

The Management of Physical Education Activities by The Administrators of GaoTang No. 1 Secondary School

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Abstracts

The purposes of this research were to 1) study the level of opinions of students regarding physical education activities managed by the administrators of GaoTang No.1 Secondary School and 2) compare opinions based on students' personal information (gender, class level, Sports experience) The sample consisted of 252 high school students from random sampling using the G Power 3.0.10 package. The research tool was a 5-level estimation scale questionnaire with an overall confidence value of 0.96. Easy: Analyze data with descriptive statistics including mean and standard deviation. And test the research hypothesis using the t-Test Independent test statistic and the One-Way ANOVA test statistic. When it is found to be statistically significant ($p < .05$), pairwise comparisons will be performed using Scheffe' test.

The research results found that 1) Students' opinions on Management of physical education activities by the administrators of GaoTang No.1 Secondary School are at the Agree level. When considering each aspect, it is found that Management of school sports activities has the highest value, being at the Agree level. Gender and grade level were not different. But the sports experience is different. 2) when considering comparisons by gender and grade level. No significant differences were found in opinions. Samples with different Sport experiences. When comparing the means in pairs, it was found that the samples with Sport experience 1-2 years old and 3 years had higher mean opinions than the samples with Sport experience 4 years old and 3) pairs. Of the variables with the highest correlation, the top 3 were: (1) physical education teaching activities of teachers Most closely linked to (3) school sports management. (Correlation coefficient: .506, $p < .01$)

Followed by (2) the organization of sports activities within the school that is significantly related to (3) Organizing school sports activities (Correlation coefficient .496, $p < .01$) and (1) teachers' physical education teaching activities are related to (2) organizing sports activities within the school. (Correlation coefficient: .284, $p < .01$)

Keywords: Management; Physical Education Activities; Administrators; GaoTang No. 1 Secondary School

Introduction

Physical education activities It is an activity that aims to develop the physical, mental, emotional, social and intellectual aspects so that students can develop according to educational objectives such as exercise, sports and other activities related to movement of different parts of the body that is important It can be used to strengthen relationships between individuals and groups. However, at present, physical education activities are scheduled for 1 hour per week, which is very little, not enough for the physical development of students, which will affect the physical and intellectual growth of students in future Due to insufficient physical movement If

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there was less physical education taught like at present Teaching such little physical education will cause students to lack adequate exercise, which contradicts previous studies. Exercise: Children and teenagers should get at least 60 minutes of exercise per day to develop physical fitness such as muscle strength, heart and circulatory system. and healthy bone growth (U.S. Department of Health and Human Services, 2008).

Physical education activities in schools will encourage children and youth to be interested in sports and use their free time more beneficially. Cultivate ideas and habits in students to learn and practice physical education during school age. and help students master the basic theories and methods of physical education. This type of thinking has a strong influence on school goals, management, content, methods, evaluation, and organization of physical education (Chenqi, 2004). Daughrey, Wood, and Horrine discuss the role of administrators in organizing physical education activities in a manner that One of the duties and responsibilities of administrators is organizing physical education activities (Daughrey and Wood, 1976).

Educational institution administrators are considered important people because they have a role in managing student development to achieve comprehensive development. Growing into quality citizens participating in national development Schools should therefore have physical education activities to clearly develop students. By managing physical education activities by school administrators in terms of organizing committees to organize teaching and learning for teachers. Organize sports competitions within the school Including managing sports activities in the school. It is important in setting physical education goals that they can help students achieve their educational goals as well. Physical education goals and objectives It is considered an important basis for organizing physical education activities in schools. Dohrey and Wood similarly stated the role of administrators in organizing physical education activities that It is one of the duties and responsibilities of administrators to organize physical education activities and continually evaluate physical education activities to check whether they have achieved the set goals or not (Daughrey and Wood, 1976). The results of the study of physical education activities will help. In planning to improve physical education activities in the future Studying physical education activities will find which parts are already good. Should continue to support Which part is still weak? or shortcomings that need to be urgently improved, there will be clear improvement guidelines and a step-by-step improvement plan can be planned (Horrine, 2013). However, information about GaoTang No. 1 Secondary School is still categorized according to personal information. of students, including gender, grade level, and sports experience It is clearly seen how to promote students' physical health. With the rapid development of science and technology, GaoTang NO.1 Secondary School attaches more and more importance to the importance of physical education in schools. Physical education activities are developed in schools. and school curriculum to improve the quality of the physical education curriculum and improve the efficiency of school management Overall it provides a comprehensive overview of the management of physical education activities in schools. and the importance of exercise for all-round student development.

Due to this problem, the independent researcher is interested in studying the management of physical education activities by administrators. Educational institutions with the expectation that the results from this study will be beneficial to schools and related agencies. As well as using the results as guidelines for developing physical education activities in educational institutions to be more efficient.

Research objectives

1. To study the level of opinions of students towards organizing physical education activities. of the administrators of GaoTang No. 1 Secondary School.
2. To Compare students' opinions on physical education activity management of administrators of GaoTang No. 1 Secondary School, classified according to students' personal information, including gender, class level and experience playing sports.

Research Hypothesis

Students with different genders, class levels and sports experiences There will be different opinions on physical education activity management of the administrators of GaoTang No.1 Secondary School.

Research Methodology

This research is survey research. The details of the research are as follows. Population and sample.

Population is 1,750 male and female students of GaoTang No. 1 Secondary School studying in 2023.

The sample includes 252 students of GaoTang No. 1 Secondary School who will be studying in the year 2023. Set sample size Using the ready-made program G power 3.0.10 from simple random.

Research Tools

Part 1: Respondent's status including gender, age, grade level, and sports experience. Then presented in the form of a table to accompany the essay.

Part 2: Questionnaire on physical education activities management of GaoTang No. 1 Secondary School administrators and presented in the form of a table accompanying the essay.

Creation and Development of Research Tools

1. Review documents and literature related to the variables studied, including opinions on the management of physical education activities. In order to understand the details of variables in concepts and theory. and analyzed the area context Where the research will be conducted (Setting Area) is GaoTang No. 1 Secondary School in order to understand the real context in order to make the research consistent with the real context. Both in the development of the questionnaire and research design.

2. Conduct a synthesis of definitions of opinions on the management of physical education activities of the administrators of GaoTang No. 1 Secondary School by seeking close consultation from the main advisor. Then compare the definitions of the specific terms that have been created with previous research to reveal the shortcomings in the definitions that have been created. If it is found that there are still defects If it does not correspond to the actual situation, new terminology definitions will be developed until the theoretical content is covered.

3. Proceed with creating questions on the variables studied. According to the definition of specific terms that have been defined until all variables are complete. By seeking close consultation with the main advisor. To cover the definitions of specific terms Emphasis is placed on making each question as content accurate as possible. Able to measure variables according to theory The variable measurement scale has been defined as a 5-level.

4. Carry out a content validity check (Content Validity) using the technique of calculating the index of consistency (Item Objective Congruence: IOC) for experts, consisting of 2 educational experts and 1 research expert. Take the scores of the 3 experts to check for the Item Objective Congruence (IOC) and select questions with an IOC of more than .60 for further testing.

5. Take the revised questionnaire and have the IOC values passing the specified criteria to test (Try Out) with 30 non-sample students to check the discriminant power of each item. (Discriminate Power) and check the entire confidence value. (Reliability) with the following process:

1) Determining the discriminatory power of each item (Discriminate Power) by calculating the correlation between item scores and total scores (Corrected Item-total correlation) by selecting items with coefficients related to individual item scores greater than .20 or higher for any item with a value less than .20 will be eliminated and then check the discriminant power values of the remaining questions again. Until it was found Questions for each empirical variable will have a value greater than .20 (Wainer & Braun, 1988; Popham, 1990).

2) Finding confidence values (Reliability) with a technique for finding internal consistency values by finding alpha values according to the Cronbach Alpha method. Testing will be done on every empirical variable (Observation Variable) that is studied in the model. It will consider the Cronbach Alpha of each variable. Values greater than .70 are considered to have acceptable reliability for the entire version (Wainer & Braun, 1988; Popham, 1990).

6. Check the completeness of the questionnaire through content validity and discriminant power values for each item. and the entire confidence value again To make it convenient for respondents to read. and has the most concise form Then proceed to collect data from the actual sample.

Collection of Research Data

The researcher collected data by sending electronic mail questionnaires. Of the 252 questionnaires sent, 252 were returned, 100 percent.

Research data analysis the researcher carried out the data analysis. and various statistical values with ready-made programs. Then present it in table form to accompany the essay as follows.

Part 1: Analyze data on the general status of respondents using descriptive statistics, frequency distribution, and percentage values, and then present it in the form of a table to accompany the essay.

Part 2: Questionnaire of opinions on the management of physical education activities of GaoTang NO.1 secondary school administrators using the criteria of (Best and Kahn, 1993) as follows:

- 4.51 – 5.00 Strongly agree
- 3.51 – 4.50 agree
- 2.51 – 3.50 Uncertainty
- 1.51 – 2.50 Disagree
- 1.00 – 1.50 Strongly Disagree

Check the completeness of the questionnaire through content validity and discriminant power values for each item. and the entire confidence value again To make it convenient for

respondents to read. and has the most concise form Then proceed to collect data from the actual sample.

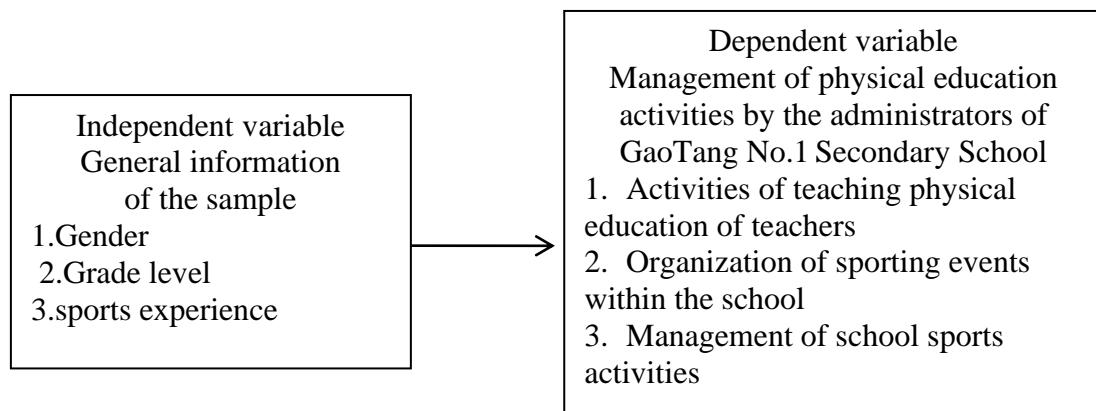
Statistics used to analyze data

1. Descriptive statistics include mean, standard deviation. When combining the average scores The researcher has established a range of interpretations for the scores (Best, 1997).

2. Test statistics include the T-Test Independent test statistic, One-Way ANOVA test statistic, and when the statistical significance of the F-Test test statistic is found, pairwise comparisons of the means will be performed using the Scheffe'test technique.

Research Conceptual framework

This research is a study of the management of physical education activities by the administrators of Gaotang No. 1 Secondary School by studying related concepts, theories, and research. Have a concept of analysis, synthesis, and research for integration in order to gain knowledge and truth to answer research objectives. To study the level of opinions of students towards organizing physical education activities of the administrators of GaoTang No. 1 Secondary School. And to Compare students' opinions on physical education activity management of administrators of GaoTang No. 1 Secondary School, classified according to students' personal information, including gender, class level and experience playing sports.



Research results

1. The level of opinions of students towards the management of physical education activities by the administrators of Gaotang No.1 Secondary School as in table 1.

Table 1 Mean standard deviation, and the level of opinions of students towards the management of physical education activities by the administrators of Gaotang No1 Secondary School as a whole (n=252)

Physical education activities of GaoTang No.1 secondary school	M	S.D.	Meaning
1. Activities of teaching physical education of teachers	3.82	.80	Agree.
2. Organization of sporting events within the school	3.61	.98	Agree.
3. Management of school sports activities	4.05	.78	Agree.
All aspects included	3.83	.67	Agree.

Table 1 Found that Physical education activities of GaoTang No. 1 Secondary School. It is at the agree level with an average value of 3.83. When considering each aspect, it is found that Management of school sports activities has the highest value. It is at the Agree level with an average value of 4.05, followed by Activities of teaching physical education of teachers at the Agree level. has an average value of 3.82 and Activities of teaching physical education of teachers is at the Agree level with an average value of 3.61.

2. Compare students' opinions on physical education activity management of GaoTang No.1 Secondary School, classified according to students' personal information, including gender, class level. and sports experience as in table 2.1,2.2,2.3

Table 2.1 Mean standard deviation, and the Comparison results Opinions on Physical education activities of GaoTang No. 1 Secondary School executives classified by gender of the sample group

Side	Gender	M	SD	T-Independent	DF	P-value
1. Activities of teaching physical education of teachers	Man (n= 131)	3.86	.79	.813	250	.417
	Female (n=121)	3.78	.81			
2. Organization of sporting events within the school	Man (n= 131)	3.67	.98	.959	250	.338
	Female (n=121)	3.55	.97			
3. Management of school sports activities	Man (n= 131)	4.07	.76	.366	250	.715
	Female (n=121)	4.03	.81			
Overall	Man (n= 131)	3.86	.69	.932	250	.352
	Female (n=121)	3.79	.65			

Table 2.1 Found that the sample groups were male and female. There were no differences in overall opinion on Physical education activities of GaoTang No. 1 Secondary

School executives ($t = .932$, $p = .352$). When considering each aspect, it was found that in the Activities of teaching physical education of teachers male and female female There were no differences in opinions ($t = .813$, $p = .417$) regarding the Organization of sporting events within the school for males and females. There were no differences in opinions ($t = .959$, $p = .338$) and in the area of Management of school sports activities, males and females. There were no differences in opinions ($t = .366$, $p = .715$).

Table 2.2 Mean standard deviation, and the Comparison results Opinions on Physical education activities of GaoTang No. 1 Secondary School executives classified by Class level of the sample group

Side	Class level	M	SD	F	P-value	Scheffe'test
1. Activities of teaching physical education of teachers	Secondary 1 (n=81)	3.73	.89	.972	.380	-
	Secondary 2 (n=106)	3.89	.70			
	Secondary 3 (n=65)	3.82	.83			
2. Organization of sporting events within the school	Secondary 1 (n=81)	3.60	1.07	.414	.662	-
	Secondary 2 (n=106)	3.67	.90			
	Secondary 3 (n=65)	3.53	.98			
3. Management of school sports activities	Secondary 1 (n=81)	3.97	.90	1.82	.163	-
	Secondary 2 (n=106)	4.16	.71			
	Secondary 3 (n=65)	3.96	.71			
Overall	Secondary 11 (n=81)	3.77	.77	1.30	.273	-
	Secondary 12 (n=106)	3.91	.62			
	Secondary 13 (n=65)	3.77	.61			

Table 2.2 Found that the sample groups with different class levels had no different opinions on Physical education activities of GaoTang No. 1 Secondary School executives ($F = 1.307$, $p = .273$). When considering each aspect, it was found Regarding Activities of teaching physical education of teachers, the sample groups with different Class levels had no different opinions ($F = .972$, $p = .380$). Regarding Organization of sporting events within the school, the sample groups with Class levels Different, there were no different opinions ($F = .414$, $p = .662$).

Regarding Management of school sports activities, the sample groups with different class levels had no different opinions ($F = 1.827$, $p = .163$)

Table 2.3 Mean standard deviation, and the Comparison results Opinions on Physical education activities of GaoTang No. 1 Secondary School executives classified according to Sport experience of the sample group

Side	Sport experience	M	SD	F	P-value	Scheffe'test
1. Activities of teaching physical education of teachers	1) 1-2 years old (n=82)	3.95	.75	3.921	.009	1>3
	2) 3 years (n=114)	3.86	.73			2>3
	3) 4 years (n=38)	3.44	.99			
	4) More than 4 years (n=18)	3.75	.79			
2. Organization of sporting events within the school	1) 1-2 years old (n=82)	3.63	.98	2.448	.064	-
	2) 3 years (n=114)	3.68	.87			
	3) 4 years (n=38)	3.24	1.23			
	4) More than 4 years (n=18)	3.88	.84			
3. Management of school sports activities	1) 1-2 years old (n=82)	4.15	.70	3.394	.019	-
	2) 3 years (n=114)	4.12	.74			
	3) 4 years (n=38)	3.78	.92			
	4) More than 4 years (n=18)	3.72	.89			
Overall	1) 1-2 years old (n=82)	3.91	.60	4.146	.007	1>3
	2) 3 years (n=114)	3.89	.61			2>3
	3) 4 years (n=38)	3.49	.86			
	4) More than 4 years (n=18)	3.78	.71			

Table 2.3 Found that the sample groups with different Sport experiences had different opinions on Physical education activities of GaoTang No. 1 Secondary School executives overall ($F = 4.146$, $p = .007$) when comparing the means by pair. Using the Scheffe'test technique, it was found that the sample group with Sport experience 1-2 years old and 3 years had higher mean opinions than the sample group with Sport experience 4 years, with statistical significance at the .05 level.

Table 3 Results of analysis of the relationship between (1) Activities of teaching physical education of teachers (2) Organization of sporting events within the school and (3) Management of school sports activities (n=252)

Variable	1	2	3
1. Activities of teaching physical education of teachers	1		
2. Organization of sporting events within the school	.284**	1	
3. Management of school sports activities	.506**	.496**	1

** Statistically significant at the .01 level.

Table 3 Found that the top 3 pairs of variables with the highest correlation, namely (1) Activities of teaching physical education of teachers, were most closely related to (3) Management of school sports activities, with a correlation coefficient equal to .506 with statistical significance at the .01 level, followed by (2) Organization of sporting events within the school is significantly related to (3) Management of school sports activities with a correlation coefficient of .496. Statistically at the .01 level and (1) Activities of teaching physical education of teachers are related to (2) Organization of sporting events within the school with a correlation coefficient of .284, with statistical significance at the .01 level.

Discussion

1. The analysis of students' opinions on the management of physical education activities by the administrators of GaoTang No. 1 Secondary School reveals that there is a general agreement among students. This may be attributed to the fact that the school administrators have consistently planned and assigned responsibilities for physical education activities throughout the academic year. Furthermore, there is a strong emphasis on monitoring and evaluating the outcomes to address any issues. According to Henri Fayol, school administration involves planning, coordinating, and managing, encompassing seven key processes: decision-making, planning, organizing, the influence of communication, coordination, and performance evaluation (Henri Fayol, 1916: 5-6).

Additionally, Peter F. Drucker emphasizes that effective management is the art of working to achieve shared goals with others, involving hard work and activities across various departments. In an educational institution, administrators must ensure student participation in school activities to provide a meaningful experience. Students, therefore, agree with the management of physical education activities by the administrators of GaoTang No. 1 Secondary School (Peter F. Drucker, 1973: 193).

Upon examining specific aspects, it is observed that the "Management of school sports activities" receives the highest level of agreement, followed by the "Activities of teaching physical education of teachers," which also garners significant agreement. This is likely due to the administrators' prioritization of sports activities, meticulous planning, and fostering a positive atmosphere for physical exercise to make it enjoyable and engaging for students. Additionally, there is a variety of sports and physical activities, and the school recognizes and rewards participants, aligning with the motivational principles outlined by (Nahavandi and Malekzadeh 1988: 55).

Moreover, (Dubrin and Ireland 1993:36) state that effective team management is a process that relies on planning, the involvement of various departments, and the utilization of internal and external resources that influence organizational success. Therefore, students' opinions align with the agree level, indicating satisfaction with the overall management of physical education activities by the administrators of GaoTang No. 1 Secondary School.

2. The discussion on the results of comparing students' opinions on the management of physical education activities by the administrators of GaoTang No. 1 Secondary School, categorized based on personal information of the sample, including gender, class level, and sports experience, reveals that there is no significant difference in opinions between different genders and class levels. This lack of difference is attributed to the inclusive approach of the school administrators in promoting opportunities for both male and female students to participate in physical education activities and sports based on their individual interests. Additionally, students across different class levels, namely Grade 11, Grade 12, and Grade 13, exhibit similar opinions, as their ages and sports skills are closely aligned.

However, when considering the variable of sports experience, there is a significant difference in opinions on the overall management of physical education activities by the administrators of GaoTang No. 1 Secondary School ($F = 4.146$, $p = .007$). Post hoc analysis using Scheffe's test indicates that students with 1-2 years and 3 years of sports experience have higher average opinions than those with more than 4 years of experience. This statistical significance suggests that students with less experience in sports, particularly those in their initial years, express more enthusiasm and interest in the school's physical education activities, which may include diverse and engaging activities compared to their counterparts from lower grades.

Furthermore, the school's strategy of providing incentives, such as awards, contributes to motivation and interest. The school awards not only serve as recognition but also offer opportunities for career guidance and interactions with professional athletes or coaches, aligning with motivational principles outlined by (Nahavandi and Malekzadeh 1988: 55). Additionally, Gillen emphasizes that effective management involves utilizing knowledge to plan and set objectives for success, supporting resource allocation for learning (Gillen, 1987: 45). The provision of awards, official recognition, and certificates of merit further encourages students to showcase their sports achievements for future career or educational endeavors.

In summary, students with varying sports experiences exhibit different opinions on the overall management of physical education activities by the administrators of GaoTang No. 1 Secondary School. Students with less sports experience express higher average opinions, emphasizing the importance of the school's efforts in fostering a positive and engaging environment for students to participate in physical education activities.

3. In analyzing the relationship between (1) Activities of teaching physical education of teachers, (2) Organization of sporting events within the school, and (3) Management of school sports activities, it is observed that the pair of variables with the highest correlation is as follows:

3.1 The Activities of teaching physical education of teachers have the highest correlation with (3) Management of school sports activities. This is because the management of teaching physical education by teachers requires systematic planning, which aligns with the need for effective management in organizing school sports activities. The coordination between these two aspects may contribute to a culture of well-planned teaching and sports management within the school, as emphasized by the Institute of Physical Education (2010, p. 22), highlighting the importance of efficient sports management systems in fostering a successful sports culture.

3.2 The second-highest correlation is between (2) Organization of sporting events within the school and (3) Management of school sports activities. This association may be attributed to the school administrators' systematic planning, task allocation, and budgeting for sports events, creating a well-coordinated and smoothly executed environment. When the school effectively organizes internal sports competitions, it aligns with the principles mentioned by (Bucher, 1975: 153) regarding the importance of efficient management in achieving successful group activities.

3.3 The third-highest correlation is found between (1) Activities of teaching physical education of teachers and (2) Organization of sporting events within the school. This correlation suggests that the management of teaching physical education aligns with the organization of sporting events, as (Gagnon, 2016) emphasizes the need for coordinated planning that supports each other. This connection is further reinforced by the teachings of (Frederick W. Taylor, 1991), advocating for the integration of sports competitions within schools as activities that contribute to students' physical abilities, social relationships, and overall sports management.

In summary, the study reveals significant correlations among these variables, indicating that effective planning and coordination in teaching physical education, organizing sporting events, and managing school sports activities contribute to a comprehensive and successful sports culture within the school.

Recommendations

Academic Recommendations

1. Conduct a study on the outcomes of physical education and sports activities to achieve excellence at GaoTang No. 1 Secondary School.
2. Investigate the factors influencing the components of the school's physical education management at GaoTang No. 1 Secondary School.

These academic recommendations aim to enhance the understanding of the effectiveness and influencing factors related to physical education and sports activities at GaoTang No. 1 Secondary School. The findings from these studies can contribute to improving the overall management and excellence of physical education programs within the school.

Policy Recommendations

1. School administrators should incorporate research findings into the planning of physical education activities, ensuring the active participation of student representatives, physical education teachers, and sports management department heads. This collaborative approach aims to develop an effective plan for organizing physical education activities.
2. The school should establish policies and strategies for the development of physical education and sports activities that align with the school's overall physical education program, promoting excellence in the school's physical activity initiatives.

Operational Recommendations

1. School administrators should implement research findings into the planning of physical education activities by actively involving student representatives, physical education teachers, and sports management department heads. This collaborative effort aims to create an effective plan for managing physical education activities.

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