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SCHOOL MANAGERS' OPINIONS ABOUT PHYSICAL AND SPORT EDUCATION OF BOYS AND GIRLS

THEORETICAL ANALYSIS

The term management can be understood in three ways- management as a profession, management as a scientific discipline and management as a process (Rudy, Luptáková, Sulíková, Vargic, 2004).

Management is a profession, because it requires the special abilities, content, knowledge, skills and of course, experience. Management has been considered a profession since the 1940s.

Management as a scientific discipline also uses knowledge from other disciplines – economy, sociology or psychology. The disciplines include information which is applicable at schools in increasing the effectiveness of the institution.

Management is the process due to the fact that it covers 4 very important functions which are used by the school manager, or headmaster. There is planning, organising, leadership and control as the four main managerial functions. The process is never-ending and the managers have to assure permanent transformation of inputs to the outputs. It is also called process because one mission is controlling the process. There is also possibility that 3 functions will happen at one time and it is difficult to say if the headmaster is controlling or leading the people.

School managers

The headmaster is an employee, who coordinates the work of the rest of the staff in addition to being responsible for their results. The teachers are called immediate subordinates, or team members. The headmaster pressures the school for efficiency which could be measured by the quantity and quality of work done. The second thing is very important, too. It is to keep the best employees in the school or to hire new ones, suitable for work position. The work of school manager is a mixture of psychological and physical activities. An effective manager should communicate, support team decision making, listen and also hear, he/she should be humane, motivate others, intelligent, experienced and clever (Dutková, 2003).

A manager must also find the leadership style successful in work. It is important as the leadership style determines how effective a manager will be. It depends on managing and coordinating his/her subordinates, i.e. his responsibility is to motivate and communicate with other staff members (Svoboda, 2000).

Managers and school educational programme

The main idea of new education law (year 2008) is decentralization of schools. Schools are more responsible for educational content as well as the competences of teachers. The compulsory part of education is along these lines divided into state educational programme which is obligatory for school, and school educational programme which is made according to conditions, traditions and intentions of the school and interest of students. The school managers play an important role when making school programmes (Štátny vzdelávací program, 2008).

The position of physical education is nowadays created also by PE teaches. Their activities, attempts and quality work done in their subjects, as well as the students' interests result in the support of managers to create school programmes with potential subjects. The position of PE is, to a certain extent, also affected by headmasters and their deputies, who have an important role in creating programmes (Antala, Dančíková, Kyselovičová, 2008).

That is why we were interested in the chosen problems of PE and how managers see this new situation. Understanding their opinions is the precondition for PE experts to evaluate the reform and to predict the manager's attitude to PE (Dančíková, 2008).

THE AIMS, TASKS AND HYPOTHESIS OF THE STUDY

The aim of the study was to find out the opinions of secondary school managers–headmasters and their deputies about chosen problems of physical education. Understanding their opinions could be one of the sources for preparing the school educational programmes and could help in improving the management of PE in schools. We focused on comparing the opinions of managers who do sports regularly with those who do not do sports.

We assumed that managers who do sports will have more positive attitude to PE, compared to managers who are not engaged in sports.

METHODS

The research sample consists of headmasters and their deputies in secondary schools. We mainly focused on opinions of grammar school managers – they represented 95% of collected questionnaires. We obtained 231 questionnaires from

school managers in school year 2008/2009 - 94 headmasters and 137 headmaster deputies.

The main method of collecting the data was questionnaire. We paid attention to simplicity, understanding, unity, definiteness and completeness during writing the questionnaire. We were inspired by works of Česká školní inspekce (2003) and Česká kinantropologická společnost (2006). We conducted a pilot research in which the questionnaire was given to headmasters and deputy headmasters from 3 schools in Bratislava. On the basis of the pilot research results we finalised the questionnaire.

The main method was supplemented with the interview which was conducted with 3 headmasters and 4 deputy headmasters of 3 grammar schools in Bratislava.

For data processing we used basic statistical methods as frequency and percentage. To find out statistical significance we applied chi-squared distribution. We used the basic statistical method of data processing, a frequency response. In this report we only bring the statistically significant results in opinions of managers who do sports and those who do not do sports.

To interpret collected data we used logical methods such as comparison, induction, deduction.

Results are presented in graphs. Legend to these graphs is: Sport „yes” – managers engaged in sports, Sport „no” – managers not engaged in sports.

THE RESULTS AND DISCUSSION

24.7% do sports regularly (57 managers of 231) and 39 managers have never done sports (16.9%). The majority are 50 year-old teachers and older (Antala, Dančíková, 2008).

THE EVALUATION SCALE

We found out statistical importance in opinions of managers according to the scale of evaluation (Fig.1). It is obvious that those managers who are not engaged in sports prefer not to evaluate pupils in PE (59%). On the other hand, those who are engaged in sports opt for four-grade evaluation scale (8.8%) and for five-grade scale (22.8%). Only one manager, not engaged in sports opted for four-grade scale and 3 managers for five-grade evaluation scale. Three-grade scale was chosen by 11 managers (28.2%), while two-grade scale was chosen by one manager who does not do sports. None of the managers engaged in sports opted for two-grade scale. Nobody opted for five and more grade evaluation scale.

Managers who do sports consider evaluation of PE like any other evaluated subjects at school. They like sports and they do not see any reason why evaluation

should not be used in PE. Those who do not do sports may consider PE as not being students' favourite subject and therefore, they opt against evaluation in PE. One of the reasons could be their negative personal experience with PE, or they just want to eliminate the possible stress of pupils rising from PE evaluation. 24 managers (42%) of 57 managers in total are engaged in sports regularly and opted against evaluation possibly for the following reasons: less stress, more pleasure, it is education, PE should build the relationship to sports not break it, etc.

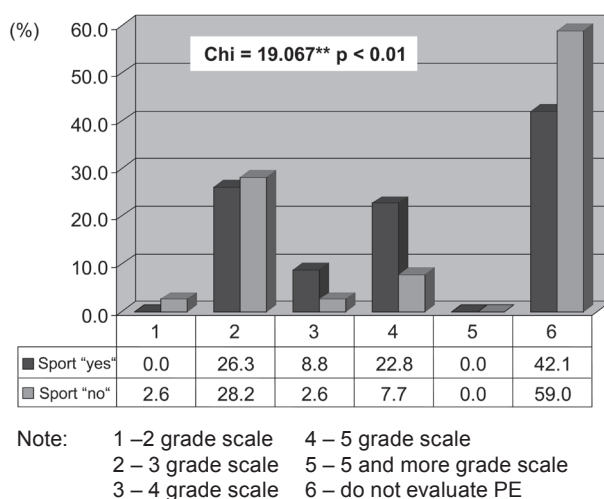


Fig. 1. The evaluation scale from the managers' point of view

THE IMPORTANCE OF PHYSICAL EDUCATION

PE is more important for managers engaged in sports. Two of the managers who are not involved in sports answered that PE is not a very important subject (5.1%) and six managers that it is equally important and unimportant (15.4%). PE is an important subject for 74.4% managers not engaged in sports and for 73.7% managers engaged in sports. No one consider PE as an unimportant subject.

Managers who do sports can feel positive effect on health. This may be the reason why they answered that PE is an important subject. It resulted in statistical significance for this question. Physical education is a kind of relaxation, energy maker, mind relaxing from other subjects at school. Those who do not do sports cannot recommend it, as they do not know the beneficial side effects of PE and sports in general.

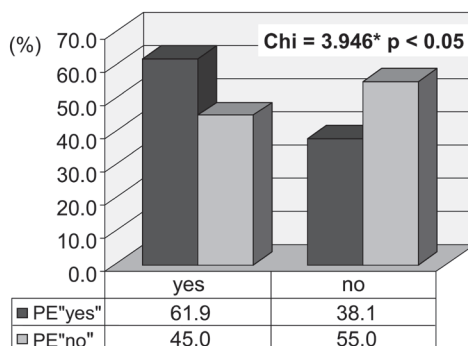


Fig. 3. The evaluation of pupils in PE

CONCLUSION

We assumed that managers engaged in sports have more positive attitude to PE than those managers who are not doing sports. Based on the chosen answers of managers we can state that the hypothesis was affirmed, because the answers of sports engaged managers were in majority statistically significant and show more positive attitude to PE.

Therefore, we recommend to PE teachers engaged in sports to be more involved in managerial positions at schools. The possibility of supporting PE will increase with more PE certified managers in school management. This will result in better conditions in education, improving the quality of education and increased student motivation for active engagement in subject. Only then may PE be more often included in school educational programmes.

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ABSTRACT

School managers consider physical education mostly as an important subject. Those managers who are engaged in sports have a closer relation to this school subject which resulted in more positive answers about satisfaction with physical education teachers, or in giving the opinion that physical education is as important subject as any other in school. Therefore, we recommend to physical education teachers who are engaged in sports to be more involved in managerial posts. The schools will have better conditions for education, the quality of physical education will also improve and students' motivation for active engagement in the subject and support of physical education will increase.

Key words: *school management, school educational programme, PE (physical education), managers engaged in sports, managers not engaged in sports*