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Comparison of perception among the selected seven stakeholders groups belonging to non-co-educational colleges of university of Delhi towards the physical education programme

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Abstract

The objective of this paper was to compare the perception of the different stakeholders, from non-co-educational colleges of University of Delhi, towards the physical education programmes. A total of 202 stakeholders of physical education programme were included as the subjects of the studies and categorized into selected seven categories namely, Administrators (n=30), Non Physical Education Faculty Members (n=30), Physical Education Faculty Members (n=27), Physical Education Students (n=30), Non Physical Education Students (n=30), Parents of Physical Education Students (n=30) and Parents of Non-Physical Education Students (n=25). The data was collected through a standardized inventory of 67 items. The data was computed statistically by computing the Duncans Mean Test. The obtained F-Ratio was 4.589 was significant at .05 level. On the basis of findings, it was concluded that Administrators, Non Physical Education Faculty Members and Parents of Non Physical Education Students as well as counselling to change their perception towards physical education programme students reported fifth, sixth and seventh lowest perception towards physical education programme among the groups of stakeholders. Administrators, Non Physical Education Faculty Members and Parents of Non Physical Education Students require different measures.

Keywords: Physical education programmes, perception

Introduction

Perception is a dynamic process and an immediate phenomenon that enables an individual to attach meaning to an object, event or situation occurring in his/her spatial and temporal proximity^[1]. Perception is also individualistic in nature^[1]. Perception of an event depends on multitude of factors and some those are past experiences, attitudes and motives of the perceiver, context in which the event occurs and many more^[1,2].

Physical education is considered as the integral part of educational process^[3] and it also stimulates overall development of an individual.⁴ Physical education programmes are important for ensuring overall development of the youth enrolled across all the colleges and universities in our country.

University of Delhi is one of the premier educational institution of our country^[5]. Some of it's academic accolades are: 11th rank by National Institutional Ranking^[6] Framework, 'Institute of Eminence'^[7] and h-index of 192.^[8] However, University of Delhi only won the Maulana Abul Kalam Azad (MAKA) award 13 times out of total 64 times. University of Delhi last award was won in 2000.^[9] This indicates a severe limitations in the effectiveness of the physical education programmes in University of Delhi. It may negatively affect the overall development of around more than 60,000 students that enroll into University of Delhi each year except for school of open learning^[10].

One of the best method to improve the effectiveness of a physical education programmes is to measure the perception of its stakeholders towards the programme. A number of previous literature^[11,12] had used this method to sought improvements in the physical education

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programmes. Measurement of the perception of the stakeholders is necessary to contribute in the improvement of physical education programmes.

Aim

To document and compare the perception of the different stakeholders, from non-co-educational colleges of University of Delhi, towards the physical education programmes.

Methods

Data Collections

A total of 202 stakeholders of physical education programme, belonging to selected coeducational colleges of University of Delhi, were included as the subjects of the studies.

The selected stakeholders were categorized into selected seven categories namely, Administrators (n=30), Non Physical Education Faculty Members (n=30), Physical Education Faculty Members (n=27), Physical Education Students (n=30), Non Physical Education Students (n=30),

Parents of Physical Education Students (n=30) and Parents of Non-Physical Education Students (n=25).

Administrators included principals and/or Vice Principals and/or Bursar of the selected co-educational colleges of University of Delhi.

Physical education Faculty Members included teachers of physical education.

Non Physical Education Faculty Members included teachers of the disciplines other than physical education.

Physical Education Students included students who opted for physical education programmes whereas Non Physical Education Students included the students who didn't opted for physical education programmes.

The variable was:

Perception towards the Physical Education Programme

A standardized inventory of 67 items was developed and administered on all the selected stakeholders.

Table 1: Brief Description of Sections of the Selected Inventory

S. No.	Sections of Inventory	Total Statement	S.no of the Statement
1	Aspect A: General	20	1-20
2	Aspect B: Organizing Coaching Camps	6	21-26
3	Aspect C: Selection and Training of Teams	5	27-31
4	Aspect D: Financial Assistance for Tournaments	3	32-34
5	Aspect E: Sports Talent Scholarship	7	35-41
6	Aspect F: Financial Assistance for Sports Facilities	3	42-44
7	Aspect G: Evaluation	9	45-53
8	Overall Perception	14	54-67

Note: For further details refer Appendix 2

Mean and standard deviation were the measures of descriptive statistical analysis for the responses. F-ratio and Duncan's mean test were used (at $p < 0.05$) to determine the significant

differences among the selected stakeholder's groups in regard to their perception towards the physical education programmes.

Results

Table 2: Descriptive Statistics of the Responses on the Perception of Selected Seven Stakeholders Groups belonging to Non co-educational Colleges of University of Delhi

S. No.	Respondent Group	N	Mean	T S.D	Rank
1	Administrators	30	0.764	± 0.224	5
2	Non Physical Education Faculty Members	30	0.737	± 0.168	6
3	Physical Education Faculty Members	27	0.87	± 0.207	3
4	Physical Education Students	30	0.914	± 0.199	1
5	Non Physical Education Students	30	0.894	± 0.215	2
6	Parents of Physical Education Students	30	0.821	± 0.249	4
7	Parents of Non Physical Education Students	25	0.7	± 0.142	7
	Total (MI Respondents)	202	0.814	± 0.215	

Note: Respondent at S. no 1, 2 and 7 (Administrators, Non-physical education faculty members and parents of non-physical education students) ranked fifth, sixth and seven (Lowest)

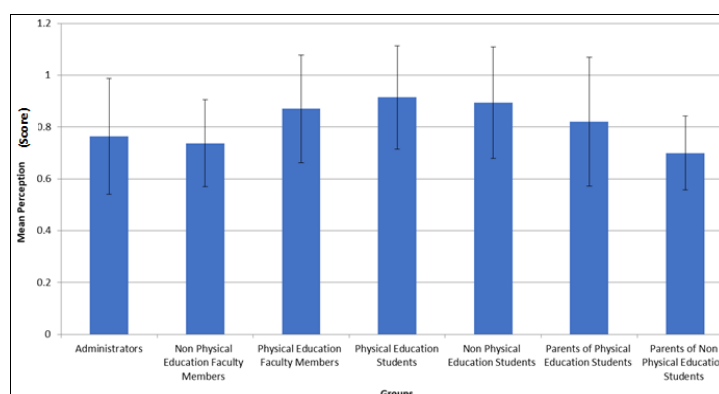


Fig 1: Perception of selected seven groups of stakeholders from non-co-educational college from university of Delhi towards physical education programme

Table 3: Comparison among the Selected Seven Groups of Stakeholders belonging to Non Co-educational Colleges of University of Dehi (usin? Duncan's Mean Test

S. No	Respondent Group	Code	Significant Pairs*	F Ratio
	Administrators	Group 1	Group 6 vs Group 7	4.589*
	Non Physical Education Faculty Members	Group 2	Group 3 vs Group 7	
	Physical Education Faculty Members	Group 3	Group 3 vs Group 2	
	Physical Education Students	Group 4	Group 5 vs Group 7	
	Non Physical Education Students	Group 5	Group 5 vs Group 2	
	Parents of Physical Education Students	Group 6	Group 5 vs Group 1	
	Parents of Non Physical Education Students	Group 7	Group 4 vs Group 7	
			Group 4 vs Group 2	
			Group 4 vs Group 1	

Significant at .05 level /tab F. =2.79)

Note: Insignificant Pairs: Group 1 vs Group 2; Group 1 vs Group 3; Group 1 vs Group 6; Group 1 vs Group 7; Group 2 vs Group 6; Group 2 vs Group 7; Group 3 vs Group 4; Group 3 vs Group 5; Group 3 vs Group 6; Group 4 vs Group 5; Group 4 vs Group 6; Group 5 vs Group 6.

Conclusions

It was concluded that

Administrators, Non Physical Education Faculty Members and Parents of Non Physical Education Students well as counselling to change their perception towards physical education program students reported fifth, sixth and seventh lowest perception towards physical education programme among the groups of stakeholders.

Administrators, Non Physical Education Faculty Members and Parents of Non Physical Education Students require different measures.

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