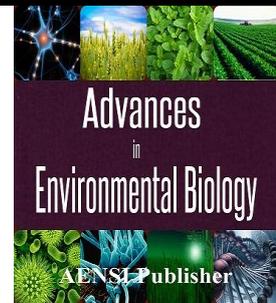




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Comparing the Attitudes of Schools' Principals and Sport Teachers in Relation to Sport Status of East Azerbaijan Province Schools

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ABSTRACT

The purpose of this study was to compare the attitudes of school principals and teachers in relation to sport status of East Azerbaijan Province schools. For this purpose, two normalized questionnaires for both sport teachers and schools' principals were considered. In this way, among the population of 1210 people, 337 were selected randomly in association to different aspects and then were surveyed. According to the objectives of this study, research method was descriptive and causal-comparative, which was done in the field. To analyze data, descriptive statistics was used, to test hypotheses the non-parametric test of chi-square was used and to show tables and graphs the SPSS computer program was used. The main findings areas follows: The education level of sport teachers in diploma, higher-diploma, graduate and post-graduate degrees are 1%, 26%, 67% and 6% respectively. Regarding the decision-making process about sport, the development of sport spaces as well as the effect of physical education course, both groups have a similar opinion and are unsatisfied with the lack of sports facilities in schools. There is slight differences in the attitudes of principles and sport teachers regarding determining the effect of academic information and education level for development of sport. In others words, principles emphasize more on the expertise and experience. But, teachers mostly pay attention to education. Both groups are not willing to receive funding from the parents in order to develop sport in schools. Also, both groups of in-service classes consider the study field of co-workers and the experience of principles effective in the development of school sport.

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INTRODUCTION

Lack of motor activity as a consequence of the civilized life causes many physical and mental problems including cardiovascular diseases, hypertension, obesity, osteoporosis, diabetes, stress and insomnia as well as backache. sport and physical education has technical features and dimensions due to its interdisciplinary nature, which not only is effective on physical and mental health, well-being, happiness, ethics, values and sportsmanship spirit, but also its positive effects and properties on social and cultural dimensions is evident. With the advancement in technology and the increasing tendency of people to the urban lifestyle and less mobility, the organization of Education and Development and other organs tried to fill the existing gaps by training different sports, exercises and sport activities. It can be said that physical education is one of the most important and basic courses in the system of Education and Development that is considered very important in education systems of the world. It pays attention to all aspects of students' existence, and if its programs are implemented correctly and academically, it will have a significant effect on developing the physical and mental abilities of students. Physical education course helps for the development and growth of physical forces in order to prepare for defensive operations, care our health and extend hygieneas well as succeed in our professional duties. According to the above explanation, it is evident that physical education course can be very effective in schools. Since physical education deals with the reinforcement of moral, religious, physical, intellectual, cognitive, aptitude, emotional and social dimensions of students and has an important role in the physical education of individuals [8]. In today's developed and industrialized societies to tackle with the lack of motor

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activity resulted from apartment living and using different utilities and prevent its consequences, physical education and sport has been accepted by specialists and members of the community as a basic and known principle. Therefore, the specialists of physical education and sport are required to do their efforts to provide public health. One intended way of all experts which helps them in future planning is the implementation of ongoing research that solves the problems on the way of development in the society. The present study is an attempt to solve a great problem of sport limitation at schools and the important role that schools' principals and sport teachers can play in this regard. Ignoring and valuing creativity and innovation have changed principal and teachers to administrative staff and consequently discussion and reflection about work and education is useless and with no practical value [10]. A principal is in head of educational organization, who tries to lead personnel toward the fulfillment of organization goals by raising their spirit and motivation. Management style of a principal can accomplish this important task. Applying participatory management may cause the active participation of personnel in decision-makings which in turn may lead to positive attitude in personnel and principal towards the organization and increase the quality of decisions made in the organization [2]. Nowadays, in our country several million students are studying in different schools and this number will be increased in future years. Managing the schools and heads of Education and Development Ministry under the supervision of the managers of this department is done by several teachers. This organization has used heavy costs and investments to train and prepare those men and women who are efficient for future [1].

Khosravi [6] did a study titled "the investigation of implementing Physical education course in elementary and high schools of Yazad province. He concluded that in the view of study subjects the increase of sport per capita of schools and the compilation of physical education textbook for teaching in schools are the most necessary measures to improve the implementation of physical education course.

Hammi [4], in his study titled "the evaluation of implementing Physical education course in the first and second grade of elementary schools in South Khorasan province." By the use of descriptive statistics, it was found that the presentation quality of physical education course in the first and second grade of elementary schools in South Khorasan province is desirable according to the attitudes of physical education teachers and principals and educational media has a good and moderate performance.

Ghafouri (2008) conducted a study titled "the relationship between leadership style of principals and creativity of physical education" and concluded that leadership style as facilitator and motivating factor impacts directly and indirectly on individuals' creativity.

Parham [9] conducted a study titled "the investigation of participatory management and resistance of personnel to change in Physical Education Department and Ministry of Education and Development" and concluded that there is a significant negative relationship between participatory management resistance to change in both organizations and also there is significant difference between participatory management in Physical Education Department and Ministry of Education and Development; but there wasn't observed a significant difference between resistance to change in these two organizations.

Serajzadeh (2010) conducted a research to study the educational needs of physical education and sport course of Iran high schools and came to the conclusion that among physical requirements need to maintain normal posture, easy movements, exercises, muscle power and a variety of plays have a high priority.

Fatos Soleiman and Hassan Simsak (2009) conducted a study titled "the investigation of management method in schools of United States and Turkey" and concluded that the traditional and centralized management, which is typical of Turkish schools, is less effective due to the centralized method and lack of relationship among personnel, but management method in United States is decentralized and the relationship between personnel is more effective [7].

In the study done by Kazi, Deyson and Kambol (2009) the researcher was teacher too. The researcher tried to criticize traditional ways of teaching sport based on his experiences in sport teaching and training of learning and present new methods based on research. He calls this new approach as collaborative learning. Also he tries to create significant and positive changes in traditional approaches of Education and Development and explain his new method based on team working and extracted data of research. This method which is based on action research approach, finally leads to the improvement of students' skills and the development of champions for the future.

Somech [12] conducted a study titled "participative decision making in schools with the aim of developing a model for understanding the effects of participatory decision making in schools and among teachers" and concluded that this type of participatory management increases organizational citizenship behavior and productivity, it also increases job satisfaction among teachers.

According to Glotva Olga [3] the main purpose of this study is to develop a model for teaching sport in Russia schools to Russian students. Also, this study aims to analyze and study the learning and methods to promote the effectiveness of education in sport course. The research methodology of this study is action research. Based on action research, four basic steps are proposed to train sport course in Russian schools. This closed loop model includes: speech and discussion, participation, planning and training.

John Kinson and Besu (2012) studied the barriers to provide the physical education in public schools of Victoria and found that for 45 percent of students the non-attractiveness of sport hours was the barrier for this course. Also, teachers' lesson plan and syllabus for 62 percent of teachers was the main barrier for non-participation of adolescents in sport programs.

Research method:

This study uses a comparative and causal descriptive method. The main purpose of researcher is to describe and compare the attitudes of principals and sport teachers in relation to the current situation of sport in the schools of East Azerbaijan province.

The variables that were measured in this study were qualitative variables that belong to the nominal scale of measurement. The population (n=2307) of this study includes all principals and sport teachers of male and female elementary, secondary and high schools of East-Azerbaijan province. Firstly, the list of principals in male and female elementary, secondary and high schools of East-Azerbaijan province were prepared and then the sample was selected by cluster sampling. Therefore, the number of sample for principals was selected 230 people. Among the sport teachers of male and female elementary, secondary and high schools of East-Azerbaijan province 107 people were selected by cluster sampling. The procedure was that the list of sport teachers in male and female elementary, secondary and high schools of East-Azerbaijan province were prepared and 107 people were selected by random sampling.

Sample size was selected based on Morgan table. Considering that access to all principals and sport teachers of province is not possible, thus 5 cities and 2 districts of Tabriz were selected by cluster method. The number of principals and teachers in these cities and districts were 1210 people, among whom 337 subjects were selected randomly as sample by the use of Morgan table. In this study, two types of normalized questionnaires were used for both groups and questions were considered based on the responsibility and the importance of these groups. These questionnaires were:

Questionnaire of school principals and physical education teachers:

Two types of normalized questionnaires were used for both groups of school principals and sports teachers each consisting of 46 questions.

Materials' Reliability: internal reliability, test-retest reliability and normal distribution of data were confirmed through Cronbach's alpha, correlation coefficient and Ka-Esmirn of and normality tests, respectively. Also, homogeneity of variances was approved by Leven's test.

Validity: Since the validity of questionnaire was measured by SPSS software and the value of relevant index (Chronbach's Alpha) was 0.6, thus the questionnaire is valid.

Research findings:

There is a significant difference between the attitudes of school principals and teachers in making decision about the sport programs of school. Test errors are considered 0.05.

Table 1: Data summary

Subject			
Subject	Valid	fall	total
Number	337	0	337
Percentage	% 100.0	% 0	% 100.0

The data of above table specifies the number of questions in the questionnaire and the number of missing data.

According to this table, 337 people of principals and sport teachers have been questioned and there is no missing data.

Table 2: Chi-square test.

	Value	d/f	p-value
Chi-square statistic	93.963	4	0.000
Likelihood ratio	94.404	4	0.000
Statistics			
Linearity	72.656	1	0.000
Number of data	337		

The first quantity is the value of Pearson's Chi-square:

In this hypothesis, since the calculated Chi-square or $\chi^2(93.963)$ is greater than the Chi-square of table (9.48), therefore, with the significance level of 0.05 and 0.95 as confidence level, the null hypothesis (the difference of school principals and teachers' attitudes in making decision about sport) is rejected.

There is a significant difference between the attitudes of principals and sport teachers about the impact of academic information and education level for the development of school sports.

According to the obtained results of this hypothesis, p- value is equal to 0.185. Therefore, we accept the null hypothesis; there is a significant difference between the attitudes of principals and sport teachers about the impact of academic information and education level for the development of school sports.

There is a significant difference between the attitudes of principals and sport teachers about the development sport spaces in schools.

Table 3: Chi-square test.

	Value	d/f	p-value
Chi-square statistic	%31.522a	4	0.000
Likelihood ratio	30.784	4	0.000
Statistics			
Linearity	23.152	1	0.000
Number of data	337		

In this hypothesis, the p- value is equal to zero. Thus the null hypothesis was rejected and the agreement between principals and sport teachers about developing school sport spaces is supported.

Based on the above data, the agreement coefficient in this test is (0.292) which indicates the correlation between two variables.

There is a significant difference between the attitudes of principals and sport teachers about the impact of in-service training classes in schools sport.

Table 4: Chi-square test.

	Value	d/f	p-value
Chi-square statistic	%62.357a	4	0.000
Likelihood ratio	59.744	4	0.000
Statistics			
Linearity	28.897	1	0.000
Number of data	337		

There is significant difference between the experiences of principals and sport teachers about the administration of sport affairs in school.

According to the obtained results, the Chi-square value with 4 as degrees of freedom is equal to 16.359 and p-value is equal to 0.003 which is less than 0.05. Therefore, the null hypothesis was rejected and there isn't significant difference between the experiences of principals and sport teachers about the impact of the administration of sport affairs in schools.

There is a significant difference between the attitudes of principals and sport teachers about the impact of in-service training classes in schools sport.

Table 5: Chi-square test

	Value	d/f	p-value
Chi-square statistic	%62.357a	4	0.000
Likelihood ratio	59.744	4	0.000
Statistics			
Linearity	28.897	1	0.000
Number of data	337		

Number of data According to the table of Chi-square, the Chi-square value with 4 as degrees of freedom is equal to 62.3579 and p-value is equal to zero which is less than 0.05. Therefore, the null hypothesis was rejected and there isn't significant difference between the attitudes of principals and sport teachers about the impact of in-service training classes in schools sport.

There is a significant difference between the attitudes of principals and sport teachers about the impact of sport colleagues' major in schools' sport.

Table 6: Chi-square test

	Value	d/f	p-value
Chi-square statistic	25.619	4	0.000
Likelihood ratio	25.095	4	0.000
Statistics			
Linearity	9.003 1	4	0.000
Number of data	337		

According to above table, the Chi-square value with 4 as degrees of freedom is equal to 25.619 and p-value is equal to zero which is less than 0.05. Therefore, the null hypothesis was rejected and there is agreement

between the attitudes of principals and sport teachers about the impact of sport colleagues' major in schools' sport.

Discussion:

This study was done to compare the attitudes of school principals and sport teachers in relation to sport situation of schools in East-Azerbaijan. In general, after studying questions it can be concluded that the attitudes of school principals and sport teachers in relation to sport situation of East-Azerbaijan schools are the same; it seems that there is disagreements only in the minor which is resulted from the individual differences.

To develop a better attitude about the status of schools sport according to researcher, it is imperative that schools' administration to be entrusted to those who are responsible, competent, compassionate and experienced and to provide in-service training for principals to make them familiar with sport so that they can create a change in their attitude and know that the status of schools is different from what is and what should be. Consequently, they can bring the sport performance of their teachers for better use of sport hours by increasing their management efficiency. In addition, if Education and Development has the required authority to give managerial duties to schools' principals, they can carry out their duties and such principals can create the powerful development and extension in the organization that not only provides the personal satisfaction and better efficiency of sport teachers, but also facilitates and accelerates the achievement of educational objectives, which is the same organizational performance. Also, the sport teachers are not exceptional. It is required that sport teachers to be expert and interested in sport and had more physical educations. According to data analysis, there is significant difference between the attitudes of schools' principals and sport teachers in making decision for sport programs of the school. In this hypothesis, with a significance level of 05% and a 95% of confidence level, the null hypothesis related to the difference of principals and teachers' view in making decision about sport is rejected. The results of this study are consistent with Somech's study titled as "participative decision making in schools" which was done to develop a model for understanding the effects of participatory decision making in schools and among teachers. Since both studies emphasize on participatory decision making that improves schools' sports and increases the organizational citizenship behavior and productivity.

This indicates that there is a high positive correlation between the decision making process of principals and sport teachers, in other words a correct increase in the decision making variable cause the improvement and development of schools sport.

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