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FULL LENGTH ARTICLE

A Study of the Strategic Plan for the Development of Physical Education and Sport: A Case of Iran's Ministry of Education

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ABSTRACT
The aim of the present research was to study the strategic plan for physical education and sport development in Iran's Ministry of Education from the viewpoint of sport managers and professionals. A questionnaire was developed by the research with 40 questions (39 multiple-choice questions and 1 open question) and a reliability coefficient of 0.96. This instrument measured the importance of the components of this plan, the extent to which development plans are implemented by the Ministry of Education, and possible reasons for the failure of the plan. The questionnaire was distributed among 80 managers and professionals from the Physical Education Organization, National Olympics Committee, and university professors. Data were analyzed using descriptive statistics (measures of central tendency and dispersion) and inferential statistics (one-sample z-test, t-test for independent samples, and Mann-Whitney U test). The results showed that there is no significant different between the views of the developers and administrators of the plan about the importance human resources, facilities and infrastructure, management and planning, science and research, standard and evaluation, culture and sport, information technology, and the extent of implementing PE development plans. Both groups believed that these factors are in a relatively poor condition. By prioritizing the views of the participants, the possible reasons for such a condition and failure of the comprehensive development plan were identified: frequent structural changes in the PE department of the Ministry of Education, merging PE with thecultural department, disparity between financial and human resources and the plan's missions, lack of necessary infrastructure for implementing the plan, and lack of ongoing interaction between the Physical Education Organization and the Ministry of Education.
Keywords: Physical education, development plan, education

Introduction

Movement is an essential factor in the growth, health, and vitality of human beings [1]. Human beings inevitably need movement [2]. Through games and sports, children and adolescents practice complex instances of life and human relations [3].Development of national sports is an important part of national socioeconomic development [4]. Creating a comprehensive system for physical education and sports is one of the basic solutions for organizing broad and diverse efforts in the area of sports. The Strategic Plan for a Comprehensive Physical Education and Sports System was approved by the Iranian cabinet in 2003 to bring about radical changes in the sport system of the country [5]. This system has four major components—i.e. educational, recreational, championship, and professional sports—and eleven support components—i.e. development of institutions, planning and management, human resource development, science and researchdevelopment, rules and regulations, development of sport facilities and infrastructure, standard and evaluation, financial resources, sports culture development, and ICT development. Among the main components of this plan, educational sport encompasses physical education and sports in schools, universities, and high education institutions across the country [6].
Regular physical activity helps children and adolescents to have healthy bones, muscles, and joints [7]. Patterns of physical activity are acquired in childhood [8]. Not all children have the ability to enjoy sport and recreational activities outside the school, and as a result physical education is a fundamental course in schools [9]. Sport objectives and programs in the education system of most countries specially focus on primary school physical education to inform the public of athletic achievements, improve learning, and take a scientific and systematic approach to sport in children. In Iran, however, sport objectives involve different aspects, including the issue of competition in sports. In the education systems of countries such as Australia and the United States the main focus is on primary school sports and teaching physical education based on the physical growth of students [10]. Schools in Cambodia focus on development

through equal access to educational services for all students [11]. In India, physical education and sports is part of the education offered by all schools [12].
Due to the importance of sports in the educational systems of countries, there is rarely a shortage of specialists. However, in Iran there is no educated physical education teacher in first to third grades elementary school, and the number of these teachers in fourth and fifth grade is limited. Also there are no systematic and coherent programs for teaching physical education. The history of the Physical Education Department of Iran's Ministry of Education shows that, since its inception in 2001, this department has improved organizational structure and developed sport in all cultural areas [13]. From 2001 to 2006, this department was given the responsibility of policy-making, planning, and guidance of physical education and sports in schools, but in 2007 it was dissolved and was replaced by the Department of Culture and Physical Education. Due to the importance of sport and physical activity for students, the purpose of this research is to examine the views of sport managers and professionals about theStrategic Plan for Development of Physical Education and Sport developed by Iran's Ministry of Education and to identify the possible barriers to the implementation of the plan.

METHODOLOGY

Population and sample

This study is a descriptive survey, and the population consists of two groups:

1. Developers of the strategic plan: Experts, managers, and officials of Iran's Ministry of Education (Department of Physical Education)
2. Implementers of the strategic plan: Experts, managers, and officials involved in the implementation of the plan (Physical Education Organization of Iran, National Olympics Committee, and physical education faculties)

Out of 80 people in the population, 56 experts and managers were selected as the sample using convenience sampling, and the questionnaire was distributed among them.

Instruments

A questionnaire was developed by the researcher for data collection. This questionnaire measured 8 variables—i.e. Human Resources, Facilities and Infrastructure, Management and Planning, Science and Research, Standard and Evaluation, Culture and Sport, Information Technology, and Development Plans—and consisted of three parts:

1. 7 closed-ended questions to record the demographic characteristics of the respondents, including age, gender, experience, academic degree, knowledge of the cultural aspect of the strategic plan, and organizational position;
2. 39 closed-ended questions to inquire the specific views of the respondents;
3. 1 question to inquire the general view of the respondents.

In addition to the questionnaire, document analysis and interview with the experts and managers involved in the development and implementation of the strategic plan were also used for data collection.

Statistical methods

A pilot study was conducted to test the validity and reliability of the instrument, and a Cronbach's alpha of 0.96 was obtained (39 questions and 56 respondents). After collecting the raw data, descriptive (measures of central tendency and dispersion) and inferential statistics (t-test for independent samples and Mann-Whitney U test) were used for data analysis.

RESULTS

Question 1: What is the view of the experts and managers of the Ministry of Education regarding the Strategic Plan for the Development of Physical Education and Sport?

The results indicate that only for Management and Planning ($t = 1.67$; $p = 0.11$) and Culture and Sport ($t = 1.67$; $p = 0.11$) are the calculated means not significantly different from the average level at the 95% CI ($\alpha = 0.05$). But for the other variables, the calculated means are lower than average and undesirable ($\alpha = 0.05$). This shows that the experts and managers of the Ministry of Education generally have a negative attitude toward the strategic plan.

Table 1. Descriptive statistics of the studied variables

Variable	N	Mean	Median	Min.	Max.	Variance	SD	SE
Human Resources	56	2.71	2.85	1.54	4.08	0.39	0.63	0.08
Facilities and Infrastructure	56	2.39	2.33	1.33	4.00	0.58	0.76	0.10
Management and Planning	56	2.69	2.75	1.00	4.00	0.54	0.74	0.10
Science and Research	56	2.54	2.50	1.00	5.00	0.69	0.83	0.11
Standard and Evaluation	56	2.38	2.33	1.00	4.00	0.80	0.89	0.12

Culture and Sport	56	2.75	3.00	1.00	5.00	1.06	1.03	0.14
Information Technology	56	2.50	2.00	1.00	5.00	0.98	0.99	0.13
Development Plans	56	2.18	2.08	1.00	3.69	0.57	0.75	0.10

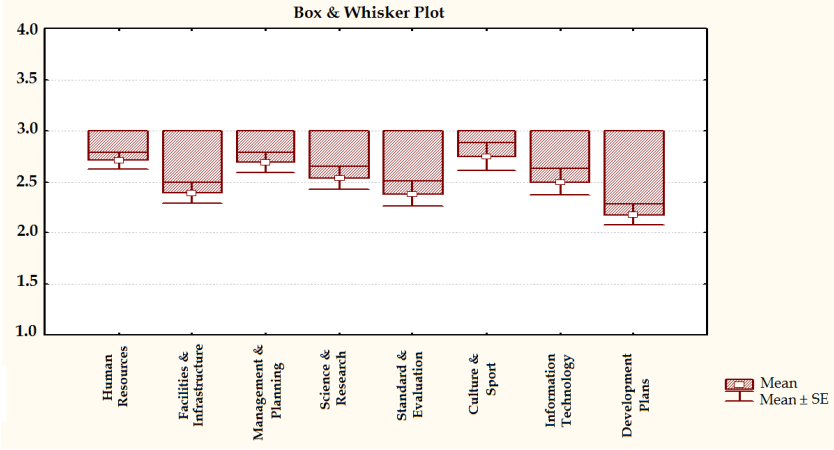

Figure 1. Comparison of the level of the variables

Table 2.Statistical analysis of the views of the experts and managers of the Ministry of Education

Variable	Mean	SD	N	SE	t	df	p-value
Human Resources	2.57	0.56	20	0.12	-3.46	19	0.00
Facilities and Infrastructure	2.57	0.77	20	0.17	-2.53	19	0.02
Management and Planning	2.88	0.62	20	0.14	-0.90	19	0.38
Science and Research	2.40	0.94	20	0.21	-2.85	19	0.01
Standard and Evaluation	2.47	0.81	20	0.18	-2.94	19	0.01
Culture and Sport	2.70	0.80	20	0.18	-1.67	19	0.11
Information Technology	2.20	0.89	20	0.20	-4.00	19	0.00
Development Plans	2.34	0.75	20	0.17	-3.94	19	0.00

Question 2: What is the view of the experts and managers involved in the implementation of theStrategic Plan for the Development of Physical Education and Sport?

The results show that the t-values calculated for Culture and Sport ($t = 1.16$; $p = 0.25$), Human Resources ($t = 2.00$; $p = 0.054$), and Information Technology ($t = 1.97$; $p = 0.06$) are not significantly different than the average level at the 95% CI ($\alpha = 0.05$). However, for the other variables the t-values were lower than average and undesirable at the 95% CI ($\alpha = 0.05$). Of course it must be noted that the p-value calculated for Human Resources is close to 0.05,indicating that this variable is also at a relatively undesirable condition. Therefore, the experts and managers involved in the strategic plan also have a negative attitude toward the plan.

Table 3. Statistical analysis of the views of the experts and managers involved in the Strategic Plan for the Development of Physical Education and Sport

Variable	Mean	SD	N	SE	t	df	p-value
Human Resources	2.78	0.66	36	0.11	-2.00	35	0.05
Facilities and Infrastructure	2.30	0.75	36	0.13	-5.59	35	0.00
Management and Planning	2.58	2.78	36	0.13	-3.19	35	0.00
Science and Research	2.61	0.77	36	0.13	-3.04	35	0.00
Standard and Evaluation	2.33	0.94	36	0.16	-4.24	35	0.00
Culture and Sport	2.78	1.15	36	0.19	-1.16	35	0.25
Information Technology	2.67	1.01	36	0.17	-1.97	35	0.06
Development Plans	2.09	0.75	36	0.13	-7.25	35	0.00

Question 3: Is there a significant difference between the views of the developers and implementers of the Strategic Plan for the Development of Physical Education and Sport?

Table 4. Comparison of the condition of the variables from the views of the developers and implementers of the Strategic Plan for the Development of Physical Education and Sport

Variables	Mean of	Mean of	SD of	SD of	t	df	p-value

	Group 1	Group 2	Group 1	Group 2			
Human Resources	2.57	2.78	0.56	0.66	-1.23	54	0.23
Facilities and Infrastructure	2.57	2.30	0.77	0.75	1.28	54	0.21
Management and Planning	2.88	2.58	0.62	0.78	1.43	54	0.16
Science and Research	2.40	2.61	0.94	0.77	-0.91	54	0.37
Standard and Evaluation	2.47	2.33	0.81	0.94	0.53	54	0.60
Culture and Sport	2.70	2.78	0.80	1.15	-0.27	54	0.79
Information Technology	2.20	2.67	0.89	1.01	-1.72	54	0.09
Development Plans	2.34	2.09	0.75	0.75	1.19	54	0.24

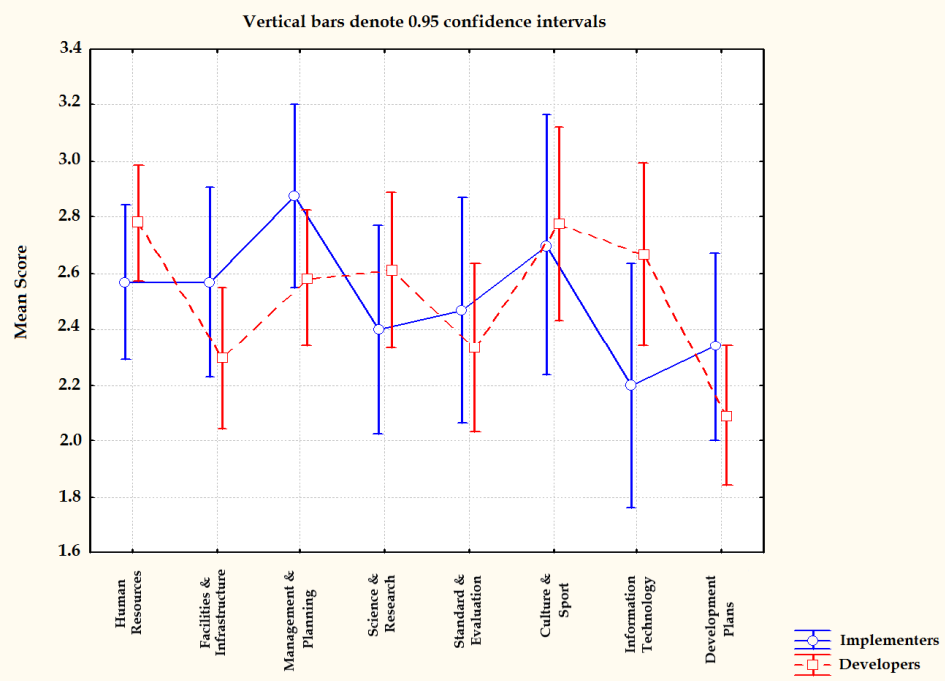

Figure 2. Comparison of the attitude of the developers and implementers of the Strategic Plan

The results of t-test show that there is no significant difference between the views of the developers and implementers of the Strategic Plan for the Development of Physical Education and Sport in any of the studied variables ($\alpha = 0.05$).

Question 4: What are the possible barriers to the implementation of the strategic plan?

According to the experts and managers involved in implementation of the Strategic Plan for the Development of Physical Education and Sport, the barriers to implementation of the plan are:

- Merging physical education with the Cultural Department;
- Structural separation of the Physical Education Organization and the Ministry of Education;
- Lack of macroeconomic policy-making in the area of sport;
- Failure to monitor the implementation of Article 117 of the Fourth Development Plan, especially the paragraph dealing with promotion of sports in schools;
- Lack of necessary infrastructure for implementing the plan;
- Lack of commitment in the organizations responsible to implement the plan;
- Low budgets for student sports;
- Lack of ongoing interaction between the Physical Education Organization and the Ministry of Education;
- Lack of clear responsibilities in institutions such as the University Sport Federation or theSport Administration Department of the Ministry of Education;
- Lack of human resources necessary to implement the plan;
- Lack of determination in implementation of the plan among senior executives of the Physical Education Organization;
- Not using surveys and scientific methods in the area of sports;
- Not using the full capacity of universities.

Moreover, according to the experts and managers of the Ministry of Education (i.e. the developers of the strategic plan), the barriers to implementation of the plan are:

- Devaluation of physical education and sport in the Ministry of Education;
- Lack of appropriate infrastructure;
- Mismatch between the current conditions of physical education and sports and the requirements of the plan;
- Disparity between the financial and human resources and the plan's missions;
- Insufficient budgets;
- Lack of familiarity of managers with the plan;
- Limited scope of the plan.

Therefore, it appears that implementation of the Strategic Plan for Development of Physical Education and Sport requires structural stability in the Ministry of Education and the Physical Education Organization, allocation of necessary financial resources for implementation of this plan, removing legal barriers, unity among relevant institutions, attention to strategic plans for development of sports and athletics by the Ministry of Education, greater cooperation among the staff managers of the Ministry of Education, commitment of the managers of the Ministry of Education to implementing the strategic plan, closer monitoring by the Physical Education Organization to ensure that the plan is properly implemented, increasing the budgets allocated to school and collegiate athletics, attracting the human resources necessary for implementing the plan, promoting the plan among managers to increase their knowledge of the specifics of the plan, and reviewing the strategic plan to broaden its scope commensurate with available financial and human resources.

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Structural Modeling of the Relationship between Emotional Creativity, Self-Efficacy And Academic Motivation Among Students

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ABSTRACT

The purpose of this study is to investigate the structural relationship between: emotional creativity, self-efficacy and academic motivation. The Statistical population included all third grade students in public schools Shabestar in the 2013 school year.For the statistical sample,380 students were selected. Data were collected through three standardized questionnaires: Averill (2005) emotional creativity, Scherer and et al (1982) self-efficacy and Vallerand›s (1992) academic motivation. Data analysis was performed using structural equation[5.20,22]The results

showed thatall parameters are acceptable in assumed model. About 12 percent of variance of self-efficacy variable was explained by emotional creativity construct. Also 25percent of variance in academic motivation construct was explained by the variables of self-efficacy and emotional creativity.
Keywords: emotional creativity, self- efficacy, academic motivation, structural equation modeling.

INTRODUCTION

In the field of education, a particular type of motivation, that is called Academic Motivation, has attracted the attention of educators and psychologists. Academic motivation means that person is active in environmental education for earning an academic degree [20]. One of the most important theories of academic motivation is self-determination theory (SDT) [11]. This theory explains dynamic, motivational, emotional and well-being needs of people in immediate social context[7]. In Deci and Ryan Model (1985) academic motivation process consists of three important components, namely intrinsic motivation, extrinsic motivation and a motivation.

Internal motivation refers to a motivation that students are doing their homework spontaneously. Without external rewards, doing one's homework is valuable and satisfying[18].External motivation refers to a motivation that individuals will perform for rewards and external encouragement. In other words, external motivation involves engaging in activities Which are a means for achieving other goals. Finally,a motivation describes the individuals whom do not receive any motivation for activities such as satisfaction, and internal and external incentivesAs a result, avoid doing activities [18].

Ryan and Deci research (2000) has shown people,with high achievement motivation to progress,preferdoing hard jobs over easier ones. than to easy assignments, andenjoyof challenging work, and homework. They have well-established and specific goals. They are diligent And they are accountable and take responsibility[18].

There are various factors which affect motivation and are dependent on the students' physical, social, cognitive, and emotional progression. It seems that emotional creativity, motivation, and Student's sense of self-efficacy to cope with educational problems are among those variable related with academic achievement

Creativity in the field of emotions or emotional creativity was presented by [6].He believes that emotions are form of social interaction, social norms and rules rather than the product of biological forces.And when these norms and rules change, Emotions change, as well [5].

Based on the thisfeature,Averill proposed possibility of emotional creativity. Creativity is emotional and cognitive component [5].argues that people with emotional creativity spend more time to understand emotions intuitively. Sternberg (2006) argues that creativity is not a one-dimensional concept[20].And he believes that multi-dimensional cognitive and emotional capabilities result in creativity. Pekrun (1992) suggests that emotions can influence the processes of internal and external motivation[17].

Having strong emotional reactions to the task, provides the expected signs for the success or failure. Pajarsand schunk(2002) argues that individuals with respect to the emotional signs of success and failureassess their efficiency level[15].

Stevens and et al (2004) believe that the interpretation ofself-efficacy on people is extended [21]. Human comprehension of self-efficacy, affectsthe patterns of thinking, motivation, performance and emotional arousal of people. According to Bandura, self-efficacy expectations plays vital role than other expectations in motivation and individuals'behavior [16].

Reviewing the related literature, it seems the relationship between academic motivation and emotional creativity has not been studied. Also about correlation self-efficacy with academic motivation, most studies have been conducted among students in higher age levels. Therefore, the purpose of this paper isto study through a model of structural relationships between components of emotional creativity and self-efficacy with academic motivation among high school students[22].

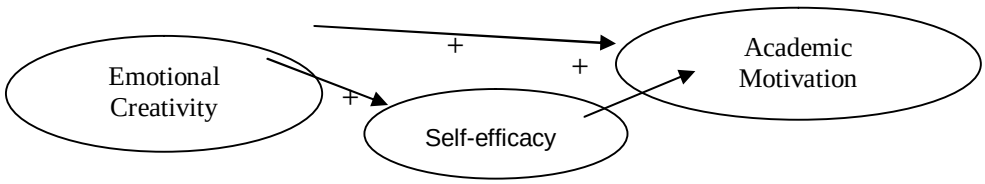


Figure 1: Conceptual Model of Research

Method

This study is kind of prediction and non-experimental causal among correlation researches. The statistical population of this study was includes all high school students in Shabestarin academic year of2013of

(n:281),(420 boys and 401 girls).From among them, 380 of girls and boys students were selected randomly using cluster sampling. Three standardized questionnaires were used for data collection; creativity emotional Averill (2005) and self-efficacy Sherrer and et al (1982) and academic motivation Vallerand (1992). To determine the reliability of measurement instruments in research,Cronbach's alpha Coefficients were usedand these coefficients obtained: Emotional Creativity (0.810)self-efficacy (0.805), intrinsic motivation (0.825), extrinsic motivation (0.831) anda motivation (0.769). The data collected were analyzed through the methods of descriptive statistics (mean, standard deviation, minimum, maximum and Pearson correlation coefficient) and using structural equation modeling[5,19].

Results

In the Table 1,descriptive indicators and the original variables of research are presented that including: Emotional creativity and its sub-components namely innovation, readiness and effectiveness, self-efficacy and sub-scales of academic motivation (intrinsic motivation, extrinsic motivation and a motivation).

Table 1: Descriptive indicators main variables of research

	Mean	Std. Deviation	Minimum	Maximum
Emotional Creativity	97.5508	14.16321	59.00	136.00
Novelty	45.7535	8.65690	22.00	68.00
Preparedness	23.4958	3.74902	10.00	34.00
Effectiveness	28.8968	5.24029	14.00	42.00
Self-efficacy	60.6554	8.74893	25.00	81.00
A motivation	8.7014	5.38375	4.00	28.00
intrinsic	57.7521	11.39633	25.00	82.00
extrinsic	65.7679	11.77905	19.00	84.00

	Emotional Creativity	Preparedness	Effectiveness	Novelty	Self-efficacy	intrinsic	extrinsic
Emotional- Creativity	1						
Preparedness	.781**						
Effectiveness	.810**	.480**					
Novelty	.745**	.353**	.396**				
Self-efficacy	.202**	.232**	.226**	.010			
intrinsic motivation	.337**	.367**	.269**	.151**	.326**		
extrinsic motivation	.254**	.276**	.156**	.163**	.123*	.597**	
A motivation	-.033	-.081	-.079	.086	-.309**	-.349**	-.201**

Table 2: Matrix of correlations between variables of the structural model

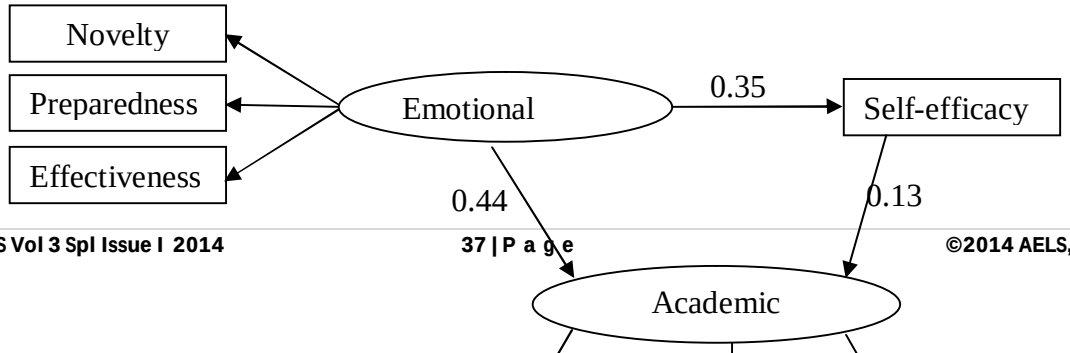
* p< 0.05 level (2-tailed) ** p<0.01 (2-tailed)

The following correlation matrix is correlation between variables indicative of the structural model is presented.

As can be seen in the above model emotional creativity structure 0.44 effect on academic motivation directly also this structure 0.35 effect on self-efficacy. Also self-efficacy variable has effect on academic motivation directly(0.13).In the following table the initial model parameters and final of study is presented.

Table 3: Initial and final structural model of the fitness indicators

Indices Fitness	(χ^2)	df	/df$^2\chi$	PMR	RMSEA (90% CI)	CFI	NFI	IFI	TLI	GFI	AGFI
Model Initial structure	158.303	41	3.86	0.071	0.091 (.077; .107)	0.907	0.880	0.908	0.876	0.921	0.873
Modelfinal structure	114.62	38	3.01	0.071	0.077 (.061 ; .093)	0.939	0.913	0.940	0.912	0.941	0.898



In Table 3 Initial and final model indices of study is presented for comparison. The main difference, the basic model, and the final modelthis is based on the model modification indices, three covariance was added in the final model, and it improves the fit indices. Based on the above table, the chi-square (χ^2)equal to 114.62 and a significant amount of degrees of freedomequal to 0.001and 38 and the degrees of freedom of the chi-square, 3.01, respectively.

The chi-square (χ^2) model,is in level, 0.001and this shows that there is no model of fittingbut considering the chi-square (χ^2) is influenced by sample sizestronglyand in the larger amount of the samples size, such as sample size in this study, it becomes meaningful, always. Thus, with the desirability of other indicators, this does not matter. The researchers believe that if the ratio of chi-square to degrees of freedom (χ^2/df) be less than 5, or 3, indicates the model fitting [14,12]. As it is seen, the value of this index for the given model is located in the desired range (equal to 3). Also the researchers of the field SEM believe that amount of indices GFI and AGFI, higher than 0.90is appropriateand RMSEA index value between 0.05to 0.08is acceptable, values between 0.08to 0.10 to fit the medium and higher values of 0.10low fit of the model are considered (Ho, 2006) as the acceptable range [13].

DISCUSSION

This study aimed atinvestigating the structural relationships between three constructs emotional creativity, efficacy and academic motivation , and it was conducted in the form of a model. The results showed that the model assumes fit perfect experimental data of research,completely. Bandura believes that self-efficacy expectations, has more critical role in motivation and behavior of person than other expectations[16]. According to Stevens and et al (2004) human perceptionofself –efficacyaffects patterns of thinking, motivation, performance and emotional arousal of the individual [21].

On the other hand, Pekrun (1992) suggests that emotions can influence the processes of internal and external motivation, whichmeansthat having strong emotional reactions to one's dutyprovides signs for success or failure.Pajars (2002) believes that individuals could assesstheir efficiency level considering the emotional signs of success and failure. It can be seen after over viewing, it can be concluded that these findings are consistent with the theoretical bases of this study[17,15].

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