

THE EFFICACY OF PHYSICAL EDUCATION AND SPORTS IN SECONDARY SCHOOLS: A REVIEW.

Avinash Vitthalrao Kharat

Sant Bhagwanbaba Kala Mahavidyalaya, Sindkhed Raja, Buldhana, Maharashtra, India

Akharat990@gmail.com

[Received-02/01/2013, Published-15/02/2013]

ABSTRACT:

This article is regarding the efficacy of Physical Education and Sports in Secondary Schools and its Objective. The roles of government in this issue are also elaborated in this paper. In physical education classes, children should have an opportunity to participate in equal ability group so that they have a chance to exhibit their talent. Important is to understand how best we can achieve mutual benefit and how efficiently we can achieve the objectives of general education. At the last of article it is focused on recasting the existing education programmes

BACKGROUND

I. Role of Physical education and sports:

Every education commission has recognized the importance of physical education and emphasis the educational goal of development of child.

Bucher defines physical education as “an integral part of the total education process a field of Endeavour that has as its aim the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities that have been selected with a view to realize these outcomes. [6, 9] The word ‘physical’ refers to the body characteristics such as physical strength, physical development, physical health and physical appearance. Thus physical education refers to the process of education that goes on in the school through all activities in the

development and maintenance of the individual body. There is a growing awareness and insists that boys and girls, during their school years be given opportunities to obtain useful and positive information to success in the school. A programme of health training instruction should be familiarly connected with other school activities, which have health content and health relations because activities in sport and games are the means of achieving health training. In physical education classes, children should have an opportunity to participate in identical ability group so that they have a chance to exhibit their talent. The vast development of motor qualities is an asset to a sportsman for the athletic success. In 11 – 14 years of age group the motor qualities

can be developed very fast. The development and refinement of performance in motor activities is one of the major developmental tasks of childhood. According to Robert M Malina all normal children have potentials to develop and learn a variety of fundamental and special motor activities since such activities are an integral part of their behavioral repertoire. [28] As referred in physical training instruction manual it is given that Cardio-respiratory endurance is characterized by moderate contractions of large muscle groups for relatively longer periods of time, during which maximum adjustments of the cardio respiratory systems are necessary as in sustained running, swimming, bicycling and also the Cardio-respiratory endurance involves the efficiency of such elements as the heart and lungs, the vessels supplying the blood to all parts of the body, the oxygen carrying capacity of that blood and the capillary system receiving that blood. Letter Moser studied certain cardio-respiratory changes on two physical education classes of grade seven of equal physical fitness. One of the classes ran 880 yards daily in addition to normal programme of physical education whereas other class served as the control. The experimental group improved significantly in 600 yard run walk and Kasch pulse recovery test.

Mookharjee in his study found that a regular programme of swimming of 15 weeks duration significantly improved Cardio-pulmonary dynamic index of swimmers. Certain physical fitness tests are available like Partick Ross Cobb had constructed a motor fitness test battery for girls in lower elementary grades. The items included in this test were Clarke's strength composite, Micloy's endurance ratio, leg extension and flexion, well's sit and reach, Dodging run, bass length wire stick balance, and vertical jump. And Glover had developed a physical fitness test for the primary grade children. The items of the test were a. standing broad jump b. 400 feet shuttle run c. sit ups and d. seal crawl.

II. Role of Indian Government for Physical Education:

The central government has been advising state government to arrange special accent on preservation and development of play-field, indeed, the backbone of the sports promotional programmed. The importance of participating in sports and physical education activities for good health, a high degree of physical fitness, increase an individual efficiency and also its value as a means of beneficial activity promoting social agreement and discipline, is recognized in the sports policy adopted by the government of India. [11, 19, 31] The policy speaks of promoting and developing traditional and modern games and sports and also yoga, by providing the necessary facilities and infrastructure on a large scale and by inculcating sports consciousness among the youth and masses and physical education activities, the nation is made healthy, fit and strong. [2, 3] The national policy on education has clearly stated that sports and physical education are an integral part of learning process and will be included in the evaluation of performance that the nationwide infrastructure for physical education. [4,5,34] Also the state and central governments should be educated to give preference and positive considerations to those students who undergo physical educations as a subject or course of study in matters of education and employment.

- **Criteria of a Sports School:**

The sports school most provides all the standards of equipment and facilities depending upon the needs of various age groups. When one deals with children it must be strictly according to the specification otherwise it may do much harm to the children. Doctor's services are needed not only for treatment of diseases, injuries etc. but also for selection of candidates too. The candidates for admission must be examined by well-qualified specialists. Generally, the

admission requirements are only good health and good academic grade in schools. If the selection is made for the 10 – 11 years of age groups, it must be purely on the basis of health. However, some of the candidates may be admitted conditionally and for 2 – 3 months trial lessons can be given under close observation before their admission is confirmed.

III. Objective of the efficacy Physical Education and Sports in Secondary Schools:

The objective of the present review is to assess the development of physical education and sports in the secondary school. To evaluate the physical education intramural sports competition to assess the development of physical education in the school.

No doubt physical education comes as a handy-means in this respect and helps the child to interpret and manipulate the external world, offers an educational dimension to the activity and tries to bridge up the gap between school and physical world but one thing is definite, that the gap between physical education and general education is getting reduced to the benefit of both [15, 17, 36]. The National Education Association (1918) set forth Cardinal Principles of Secondary Education which include the following seven objectives; health, command of fundamental process, worthy home membership, vocation, citizenship, worthy use of leisure time and ethical character. In this respect physical education aims not only in teaching physical activities but in achieving the goals of general education through activities.

Our schools have to make physical education a truly integral subject of school curriculum. This requires two conditions to be fulfilled; they should meet the various technical requirements of physical education and secondly, they should given special importance to the subject so as to make it acceptable to the pupil on par with other school subjects. This can be done only when we

have evolved a sound philosophy and a scientific attitude along with humility indicative of to be corrected in necessary, and desire to adjust and adopt our work to suit the needs and interest of the students. Besides, to render physical education, to plan, organize, conduct and work effectively, good leadership and wise follower-ship are required. Mostly time given to physical education in a school goes under the name of tool consisting of two or three periods at lower levels but as the student moves towards higher classes physical education rarely finds a place in the time-table probably under the excuse of examination preparation. The present conditions seem to be quite conducive for such a dialogue and we have to take the best advantages of changing attitudes in the educators and administrators. The essential prerequisite for such a dialogue, of course, is a positive self-concept along with mutual respect and regard for each other. What is more Education as a dynamic force of improvement and development has to take into confidence various areas of special interest like Health Education, Recreation, Physical Education, Work Experience, Movement Education, Fine Arts etc., and coordinate the forces in order to give meaning and objective to its activities.[6,19, 20]

III. Conclusion:

At present, physical education is not given an educational orientation as such; this is because of the emphasis given to the recreational aspects rather than to the educational aspects. We have to look at the physical education from the educational perspectives because it has a direct impact in the teaching-learning process and organizational and administrative aspects. In general it is found that The problem in the present day school is that the classroom teachers do not undertake physical education programmes and physical education teachers do not participate in classroom teaching and other curricular programmes with the result that wide gap exists

between classroom and play fields. Also the state and central governments should be educated to give preference and positive considerations to those students who undergo physical educations as a subject or course of study in matters of education and employment

IV. References:

1. Agyajit Singh: (1995) '*Personality Traits of Top Level Indian Sportsmen of Individual and Team Games,*' NIS Scientific Journal, Vol. 13. 2:45-50.
2. Agyajit Singh (1986). '*Psychological Characteristics of Top Level Indian Sportsmen,*' Sports Sciences, Health, Fitness and Performance, Patiala. pp. 50.
3. Alderman, A.B.: '*Psychological Behavior in Sports,*' W.B. Saunders Company, Philadelphia, pp. 212-220. (1974).
4. Bhishamraj Bam: '*Marg Yashacha,*' Jyoti Offset, 14- Wadala Udyog Bhavan, Wadala, Mumbai, pp.4-18. (1998).
5. Bryant J. Cratty, '*Psychology in Contemporary Sport,*' Prentice Hall, Engle Wood Cliffs, New Jersey, (1989).
6. Charles A Bucher, March L Krotee by Management Of Physical Education And Sport
7. Colleen Hall Chisholm: '*Personality Traits of Successful Female Gymnasts,*' San Jose State University, (1985).
8. Deniel Golman: '*Emotional Intelligence*'
9. G.S. Bawa: '*Fundamentals of Men Gymnastics,*' Delhi Prakashan, New Delhi. (1980).
10. Gerald George and Joseph L. Massimo: '*Psychology and Gymnasts, the Magic of Gymnastics,*' Santa Monica, Calif, Sound by Publications, pp.31 (1970).
11. Gurdayal Singh, Gopal Garg and Kalpana Debnath: (1993). '*A Comparative Study of Personality, Characteristics of National Women Gymnasts and Non-Sportswomen,*' NIS Scientific Journal, Vol. 10, 3:7-11
12. H.A. Harris: '*Greek Athlete and Athletics,*' Hutchinson Co., London (1964).
13. Harris B. & Harris D.: '*The Athlete's Guide to Sports Psychology, Mental Skills for Physical People,*' New York, Leisure Press. (1984).
14. J. Sturt Horsfall, A. Craig Fisher and Harold H. Morris: '*Sports Personality Assessment,*' A Methodological Re-Examination, p. 163.
15. James R. Brown, David B. Wardle: '*Teaching and Coaching Gymnastics for Men and Women,*' John Wiley and Sons, (1980).
16. James, R. Brown and David B. Wardell: '*Teaching and Coaching Gymnastics,*' John Wiley and Sons, INC, pp. 3-4. (1980).
17. Jaspers K.: '*General Psychopathology,*' Manchester University Press, Manchester England, pp. 428 (1963).
18. Joshi M.S.: '*The Contribution and Achievements of Marathwada, division of maharashtra state in india District Gymnastics Association of Junior and Senior Gymnasts,*' Unpublished Master's Thesis: pp.10-14. (1996).
19. Kote S.M., Kamble D.R. and Joshi M.S. (2006). '*Principles and History of Physical Education,*' Chhaya Publishing House, Marathwada, division of Maharashtra state in India. pp.25-30
20. Lawrence A. Pervin: '*Personality – Theory and Research,*' John Wiley and Sons Inc. New York, pp. 311-312. (1989).
21. MADDI, S.R.: '*Personality Theories – A Comparative Analysis,*' Dersey Press, Home Wood, III. p. 9 (1967). Edition. (1976).
22. Oka, N.: '*The Road from Athens to Los Angeles,*' Tokyo, Gyose, pp. 49-57. (1985).
23. Orlick and Partington: '*Mental Training Program for Gymnastic Talent,*' Chapter, I, p.2. (1986).
24. R.B. Alderman, '*Psychological behavior in sports,*' W.B. Saunders Company, Philadelphia, p. 24. (1974)
25. Ramchandra P. Parnerkar: '*Abhinav Abhang,*' Jeevan Kala Mandal, Nagpur, p. 10 (1967).
26. Raymond M. Nakamura: '*The Power of Positive Coaching,*' Jones and Bartlett Publishers, London U.K. (1996).
27. Richard M. Suinn: '*Psychology in Sports, Methods and Applications,*' Surjeet Publications, Kamal Nagar, Delhi. INDIA. (1982).
28. Robert M Malina (2004) Motor Development during Infancy and Early Childhood: Overview and Suggested Directions for Research, International Journal of Sport and Health Science Vol.2, 50-66

29. Ronald Forgas and Bernard H. Shulman: 'Personality – A Cognitive View,' Prentice Hall. Inc. Engle Wood Cliffs, N.J., USA. Pp.494-497. (1979).
30. Shirotanka: 'Senshu' University Tokyo, pp. 45-57.
31. Sullivan, H.S. (1953): 'An Inter Personal Theory of Psychiatry,' Norton, New York. pp.111.
32. Swami Ramsukhdas: (2003). 'Gita Darpan,' Gita Press, Gorakhpur,
33. Thomas, J. Decarla: (1978). 'Hand Book of Progressive Gymnasitcs,' Englewood Cliffs, N.J. Prentish – Hall, p.202.
34. Vaidehi Khadilkar: (2005). 'Amrut', Diwali Visheshank' pp. 201-211.
35. Walter Kroll and William Crenshaw: (1968). 'Multivariate Personality Profile Analysis of Four Athletic Groups,' II International Congress of Sports Psychology – Washington, D.C.
36. Xia-Haoran: (1984). 'The Chinese Gymnastics Team in China and the Olympics,' pp. 66-71