 2 show that the schools have inadequate sports infrastructure and playing facilities for sports such as athletics, basketball, handball, hockey, football, volleyball, kho-kho, and kabaddi. It is possible that this is due to the fact that most schools may participate in interschool competitions in these games. It could be because the construction of such infrastructure requires a significant investment.

**Table 3: Response of the participants regarding statement of has following sport equipment**

Sports equipments	Sufficient	Percentage %	Insufficient	Percentage %
Volleyball	39	78	11	22
Handball	21	42	29	58
Throw ball	26	52	24	48
Basketball	14	28	36	72
Discus throw	29	58	21	42
Shot put	30	60	20	40
Javelin	15	30	35	70

According to the data in Table 3, 78% of schools have enough volleyball, 22% have insufficient volleyball, 42% have handball, and 58% do not. schools: 52% have a minimum of 48% schools; there are no throw balls; and in regard basketball, discus, shot put, only 28%, 58% have 60%, schools have facilities while 72%, 42%, and 40% of they don't have, and just 30% of schools have javelins, while 70% of schools have none.



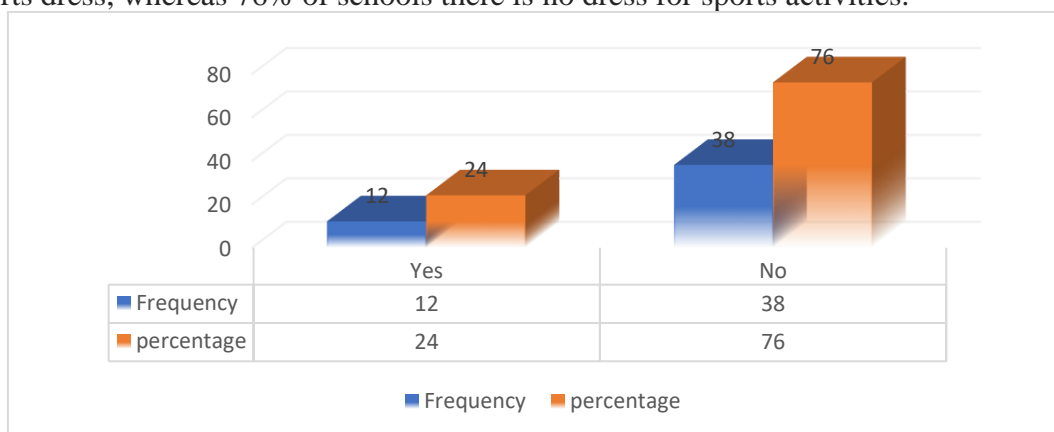
**Figure 3:** Percentage of responses given by the physical education Teacher regarding sport equipment

The results in Table 3 demonstrated that the schools has inadequate equipment for games such as football, volleyball, basketball, and hockey. However, pupils claim that the amount of equipment is insufficient in terms of strength. It could be ascribed to the fact that the majority of schools may participate in interschool tournaments. It could be owing to the large sums required in the purchasing of equipment

**Table 4 : Response of the participants regarding statement of school have provide sports dress?**

Physical education teachers		
Response	Yes	No
Frequency	12	38
percentage	24	76

The result shows in Table 4 that regarding schools having dress to the students, 24% of schools have sports dress, whereas 76% of schools there is no dress for sports activities.



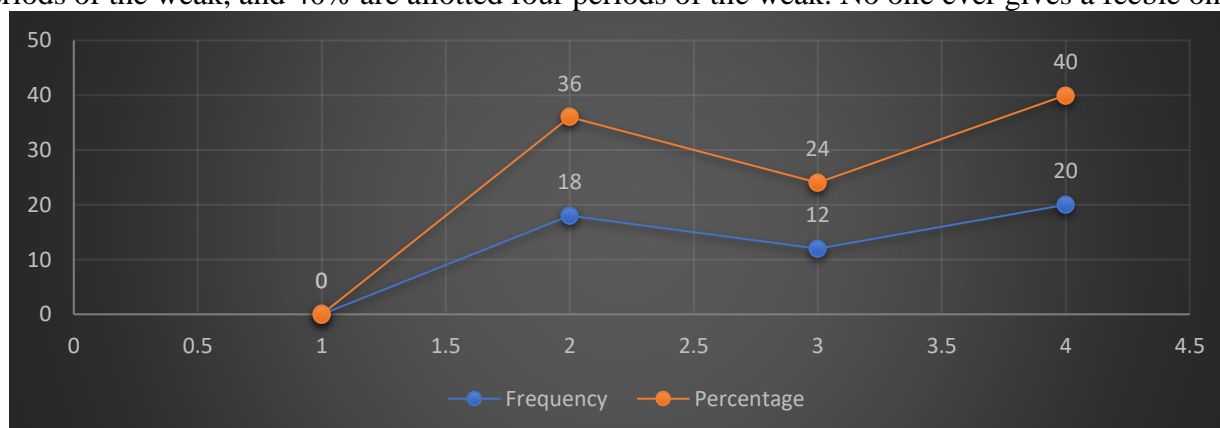
**Figure 4 : Graphical presentation of the school have provide sports dress**

Table 4 demonstrates that very less schools have sports costumes to kids. That is also provided by the local sponsors and students paid personally. conclude that sports attire is superior for sporting activity.

**Table 5: Responses of the participants regarding the statement How many periods were alerted in a weak for PE classes to class 9th?**

Category	Government high schools			
Responses	One	Two	Three	Four
Frequency	00	18	12	20
Percentage	00	36	24	40

Table 5 displays information on the statement. How many periods were alerted in a weak for PE classes to class 9th are 36% schools conduct two times in a weak sports period, 24% schools are alerted three periods of the weak, and 40% are allotted four periods of the weak. No one ever gives a feeble one.



**Figure 5: Graphical representation of the PE classes alerted of the 9th class in weak**

According to the school timetable, most schools do not give importance to and appropriately take the game period; however, these times are not favourable to learning and exercising purposes. In most of the schools, there are no physical education teachers. Vaidhyanathan Committee is reported to weakly four class to take the physical education period in schools, but most of the schools have not followed because of a lack of teachers, ground facilities, proper equipments etc..

**Table 6 : Response of the participants regarding the statement of availability of proper first aid boxes in schools?**

Category	Government high schools	
	Yes	No
Response	Yes	No
Frequency	29	21
percentage	58	42

The data in Table 6 show that just 58% of schools have competent first aid boxes, while 42% of schools have no first aid boxes.

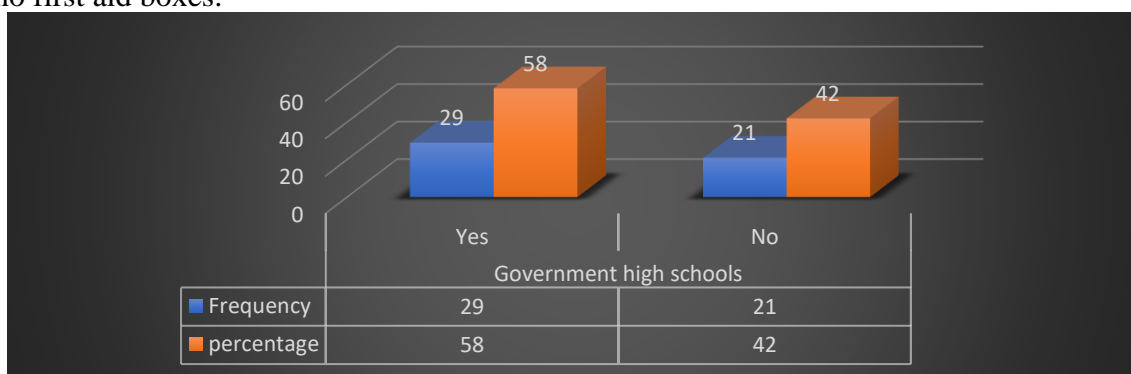


Figure 6: Graphical presentation of availability of proper first aid box

According to the findings in Figure 6, most schools do not have a first aid box, but when school children compete, the school organises the kit. Despite the fact that the government has directed all hospitals and training for a single teacher at a school, many schools do not use these facilities.

**Conclusion**

Based to these findings, the majority of government high schools lack a good ground and an inadequate equipment stock. However, some schools have average equipment but do not use it or maintain it adequately. It is also possible that higher-level officers are not coming and giving oversight on a regular basis. It also states that facilities and equipment are critical for running sports programme in schools. Those schools are located in Taluk Head Quarters and Hobali Head Quarters, and they are finally up and running. Some schools may be in outlying locations. That is why schools have kept up with the natural problem, and parents are not smothering their children's local sports activities. and Private schools are enticing

**Recommendations**

The following recommendations were made based on the findings of this study. These are the most pressing proposals in today's school education. These suggestions will help increase sports facilities in the schools.

- It may be helpful to frame the sorts of plans for physical education teachers.
- May be similar study will be conducted in the other government schools.
- May be similar studies will be conducted in private schools also.
- May be these similar studies conducted state-wide.

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