

# Effectiveness of the Plan of Specialized Sport in Students of Schools of Imam Reza in the 94-95 Year

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**ABSTRACT:** The present study aimed to evaluate effectiveness of the plan of specialized sports for school students of Imam Reza in Mashhad. The statistical population included all students, parents, administrators, assistants and physical education teachers of Imam Reza schools that their number was 3,500. Given the importance of the views of all people, all people were selected as sample. The research tools included four questionnaires to assess the effectiveness of specialized sports school students, from their perspective and their parents, and administrators, assistants and physical education teachers and coach evaluation, that their validity by ten professors of Sport management was approved. The reliability of the questionnaire, for questionnaire for parents of students 0.94, 0.95 for the questionnaire managers, assistants and physical education teachers, and 0.90 for questionnaire of students, and 0.89 for the performance questionnaire of coaches, calculated and approved. To analyze the data, descriptive statistics test, Kolmogorov-Smirnov tests, Wilcoxon and Friedman were used. The results showed special sport plan from the perspective of any of the groups of participating in the study was not significant.

**Keywords:** Effectiveness, Specialized Sport, Students

## INTRODUCTION

The effectiveness, the degree of achievement of the objectives have been determined. In other words, the effect shows how much of the efforts made to correspond with the results (Taylor, 2007). Argyris (1996) defined Effectiveness as the knowledge of manager to have a privileged position in interacting with their environment and the opportunity to achieve the objectives. The effectiveness is a process that starts from the plan, and includes all activities that in order to achieve organizational goals, and determines to what extent do they desired has been done (Borman, 2005). Effective school, is that school, has developed and preserves high quality of the educational programs, for system-wide goals and objectives. In these schools all students regardless of family or social context, experience the improvement during the course of life and the ultimate success in achieving the goals of the fit measurement techniques (Bruce, 2001). One of the first goals of education, training person as a human being independent and purpose and autonomously. Physical education with an emphasis on developing the physical, mental, emotional and social life, if effectiveness, will play an important role in the education process. Considering the importance and role of physical education in the process of education, the role of physical education in the field of education (cognitive, emotional and psychomotor) the attention and emphasis placed (Erickson et al., 2008). Physical education programs in schools, should have such characteristics like, the proportion of children with developmental and physical fitness, create a broad and comprehensive skills in children, including children's free time and involves all individual differences and their different talents strengthening of spirituality, human traits and values of children (Dismore, 2005).

Development of physical education programs in schools to favorable human and material resources and needs careful and basic planning. The available evidence suggests that optimal planning in education, shortage of teachers of PE, especially in primary schools, the limited number of hours of sport lessons, shortage of scientific books and difficulty of access, lack of expertise and lack of knowledge and awareness of teachers in training, lack of equipment and adequate facilities and standards and poor management or lack of cooperation by managers in previous years. In addition, management and continuous control on the education of PE and PE teachers' performance evaluation and gain the support of parents, as well as from access to educational purposes. According to most scholars' views of education, in the training and education, have paid attention to all aspects of human existence, physical education can be truly regarded as one of the pillars of political education. But today, most practitioners of physical education believe the teaching of physical education in schools did not find their true position and not run in satisfactory level. The difference between reality and truth leads to separation of the main objectives of physical education programs in schools, which predisposing psychological disorders and psychological problems (Wuest & Bucher, 2003).

Despite these facts, we must accept that the development of physical education programs in schools, needs to the appropriate human and material resources, and careful and basic planning, but available evidence suggest the lack of proper planning in the context of the principles and general objectives of Physical Education,

shortage of teachers of physical education and lack of sports facilities during the past years. Attention and participation of administrators and PTA in providing effective programs physical education and strengthen the sports schools in the country leads to change dramatically in the program (Marx, 2009).

Physical education activities in schools, will follow development of neuromuscular skills, development of physical and, mental and social abilities. By creating an exercise habits during the education, occurs opportunities of physical activity in life. Thus, healthy life chances for people increases and increased quality of life. The objectives of physical education in schools is that for the purposes of public education, including the development and prosperity of physical, mental and emotional the students. In other words, of Physical Education curriculum, in addition to promoting physical fitness and motor skills through practice in class, as well increase the interest of students to actively participate in sports activities, their orientation to improve physical fitness and basic movements, tend to sanitation in sports, the tendency to acquire and develop skills in sports, and safety in sports activities. These objectives are based on the various dimensions of student growth, it is the importance of physical education among other courses (Housner, 2009).

In this regard, Metzler and Jeerdsma (2000) technique class office, the importance of individual differences, the ability to plan and deliver lessons to factors affecting productivity applications classroom of Physical Education. Abdullah Hamed Nasser (2008) in examining the current and desired status of Physical Education, and students' attitudes to of Physical Education in schools in Saudi Arabia, report incorrect assessment, and failure of evaluation system, is the most important reason for the lack of sport, and improve students' attitudes in schools. Koca et al (2005) and Erickson et al (2008) in separate studies report exercise was useful to self-actualization and socialization of students. Wayne and Young (2004) reported that character and teaching methods of physical education teachers was useful to the students' inclination towards physical activity and their attitude to sport. Gibbons and Humbert (2008), Fauee et al (2009) and Dismore (2005) in their research emphasized the positive 'attitude of students in Japan, England and Canada to sports and physical education, and teaching methods had improved students' attitudes. The result of research of Fauee et al (2009) also suggests that if physical education programs are consistent with students' interests and tastes, can significantly affect attitudes and their views, to physical activity. Ekholm (2013) and Levermore (2008) in their researches showed exercise respectively effective tool in improving the social and cultural situation in the society.

Physical education classes and sports, for nurturing students is of utmost importance, because these classes according to natural needs them, and they like in this classes to be more attention to them. For this reason, unlike other speculative activities of the school, which they mainly have cognitive development goals participate in classes, may have different objectives derived from the needs of their instinctive different ages to participate in of Physical Education classes, whit the development of physical, cognitive and emotional of students as well as their needs and goals from participating in physical education classes and sports, developed and change or have a certain priority. Therefore this research aims to investigate and evaluation of specialized sport in schools of Imam Reza in Mashhad.

## METHODOLOGY

Present study according to the methods of subject and purpose is descriptive survey, and according to the purpose of the research is applied. The research population consisted of all students, parents of students, administrators, assistants and physical education teachers and sports coaches in specialized sports schools project of Imam Reza (AS) affiliated to the Cultural Foundation of Astan Quds Razavi and given the importance of the views of all participants were evaluated by counting all methods. The research tools included three questionnaires to assess the effectiveness of specialized sports school students, from the perspective of students and their parents and administrators, assistants and physical education teachers, and has internal dimensions of technical efficiency, effectiveness and impact of cultural and social attitude. A questionnaire was designed to evaluate the performance of coaches in specialized sport project. The validity were approved by ten experts of sports management, and experts of Razavi Cultural Foundation. The reliability of the questionnaire, for questionnaire for parents of students 0.94, 0.95 for the questionnaire managers, assistants and physical education teachers, and 0.90 for questionnaire of students, and 0.89 for the performance questionnaire of coaches, calculated and approved. To analyze the data, descriptive statistics test, Kolmogorov-Smirnov tests, Wilcoxon and Friedman were used. To analyze the data, the software SPSS21 was used.

## Finding

To describe the variables, the index of mean, median and standard deviation were used and results were presented in Table 1.

Table 1. Describing the variables

Variables	Mean	Median	Standard Deviation
	Vision of Students		
Technical effectiveness	2.15	2.20	0.62
Attitudinal effectiveness	2.33	2.25	0.68

Social and cultural effectiveness	2.12	2.17	0.69
Overall effectiveness	2.19	2.15	0.56
Vision of Parents			
Technical effectiveness	2.13	2	0.63
Attitudinal effectiveness	2.35	2.25	0.68
Social and cultural effectiveness	2.25	2.23	0.59
Overall effectiveness	2.25	2.30	0.59
Vision of Managers, Assistants and Physical Education Teachers			
Technical effectiveness	2.32	2.30	0.757
Attitudinal effectiveness	2.28	2	0.72
Social and cultural effectiveness	2.34	2.25	0.75
Overall effectiveness	2.41	2.06	0.688

According to Table 1 it can be seen that mean score of the effectiveness of specialized sport and its dimensions, from the perspective of all three groups is less than the average. To check the status of sports performance of coaches in specialized sport project in schools of Imam Reza, average, median and standard deviation were used.

Table 2. Review the status of the coaches of specialized sports project in Imam Reza schools

Variables	Mean	Median	Standard Deviation
Average overall performance of coaches	2	1.9	0.451
Average performance of coaches in Squash	1.5	1.58	0.74
Average performance of badminton coaches	1.8	1.98	0.63
Average performance of basketball coaches	1.7	1.74	0.68
average performance of table tennis coaches	1.6	1.85	0.590
Average performance of tennis coaches	2	2.38	0.59
Average performance of swimming coaches	1.6	1.60	0.54
Average performance of football coaches	2.1	2.35	0.68
Average performance of mini-basketball coaches	2.5	1.82	0.94
Average performance of volleyball coaches	2.3	2.10	1.254

According to Table 2 indicates overall performance of specialized sports coaches in project of Imam Reza (AS) schools is less than the average. In addition it can be seen that the performance of coaches in all athletic fields, from the perspective of specialized evaluators, is less than desirable level. Kolmogorov-Smirnov test for normality of data were used in this study.

Table 3. Investigating the distribution of data

Variables	K_S	Significant
Vision of Students		
Technical effectiveness	0.091	0.001
Attitudinal effectiveness	0.083	0.001
Social and cultural effectiveness	0.114	0.001
Overall effectiveness	0.068	0.001
Vision of Parents		
Technical effectiveness	0.106	0.001
Attitudinal effectiveness	0.080	0.001
Social and cultural effectiveness	0.062	0.001
Overall effectiveness	0.062	0.001
Vision of Managers, Assistants and Physical Education Teachers		
Technical effectiveness	0.132	0.001
Attitudinal effectiveness	0.174	0.001
Social and cultural effectiveness	0.189	0.001
Overall effectiveness	0.137	0.001
Coaches Performance	0.172	0.001

According Kolmogorov-Smirnov test results, the hypothesis of normal distribution of data in variables is rejected and nonparametric tests were used to assess these variables.

Table 4. Significant the research variables by using the Wilcoxon test

Variables	Z	Significant
Vision of Students		
Technical effectiveness	-11.850	0.125
Attitudinal effectiveness	-5.688	0.59
Social and cultural effectiveness	-11.723	0.366

Overall effectiveness	-11.634	0.08
	Vision of Parents	
Technical effectiveness	-10.125	0.364
Attitudinal effectiveness	-4.115	0.98
Social and cultural effectiveness	-7.299	0.094
Overall effectiveness	-7.929	0.254
	Vision of Managers, Assistants and Physical Education Teachers	
Technical effectiveness	-4.547	0.427
Attitudinal effectiveness	-2.457	0.122
Social and cultural effectiveness	-3.246	0.98
Overall effectiveness	-3.254	0.08
Coaches effectiveness	-5.672	0.356

According to Table 4 can be seen that specialized sport project and its dimensions, from the perspective of groups of the studied, have not significant impact. From the perspective of the participants to rank the research variables Friedman test was used.

Table 5. Ranking the research variables, by Friedman test

Variables	Mean Rank	Chi Square	Significant
		Vision of Students	
Technical effectiveness	1.92	58.398	0.0001
Attitudinal effectiveness	2.24		
Social and cultural effectiveness	1.54		
		Vision of Parents	
Technical effectiveness	1.64	58.398	0.0001
Attitudinal effectiveness	2.28		
Social and cultural effectiveness	2.07		
		Vision of Managers, Assistants and Physical Education Teachers	
Technical effectiveness	1.51	12.968	0.02
Attitudinal effectiveness	2.24		
Social and cultural effectiveness	2.25		

As well as the views of the groups of participating in the study were compared with each other and the results presented in Table 6.

Table 6. Compare the views of the research participants by two-sample t-test

	Z	Significant
Compare of Students and Parents	-2.016	0.54
Compare of Students and Managers, Assistants and Physical Education Teachers	-4.781	0.254
Compare of Parents and Managers, Assistants and Physical Education Teachers	-4.323	0.09

According to Table 6 can be seen, there is no significant difference between the views of the groups of participating in the research, about the effectiveness of specialized sport.

### CONCLUSION

The present study aimed to evaluate the impact of specialized sport in schools of Imam Reza (AS) was affiliated to Astan Quds Razavi. The results showed that project of specialized sport in schools of Imam Reza (AS), from the perspective of students and parents of students participating in the project, has not been significant effectiveness. Also in any of the technical, Social and cultural and attitudinal of specialized sport project in schools of Imam Reza (AS) had no significant effect. These findings show that, despite the enormous cost of spending, and using suitable Sport facilities, and athletic trainers specialized in athletic fields for students, were not observed technical effects, impact on sports attitude, social, and cultural influences from exercise in the students, from their perspective of students and their parents. This lack of effect can be caused by lack of hours of exercise and lack of student interesting and pay more attention to other subjects by parents. Lack of effectiveness of specialized sport can be influenced by the attitudes of students and their inner motivation to exercise as well as students' personality problems. Jago et al (2010) previous motives and attitude of students to exercise, in engage them to sport in schools, was useful. Coca research findings (2005), Smith and et al (2007), Dyzmvr (2005), Gustafson and Rhodes (2008), Erickson et al. (2008), Gibbons and Humbert (2008), Levermore (2008) and Ekholm (2013) in different studies in different parts of the world, emphasized the effects of exercise in schools to improve the technical, social and cultural effects of school sports, sports attitude of the students and findings of this investigations, whit the findings of this study are not consistent, and this disruption, due to differences in physical education planning, and differences in attitudes to sport and physical education of students and their parents. According to findings of research also showed that the performance of coaches in specialized sport

project of schools of Imam Reza (AS) in the implementation of this project is significant not satisfactory. The lack of effectiveness of specialized sport from the perspective of students and parents as well as because of poor performance of coaches. In many studies, including Metzler and Jeerdsma (2000), Wayne & Young (2004) and Borman and Kimball (2005) the role of the coach, on the development of sports attitude and technical and cultural effects of sports-related items, in separate research and different communities, are significantly effective. Due to the poor performance of coaches, and failure to implement specialized sport at an optimum level by coaches, can be a lack of effectiveness and influencing sports attitudes, technological advancement, and improve students' social and cultural situation, due to the weak performance of coaches. Fauee et al (2009) The importance of physical education programs align with the interests of students, was useful in improving the quality of physical education, which is Countercurrent with the findings of our research, and specialized sport project, despite engage students favorite athletic fields, the desired effects not obtained, and this disruption as well, due to coaches unsatisfactory performance, lack of proper planning and lack of hours of physical education.

The results showed that managers and physical education teachers knew specialized sport project of schools of Imam Reza (AS) lacks effectiveness of the technical dimension, attitude, sports, and cultural and social dimensions, and this plan is not effective in students. The findings also showed that views of managers, assistants and physical education teachers with students and parents of students with respect to the effectiveness of specialized sport of schools of Imam Reza (AS) is not a significant difference and as well as the views of students and parents of students also not have significant differences. These findings suggest that attitudes of managers, assistants and physical education teachers, students and parents in line with the specialized sport project and its dimensions, and all test subjects in total, know specialized sport project is lacks optimal effectiveness. The point of view of physical education teachers in different studies, show that in some studies, physical education teachers evaluated favorable conditions, and in some studies consider undesirable. The effectiveness of schools, particularly physical education, according to the findings of many studies, can be effective in improving the technical capabilities of students. As well as hours of exercise and physical education, is affective in the development of sports attitude, and improve socialization, and education cultural issues, as well as to citing a lot of research. But this effectiveness depends on many factors including the quality of physical education classes, the quantity of hours of physical education, performance of coaches and exercise teachers, sports facilities and spaces and how to use them, plan physical education classroom, teaching physical education teachers. The development of sports facilities and spaces can be effective, but with the proper use and utilization of limited resources, and improve the attitude and motivation of students, we can increase the quality and effectiveness of physical education classes, and only facilities are not able to respond. Therefore, it is necessary to improve the effectiveness of physical education classes in schools, comprehensive development, and improving teaching methods, and increase the quality of education, and improve motivate students, and whit this way, the effectiveness of physical education in schools significantly improved.

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