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## STUDY ON QUALITY MANAGEMENT FOR THE PHYSICAL EDUCATION AND SPORT SUBJECT

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### Abstract

Management in Physical education and sport involves a series of measures and tools designed to ensure a quality education process for this subject. Quality in Physical education and sport can be assessed through several indicators, and one of them refers to the number of hours that students spend practicing physical exercise in both an organised environment (during physical education classes) and their leisure activities. Compared to the world or European average, Romanian students allocate about 10 times less time to physical exercise than same-age students in other countries. The purpose of this research is to develop a quality assessment scale for Physical education and sport, organised as an education subject in different school units of Bucharest. Through this study, we aim to identify the teachers' opinions on the quality of Physical education and sport curricula in the schools where they work and also to highlight the differences, in terms of educational resources and efficiency, between the educational units where the assessment scale has been implemented. In this study, the questionnaire survey method was applied, which allowed collecting a large amount of information. Analysing the obtained data, we conclude that the benchmarks offered by the indicators and criteria for quality management assessment in Physical education and sport can provide an overview of the level at which this subject is provided in different educational units.

*Keywords:* physical education, quality, evaluation.

### Introduction

The issue of providing quality education in Romanian has become a very important element of the education system reform. The quality and its guarantee must be provided for at least four reasons: *moral* (students must be provided with quality education), *contextual* (schools are in continuous interaction with the society to which they belong), *responsibility* (schools are constantly subject to the acknowledgement and evaluation of those to whom they provide services: students, parents, society), *survival* (the power of other influences around is in direct competition with school).

The Romania school must go beyond the idea of knowledge transfer to students, the emphasis should be on their training, integration and relationship.

Quality management in physical education and sports involves a series of tools and measures designed to ensure a quality education process for this subject. This refers to the following actions:

- Establishing the quality assurance board for the subject of physical education and sports;
- Designing and applying several types of questionnaires on students' perceptions of physical education lessons, but also of other teachers of the same

- subject or other subjects;
- Constant application of some forms of recognition of the value of students in physical education and sports (awards, diplomas, badges etc.);
- Promoting the results obtained by the beneficiaries of the physical education process and by those involved in its development. All these are basic elements for regulating the educational influences exerted through physical education and sports.<sup>1</sup>(Dragnea, A., Stănescu, M., Ciolcă, C., Stănescu, R., 2011)

### Scientific research methods

In this paper, we applied the questionnaire-based survey method, which allowed a large amount of information to be gathered; application of the questionnaire in several schools, given the fact that it was sent in electronic format. Special attention was paid to maintain the anonymity of the respondent.

In the elaboration of the present questionnaire we used the open questions, in order to obtain the identification data of the subjects: name and surname of the teacher, age, gender, and of some benchmarks regarding the justification of the score given in the evaluation of the quality indicators. As methods of processing the data obtained we used:

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1. The mathematical method - we used this method to calculate certain percentages and arithmetic means.
2. The graphic method - we used this method to present the results of the questionnaire because it is easier to retain a larger volume of information and results.

**The results of the case study**

The evaluation grid was divided into three criteria:

- Educational resources;
- Educational efficiency;

○ **Human resources.**

- For the indicator: *Educational resources*, the criterion “*Sports materials*”, the answers are highlighted in figure 1.

Figure 1 indicates that the most common sports materials in physical education halls are balls, followed by gymnastics equipment, which are well known by students due to the media promotion of sports such as football and acrobatic gymnastics, in the last places being the materials specific to sports games less known to students for example tag rugby or table tennis.

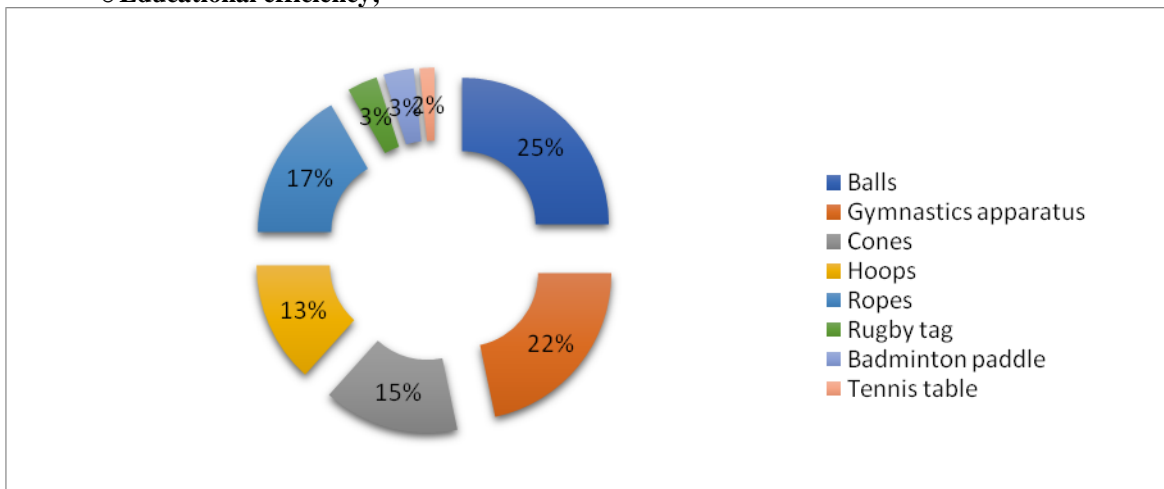


Figure 1. Sports materials and equipment available in schools

For the indicator *Educational resources*, criterion *Financial resources*, the evaluation of the teachers is as under.



Figure 2. Financial resources

Table 1- Number of the teachers that was evaluated

<i>Possible answers</i>	<i>Number of persons</i>
<b>1- Insufficient</b>	2
<b>2- Unsatisfactory</b>	4
<b>3- Satisfactory</b>	6
<b>4- Good</b>	1
<b>5- Very good</b>	1

Analysing table 1 and figure 2, we notice that 43% the teachers evaluated the financial resources as satisfactory in the educational unit where they teach.

*The second indicator evaluated by teachers was the efficiency of education.*

The criterion of evaluating the educational efficiency, *Number of hours – optional subject / sports ensemble*, was assessed by the teachers of physical education and sports on the scale from 1 to 5, as follows:

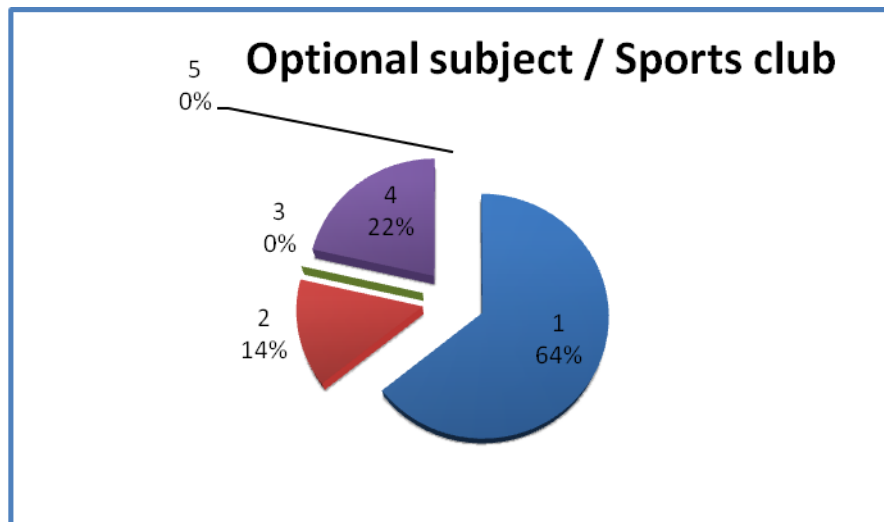


Figure 3. Optional subject / Sports club

64% of the surveyed teachers claim that the number of classes for the optional subject or sports club is insufficient. In most schools such classes do not exist. In the table below we shall present the

situation of the 14 schools which were evaluated (figure 3).

The third indicator evaluated by teachers was that of *Human Resources*. For the first criterion of human resources *In-service training for teachers* (figure 4, table 2)

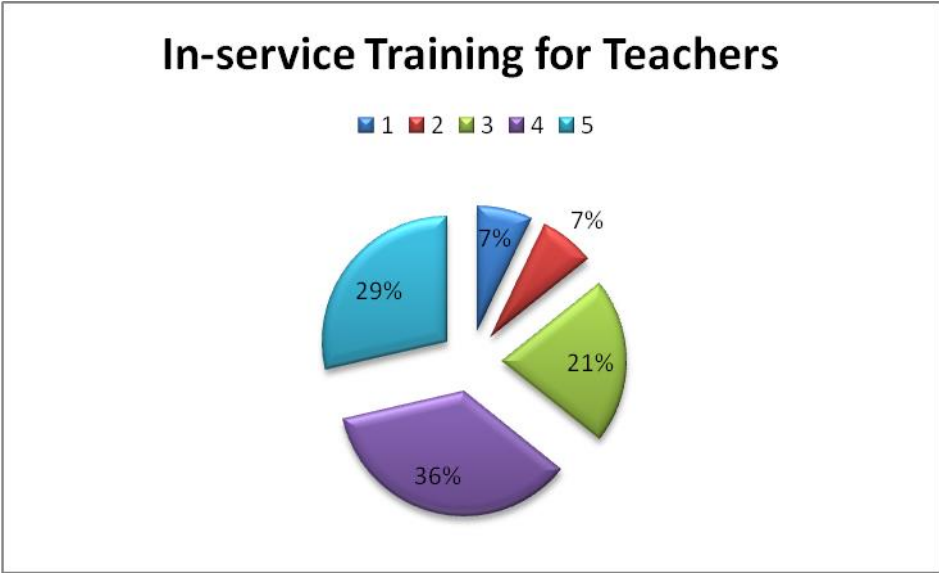


Figure 4. In-service Training for Teachers

For this score, teachers rated the level of professional development with 4 (good). At the 14 educational units where the quality evaluation grid

in physical education and sports was applied, there are 43 teachers, having the following degree of professional development (figures 4 and 5).

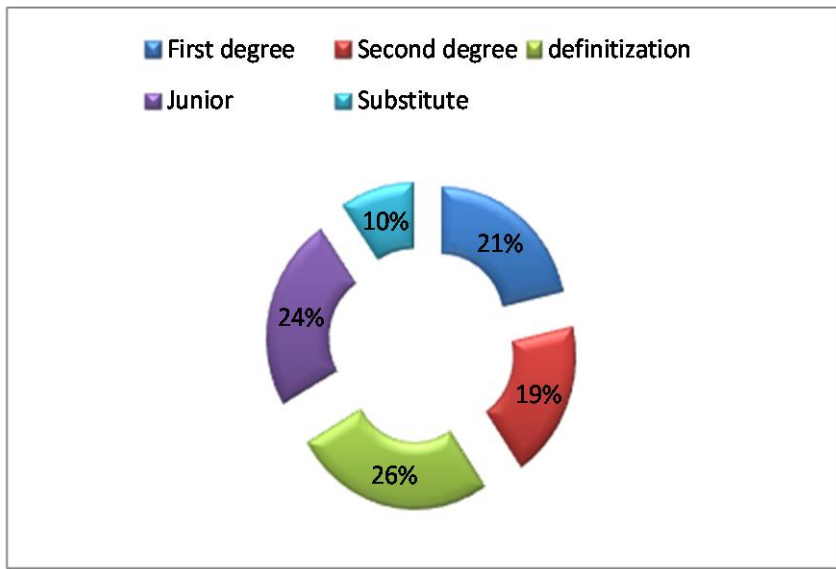


Figure 5. The professional level of the teachers included in the survey

The best percentage is of those who took the full registration exam, 26% of experienced teachers, 21% for the first degree. An important percentage is of the junior teachers, as 24% of the teachers in the evaluated schools are beginners (junior teachers).

The third standard evaluated in this grid was *Human Resources*, on a scale from 1 to 5 (where 1 represents - insufficient, and 5 - very good); the following standards were evaluated: number of teachers, status of teachers and training of teachers. The average for this standard on this grid was 4, the best rated standard in this category being the

*Number of teachers*, 90% of teachers evaluated that the positions are sufficient to cover all classes, as well as filling positions by teachers.

**Conclusions**

The quality of education in our field is influenced by teachers, who must be motivated to have the best possible performance at work, but also by students, who must be sensitised and informed about the benefits of practicing sports activities, both in school as well as outside it. The development of the activity must be permanently

subjected to an evaluation process, in order to optimize its supply.

The benchmarks provided by the indicators and the evaluation criteria of the quality management in the subject *Physical education and sports* provide a suggestive image of the level at which this school subject is provided, in different educational units. Given the specificity of this discipline, it is important that each benchmark is given due attention and is developed at the level of representative criteria for each indicator.

Furthermore, we believe that the application of the grid to a larger number of schools could help to set much clearer standards in terms of the level of quality for each school.

Unquestionably, these standards need the appropriate nuances, which can be obtained from reporting the criteria to the number of students in the school, as well as to the number of teachers.

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