



BENCHMARKING IN PHYSICAL EDUCATION TEACHER EDUCATION PROGRAM

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ABSTRACT

The study was designed towards institutional analysis for clear understanding of process involved in function and layout of determinants influencing physical education teacher education program in India, which further can be recommended for selection of parameters for sector benchmarking of physical education teacher training institutions delivering physical education programs across different states on India. Seven institutions and universities from seven different states of India were assessed on the basis of identified seven broad parameters which were associated with post graduate physical education program in India. The data was collected from the stake holders of the selected institutions through Physical Education Program Assessment Tool (PEPAT). The results revealed that, the universities do not have similar functional and delivery process related to the physical education teacher training program. The study reflects towards need for Physical Education universities and institutions to identify the best practices to be followed regarding functioning of delivery of physical education programs at various institutions through strategic management studies on the identified parameters before establishing strict standards and norms for achieving excellence in physical education in India.

Keywords: Benchmarking, Physical education, Assessment, Teacher education, Curriculum, University, Chi-square.

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Contribution/ Originality

This study contributes in the existing literature of benchmarking in physical education. It analyses process involved in function and layout of determinants influencing physical education teacher education program in India. It focuses benchmarking as an essential component for the growth and development of physical education.

1. BACKGROUND AND RATIONALE

Benchmarking is a process enabling universities to assess their performance and improve practice in a cyclical process involving both quality assurance and quality enhancement (Oliver, 2011). It is a platform for providing conceptual framework for self-evaluation (Henderson-Smart *et al.*, 2006) rather than a process towards striving towards minimum acceptable standards and compliance. Meade (1998) emphasized on importance of benchmarking towards identification of problem areas and exploring potential for improvement, providing an incentive to change, and assists in setting targets and formulating plans and strategies. The findings from benchmarking enable universities to prioritize resources and use their resources to best effect (McKinnon *et al.*, 2000) it can ensure that plans are being carried out and demonstrate areas of merit to stakeholders (Wilson and Pitman, 2000). To maximize the benefits of benchmarking, institutions must undergo a thorough self-analysis and have a clear understanding of their own processes (Epper, 1999) which may be more useful than the comparison with another

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organization. Benchmarking which is a systematic and well planned process which can have classifications based on different attainable aims and objectives has been labeled differently by various agencies according to their process based need. One of the types of benchmarking advocated by [Stella and David \(2007\)](#) as 'Sector Benchmarking' involves comparison of 'whole-of-institution' or focusing on some functions or aspects made against benchmarking partners. Sector benchmarking is a comparison of other university's performance outcomes using publicly available data or of processes and practices within the sector in selected areas with a view to identifying areas for improvement.

Physical education teacher training programs involves of all knowledge, skills, and learning experiences that are provided to learners within the institutional program ([Lund and Tannehill, 2005](#)) the quality of teacher education program depends on multidimensional factors of training institutes, colleges and universities. Since they play the most crucial role in the professional education, their education becomes vital not only for implementation of the recommendations of the curriculum framework but also for the improvement of overall quality of teacher education ([NCTE, 2009](#)). The competence of professional leaders in physical education and sports is affected by pre-college experiences and quality delivery of college education ([Sandhu, 2001](#)). Professional education in physical education began in India in 1920 at YMCA College of Physical Education, Madras and Lakshmbai National Institute of Physical Education (LNIFE) at Gwalior, Madhya Pradesh was established in 1957. Presently various institutions are offering physical education courses in India, which are governed by the regulations, norms & standards of the National Council for Teacher Education (NCTE), with functional and delivery process of the program being rested on the policy of the concerned university. Thus, the variations in the preparation of teachers vary from university to university as per the autonomy of the university. Physical Education teacher Preparation Program is more theoretical should be more focus on practical domains ([Sharma and Maan, 2015](#)). The present paper is an effort to accumulate information related to the conduct of the university courses as per the best practices set at the post graduate teacher education program in Physical Education across the various institutions in the country for identification of determinants that can be used for sector benchmarking. The present study was conducted hypothesizing that physical education teacher training program is independent of physical education institutes/universities. The objectives included comparing teacher preparation program in physical education among various institutions at the post graduate level; Studying the status of Master degree of physical education (M.P.Ed) curriculum; Propose guidelines for the best practices for physical education teacher education; Suggest recommendations for the master degree program of physical education teacher preparation at the post graduate level based on the findings of study.

2. OBJECTIVES OF THE STUDY

The study was designed towards institutional analysis for clear understanding of process involved in function and layout of determinants influencing physical education teacher education program in India, which further can be recommended to be parameters for sector benchmarking of physical education teacher education institutions in India.

3. HYPOTHESIS

The present study was conducted to test the hypothesis stating that 'Physical education teacher education program is independent of physical education institutions.

4. METHODS

i) Research Methodology

The study was designed through an identification process of parameters which had been laid emphasis upon by various reports of [NCTE \(2009\)](#). Seven parameters, Admission Process, Academic parameter, Learning Outcomes,

Student Support, Teacher Assessment & Evaluation Scheme (teaching & learning assessment), Resources, Curriculum Review and Self assessment were identified which were associated with post graduate physical education program in India, and a Physical Education Program Assessment Tool of 52 items was designed for administrating it among seven selected physical education teacher education institutions identified from different geographical regions of the country.

ii) Population and Sample

165 stakeholders involving of students, teachers, parents, administrators were surveyed from the identified seven physical education institutes from seven different states of Delhi, Punjab, Uttar Pradesh, Haryana, Maharashtra, Madhya Pradesh and Kerala.

iii) Tools and Techniques

A Physical Education Program Assessment Tool of 52 items was designed for administrating it among the stakeholders selected for the survey. An item analysis of the contents was conducted through review process from selected experts working in higher education with experience in teacher training program in physical education. To measure internal consistency of the tool, Cronbach's Alpha was calculated to evaluate, how closely related the set of 18 items in the physical education curriculum and program assessment questionnaire are as a group. Cronbach's alpha score of .792 which reveals a significant correlation among the identified 18 items, it also reveals that the selected items can explicitly measures a single, one-dimensional latent aspect of physical education curriculum and program which is being measured at various universities across India.

iv) Procedure of Data Collection and Analysis

Personal visit to the identified colleges were done and stakeholders of the physical education institutes were surveyed who volunteered to be part of the study and contribute towards providing functional information related to the selected seven parameters by answering to the 52 items of the survey tool. The information was collected on 5 point likert scale and the analysis of the score was done through non parametric statistical test, chi-square test of independence to test the hypothesis stating 'Assessment of physical education teacher education program is independent of physical education institutes/universities'.

5. RESULTS

The Table No. 1 presents chi-square value of Admission, Student Support, Academic Parameter, Resources, Curriculum Review and overall assessment is 108.36, 176.45, 134.24, 151.98, 157.86, 277.50 respectively, and significant at .05 level with $df= 78, 126, 102, 96, 102, 138$ respectively. Chi-Square value of 81.56 and 94.76 for Learning Outcome as well as Teacher Assessment Evaluation respectively is not significant. Chi-Square test of independence indicates that functional outlook in relation to Admission process, Student support system, Academic Parameters, Resources, Curriculum Review process, and overall assessment of professional development is influenced by the institutes/ universities delivering physical education teacher education program at different states of the country. Whereas, Learning Outcome and Teacher Assessment and Evaluation process is not influenced by the institutes and universities of physical education teacher education program selected for the study.

Therefore, the results establish that the functional process and delivery system of physical education program at selected institutes and universities from different states are not in agreement with each other and have adopted variation in implementation of physical education teacher education program, except for Learning Outcome where in NCTE have predefined criteria and for Teacher Assessment and Evaluation for which UGC have a regulation and guidelines applicable for physical education professionals.

Table-1. Chi Square test of independence for association among physical education teacher education program and institutes/universities offering physical education courses

S.No.	Test of Independence	N	df	Chi-Square
1.	University * Admission	165	78	108.36*
2.	University * Student support progression	165	126	176.45*
3.	University * Learning Outcome	165	72	81.56
4.	University * Academic Parameter	165	102	134.24*
5.	University * Teacher assessment evaluation	165	174	194.73
6.	University * Resource	165	96	151.98*
7.	University * Curriculum Review	165	102	157.86*
8.	University * Overall Assessment of professional development	165	138	277.50*

Source: SPSS output

6. DISCUSSION OF RESULTS AND IMPLICATIONS OF THE STUDY

Admission requirement parameter was assessed on *academic score, sports proficiency, psycho-motor, cognitive test & sports achievements*, which was found to be varying from one university to another. No association in selection process among the physical education institutes and universities apart from following of minimum eligibility criteria mentioned by the NCTE (2009) and following admission criteria adopted according to independent university guidelines and regulations have generated a scope for identifying the most effective admission process that can ensure quality control, upgrade quality in selection process of physical education teachers, attract potential candidates towards the profession.

Student Support Progression assessed on *placement cell, scholarship, guidance & counseling programme, student teacher feedback*. The observations revealed variations in placement process with physical education programs delivered by different institutes and universities with no unilateral approach towards placement process for their graduate students, whereas as per UGC XII plan 2012-2017 (UGC, 2012) special emphasis is to be laid down towards provision of financial assistance to colleges and universities towards professional placement, set up of carrier and counseling cell, along with resource centre for information and guidance. Effective practice which can be adopted as reference point by various physical education teacher education programs can help in increasing the efficiency in better fund utilization of allocated budget towards student support for benefit of the physical education profession.

Academic parameter was assessed on *programme structure, duration & type of course, add on courses, evaluation scheme & credits, opportunity for research and post graduate diploma*. Course curriculum along with its evaluation criteria and value additions available in terms of basket courses, certificate courses, foreign languages, behavior science courses were found in the academic structure of physical education program which varied upon from one university to another. The results can be marked as academic flexibility and autonomy mentioned in guidelines for assessment and accreditation for universities by MHRD (2013) available to the institutions towards horizontal mobility, course time frame, and interdisciplinary options for effective curricular transactions. Thus it has created a scope for studying academic parameters for best practices being adopted by different physical education institutions providing concrete referents for translating the curriculum framework according to national needs and meet contemporary requirements as drafted in the self appraisal manual for physical education by NAAC (2007).

Resources parameter included library, laboratory, sports infra structure, hostel & mess, health centers & faculty. It was observed that the physical education teacher education institutions after having adherence to the minimum resources required by NCTE (2009) significant differ in the utility of the available resources between the institutions offering the similar teacher education program. Identification of best practices for effective utilization of available resources will be helpful in reducing the financial burden to the institution, hence providing a means towards controlling the ever increasing cost of teacher education programs offered by various institutions across the Indian states. The identified scope is supported by the finding of Davis Educational Foundation (2012) which

mentioned the reason for a stable cost increase is non-strategic utilization of resources and ineffective resource management, due to which the profit of the institute is reinvested in resource development rather than to be utilized for reduction in tuition charges.

Curriculum Review the observations in this parameter were related to the feedback from stakeholders & their role towards process of curriculum review. The result of this parameter has provided an insight revealing procedures for review was differently applied in institutions. With the National Curriculum Framework for teacher education (NCTE, 2009) emphasizing upon the positive influence in school education related to effective teacher education program, for which layout of curriculum for teacher education program has been conceived with a focus on common core areas but not mentioning much about the process to integrate curricular aspects and dimensions to meet the national demands and to the contemporary education demands. Thus, a need has been generated to identify best practices applicable for effective curriculum review process, wherein all the required input can be efficiently incorporated to meet the teacher education demands of the nation.

6.1. Research Implications

The study directs towards a need towards robust admission process emphasizing on identification, selection of potential candidates and quality control of intake with scientific process developed according to the Indian education policies and academic structure. Providing placement opportunities for students as per the desired choice and potential require an identified process towards establishment of career guidance service for the students. Physical education teacher education institutes and universities require benchmarking process for determining process towards understanding of student requirements, desire and expectation to develop a feedback system encouraging increased support to students rather than directing it towards an evaluation system for criticism. The study leads towards establishing, adopting and implementing program structures for teacher education programs which are in support with the national education policies and are in compliance with national accreditation agencies draft notes. Best practice need to be adopted for selection of nomenclatures, course durations and exploring programs available in choice based credit system (CBCS). Transformation in program structure directing towards wide accessibility of quality physical education teacher education program across the country require systematic deliberation through process reform in the existing system. The study identifies resource management process adopted by physical education teacher education institutions and universities as an essential determinant towards attainment of teaching learning outcomes and program objectives through effective utilization of resources leading to cost effectiveness of the program.

Curriculum review process as a determinant towards best practice for realizing the national educational goals and development of trainee teachers in physical education for efficient implementation of program objectives along with teaching learning evaluation criteria is required to be considered as an essential criteria, wherein, forum consisting of various physical educationists are required to come together and discuss, debate and deliberate various process to be recommended and adopted for curriculum review process.

7. CONCLUSION AND RECOMMENDATIONS

On the basis of findings, it is concluded that the selected parameters related to admission process, academic parameter, student support, resources, curriculum review and self-assessment are revealing varying reviews differing between various universities conducting Physical Education Teacher Education Program. Barring 'Learning outcome' along with 'teacher assessment evaluation' due to available regulations and guidelines of

NCTE and UGC, the study reflects towards need for Physical Education universities and institutions to identify the best practices to be followed regarding functioning of delivery of physical education programs at various institutions through strategic management studies on the identified parameters before establishing strict standards and norms for achieving excellence in physical education in India. It is further recommended that the

benchmarking process is required:

1. For quality control enhancement through robust admission process
2. For developing feedback system for improved student support
3. Through set-up of physical education forum consisting of physical education experts and educationist for curriculum review and content development aiming towards broader scope of program.
4. For transformation of program structure meeting national education policies, effective contemporary demands and administrative feasibilities.
5. For transferring cost effectiveness towards student welfare through effective resource management process.

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