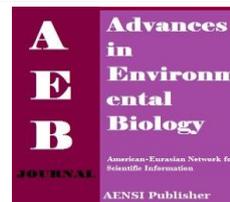




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# Structural Analysis of the Educational Books of Sports Organization Management in Persian Language

<sup>1</sup>Maryam Rahmani and <sup>2</sup>Hamid Ghassemi

<sup>1</sup>Department of Sport Sciences, Takestan branch, Islamic Azad University, Takestan, Iran

<sup>2</sup>Assistant Professor in Payam Noor University

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### ABSTRACT

The purpose of present study was to analyze the structure of sports management and organization textbooks based on the attitudes of physical education professors and students in Iran. There were 15 textbooks about sports management and organization. Five textbooks were selected through purposive sampling. The instrument composed of a structured questionnaire and coding sheet. Validity was confirmed by 10 professors and Cronbach  $\alpha$  reported the questionnaire reliable (0.95). Objectivity of coding sheet was measured by Kendall's coefficient of concordance which concordance the coefficient of 4 encoders was 0.62. Descriptive statistics (mean and standard deviation) and inferential statistics (Kendall's coefficient of concordance, Chi square, independent t-test, Friedman test) analyzed the data through SPSS18. Results showed that coordination of number of pages in each chapter, clarity of chapter summary, quality of review questions, and clarity of chapter introduction in the textbooks did not have significantly different levels through attitudes of encoders. However, conformity of the courses had different levels. There was no significant difference between opinions of students and professors about the dimensions of textbook structure assessment. Students and professors prioritized the coincidence of structural dimensions in the textbooks as follows; conformity of the courses, glossary, clarity of chapter introduction, clarity of educational purposes, coordination of number of pages in each chapter, clarity of chapter summary, and quality of review questions. Overall, it is suggested to the authors to consider the structure of sports management and organization textbooks in the writing textbooks to satisfy professors and students.

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## INTRODUCTION

Since previous centuries, the book has been a prominent instrument to transfer science and knowledge between individuals and civilizations. Worldwide experience declares where a civilization is developed, thoughts and culture have been grown. Books are significant to discover traces of civilizations. In spite of several mass media, book has a brilliant role in the society [12]. Educational textbooks are the most important books which should be analyzed.

Content analysis of books is one of the common approaches in the research. Content analysis clarifies relations systematically, objectively and quantitatively to measure variables [13]. Focused on education, it compares content of textbooks in comparison with educational purposes [17]. This approach analyzes concepts, principles, attitudes, beliefs, and all components in the structure of book. Latent and obvious tendencies and partialities can be discovered through content analysis [10]. Structural content maintains a dimension of content. Structure of book influences the study. Well structured contexts with proper marks develop conceptualization, reminding and application of their information. But, several theories embedded in the context make it complicated to study. Comprehension is dependent on number of topics and words. Contexts with many vague vocabularies are time consuming to study and it is difficult to remind them [17].

Ghassemi, and Kashkar studies attitudes of customers about sports e-books and websites selling e-book. Websites are not considerably paid attention by the customers. Customers are not informed well by websites. Moreover, websites conducted inappropriate selling service and delivery. But, publications and booksellers are satisfied with website service more than customers. Publications criticized lack of on-time informing about new published books. Although a few customers use e-books, they believe the popularity of e-books in the future. Customers predict an occupational crisis for publications and booksellers along with development of e-books

**Corresponding Author:** Maryam Rahmani, Department of physical education, Tehran branch, Payam-e-Noor University, Tehran, Iran.  
Tel: +989128825475. E-mail: [maryamrahmani21@yahoo.com](mailto:maryamrahmani21@yahoo.com).

but publications and booksellers disagree with this idea. Ghassemi, Keshkar and Moosavi examined the compatibility between sports book publication and requirements of visitors in the book fair. They found that quality of design and price in physical education books did not differ from non-physical education books through attitudes of customers. However, fame of publication brand and scientific setting of book authors in physical education differed from non-physical education books. Customers evaluate the characteristics of current books unfavorably. They expect the quality development of books. They insist on writing books by the expertise, publishing by publication with up to date standards, and putting price in compatible with purchasing power and book content. Customers are not satisfied about informing of new published books.

Hashemi, Hemmati, and Kazemi investigated content analysis of socio-economic skills textbook based on readability for mentally retarded students in first year of pre-advanced grade through readability techniques (cloze procedure, test items, picture captions) and views of their teachers of present course. Readability of context was at the educational level. Pictures were clear and test items were set well. Teachers believed that the context, picture, and test items of textbook were designed well. Farajollahi and poorshoghi did a study about content of academic textbook entitled foundations of educational technology. Educational and behavioral purposes were planned well. Although the textbook was written well generally, contexts were not interesting. Timetable of study was not made well but it conducted good review questions. Noorian conducted a research about content analysis of Persian textbook in elementary school in Iran. Reading and writing learning was not adjusted well based on educational objectives. Arzi studied the indexes of evaluation and critique of academic books. The indexes were content, language, structure, and appearance. Arik, and Kezer analyzed the content of the principles books in the field of measurement and evaluation published in Turkey and in the world for ten previous years. Turkish books were focused on introducing subjects. Foreign books conducted technical discussions in context and title. Practical knowledge is considered as a complement for theoretical knowledge.

There is not any study in the country to cover the content analysis of physical education textbooks. It is prominent to analyze physical education textbooks for this field emphasizes mental and physical dimensions of human body. Sports management and organization textbook is one of basic books in sports management and planning as one principle of physical education guiding principles of organizing, planning, and managing in sports organizations [7]. Content, structure, and appearance influence students to study a book. So, the present study was conducted to analyze the structure of sports management and organization textbooks based on the attitudes of physical education professors and students in Iran.

## MATERIALS AND METHODS

It was a descriptive survey. There were 15 textbooks about sports management and organization for content analysis. Five textbooks were selected through purposive sampling. Population for polling composed of professors, students, and publishers who taught, studied and published book of sports management and organization respectively. The sample was selected randomly. The instrument composed of a structured questionnaire and coding sheet. Participants responded to seven-item questionnaire using a 5-point Likert Scale ranging from 1 (weak) to 5 (strong). Coding sheet included 15 items. Validity was confirmed by 10 professors and Cronbach  $\alpha$  reported the questionnaire reliable (0.95). Objectivity of coding sheet was measured by Kendall's coefficient of concordance which concordance the coefficient of 4 encoders was 0.62. Descriptive statistics (mean and standard deviation) and inferential statistics (Kendall's coefficient of concordance, Chi square, independent t-test, Friedman test) analyzed the data through SPSS18.

### Results:

Table 1 presented that coordination of number of pages in each chapter, clarity of chapter summary, quality of review questions, and clarity of chapter introduction in the textbooks did not have significantly different levels through attitudes of encoders. However, conformity of the courses had different levels.

**Table 1:** Structural dimensions of books.

Scale	Level	frequency	percentage
number of pages in each chapter	Fewer than 20	5	33.3
	15 to 30	5	33.3
	others	5	33.3
chapter introduction	Is	8	53.3
	is not	7	46.7
chapter summary	Is	5	33.3
	is not	10	76.6
review questions	Is	8	53.3
	is not	7	46.7
conformity of the courses	Is	13	86.7
	is not	2	13.3

Table 2 shows that professors believed that glossary, review questions, and conformity of the courses were strongly adjusted in the textbooks in comparison with other structural dimensions. According to students' point of views, glossary, well adjusted structural dimensions were review questions, and clarity of educational purposes.

**Table 2:** Structural dimensions through attitudes of professors and students.

Structure	professors		Students	
	M	SD	M	SD
Glossary	3.60	0.894	3.21	.957
clarity of educational purposes	2.80	1.095	3.17	0.979
review questions	3.60	1.673	2.55	1.197
chapter summary	1.60	1.342	2.80	1.212
chapter introduction	2.80	1.095	3.14	1.111
coordination of number of pages in each chapter	3.20	0.837	3.07	1.153
conformity of the courses	3.60	.548	3.29	0.964

As presented in table 3, there was no significant difference between opinions of students and professors about the dimensions of textbook structure assessment.

**Table 3:** Opinions of students and professors about the dimensions of textbook structure.

	students		professors		t-test		
	M	SD	M	SD	t	DF	p
structure	3.03	0.70	3.03	0.79	0.007	151	0.99

As demonstrated in table 4, there is difference between structural dimensions. Table 5 shows that students and professors prioritized the coincidence of structural dimensions in the textbooks as follows; conformity of the courses, glossary, clarity of chapter introduction, clarity of educational purposes, coordination of number of pages in each chapter, clarity of chapter summary, and quality of review questions.

**Table 4:** Friedman Test Output.

structure	$\chi^2$	Df	p
		59.47	6

**Table 5:** Prioritization of structural dimensions.

Structure	Mean rank	Rank
Glossary	4.30	2
clarity of educational purposes	4.18	4
review questions	3.17	7
chapter summary	3.52	6
chapter introduction	4.19	3
coordination of number of pages in each chapter	4.08	5
conformity of the courses	4.56	1

Overall, Sajadi's textbook was the best structured one among other authors' according to polling as observed in table 6.

**Table 6:** Mean of structural dimensions in five selected textbooks.

author structure	Sajadi	Hamidi	Farahani	Farahani & Keshavarz	Elahi & Khosravi
glossary	3.58	2.88	2.89	3	3.82
clarity of educational purposes	3.62	2.68	2.82	3.21	3.58
review questions	3.19	2.6	2.18	2.88	2.42
chapter summary	3	2.64	2.58	2.83	2.85
chapter introduction	3.27	2.88	3.07	3.54	2.97
coordination of number of pages in each chapter	3.77	2.84	2.49	3.13	3.45
conformity of the courses	3.54	3.36	2.91	3.21	3.67

### Discussion and Conclusion:

The results of coding shows that structural district on numbers of pages, introduction and abstract, evaluation questions didn't have meaningful difference. There was a meaningful relation in topic adaptation. The content of book should not be unusual. If the book is very large it can not be studied in different situations. It should be matched the number of pages with the content of book and lesson. We can say it is proper about one page for per unit on average. Seif says text or content includes several parts and every part includes several sections. Every section consists of difference parts. First parts consist of learning goals or behavioral goals. It is important representing behavioral goal at the head of section because it helps learner select the type of activity and efforts. Next part of section is introduction. Introduction includes several line or

utmost two pages of main text. Introduction is the entry to main discussion. Main text is next to introduction and explains the subject that the writer wants to convey. Armand says that final part of every section includes summary and self testing. Summary and conclusion is setting in short in one or two pages for better organizing the text by student and comes apart from main text. It should be remarkable that summary gives main points of the text and it should not contain the subjects that they have not discussed in the text. Nasr, Jamali Zavare and Armand express that questions in self testing should be related to text subject and this constitute another part of section.

The final questions are divided to several groups: 1-questions that student can respond to with refer to special parts of text. 2-questions that student should refer to several parts of the text to respond them. 3-questions that student should understand general meaning and concept of the text to respond them. These questions are conceptual and analytical and are set in analysis level of structure and evaluation at the science division. It hasn't remarked to introduction, summary, evaluation questions and number of pages in managerial books. This observations are different from the results of researches of Amani Tehrani and Armand and rabiee. Writers in sportive management books, have written one section in large amount and another section in summary and superficially and or they expressed important subjects in summary that this indicate writer interesting or dominance to a special managerial subject. It also hasn't use or is used slightly from introduction and summary and evaluation questions in management books and this is why they are imperfect that it is because for writers these subjects are unimportant and perhaps it is because of small amounts of subject in another books that writers didn't need to write this subjects, whereas student need them.

For teachers, most average get in structural circle is related to three subject include lexicon, evaluation questions quality and adopting topics of book with instructional purposes and there are the subjects include harmonization of number of pages in per section, clear introduction, clear instructional purpose, and clear summary in the next class.

Lexicon comes to text in two parts: one at the end of book or at the end of section and once in subscript. These words are written in the text in Persian and are written in subscript or at the end of section in English. Regarding to our books are academic and their authors have taught at universities for years; they know students information and desirable words level for teachers.

It is shown in research that Latin equivalents are explained well in lexicon and scientific concepts and key words are brought in lexicon perfectly. Evaluation questions that are at the end of sections also are in desirable position than other structural kinds. These questions help student to confirm learned concept. Teachers believe that these questions introduce sections well and student responding to them can learn the section. Because authors of management of sport organizations books taught relational lessons relevant to science ministry topics in universities for years, they know instructional needs and topics and keep them in writing the book. Therefore teachers believed that topics of book were adopted with instructional purposes. However, it seems teachers have to teach the subjects fast and in a limit time because of large amounts of subject, and this problem make student study superficially and memorize the lessons. Teachers also believe introductions haven't included key concepts that student should know. Even introduction is deleted in some books that this problem may make student amazed in early study. Summary is a glance to important subjects in text and results of the sections. For teachers also instructional purposes are not in desirable level and regarding to updating sport science it seems these goals are changing until they can prepare students new needs. For students also adaptation of topics of book with instructional purposes and status of lexicon are at first and second rank and it seems these two subjects were noticeable in sport organizations management books. However, students believed that quality of evaluation questions was not in high level and this indicate that students believe these question are not the kind that responding to them indicate learning lesson. Perhaps its main reason is that students believe that teachers don't use these questions to evaluate at the end of term and not using these question in final and midterm exams has lead to this results. Moreover, the subject of clarity and explicitness of instructional goals, clarity of introduction, harmonization of number of pages in every section and clarity of summary also are ranked at the end. For teachers these four subjects were in low level and emphasis of students to this low level is an emphasis for its defect. Teachers and student opinions altogether and the results of observations in table 4 indicated that the subjects of adaptation of topics of book with instructional goals, status of lexicon, clarity of introduction, clarity and explicitness of instructional goals, harmonization of number of pages in every section, clarity of summary and quality of evaluation questions are in first to seventh rank respectively.

Finding also indicated that there is not meaningful difference between teachers and students opinions in different subjects and both teachers and students have similar opinion about structural status of sport organizations management books. There are several theories. First, these teachers were not knowledgeable and the scientific level of them was like BA students of physical education. Second, physical education students had high scientific level and their scientific level was like teachers that taught lesson of management of sport organizations. Regarding to this that these teachers had MA in sport management it seems they have analogous scientific differences with BA student of physical education. Therefore both theories are not powerful. However there is a third theory that is more real. It seems it doesn't need more science to recognize of structural status of

books; as a BA student of physical education should have enough scientific capability for having idea and it don't have influence increasing scientific level on it. However, designing, alignment and codifying a text as text book is a hard and intricate skill. In writing and codifying textbook, writer should notice to different factors and using different methods increase text quality. Undoubtedly, it should be remarkable different factors in textbook quality and more important of them is noticing to points that should be regard to in designing and codifying content and text. And because of more regarding to standards of structural base, these books are in first rank. Academic textbook is one of more important learning references and resource to learn \_instruct for students in super instruction system of state, because textbooks as resources of different academic field have important role in providing pedagogical instructional purposes of super instructional system. Moreover, academic textbook can play its role when it be designed and codified on bases of scientific principles, because learning from textbook is a function of text design features for students.

Totally, different features of structural context as introduction, summary, lexicon and ... influence to learning due textbooks reading. Finally regarding to average or even low scoring of coder, teachers and students to structural status of management of sport organization books, it is recommended to authors of sport organization management books in market and the authors that are going to write about these subjects to notice to structural base of these books to satisfy teachers and students.

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