



ROLE OF PHYSICAL EDUCATION IN THE EFFECTIVENESS OF PHYSICAL FITNESS

Yogananda B M, Research Scholar, Dept. of Physical Education, Himalayan Garhwal University

Dr. Anuj Kumar, Associate Professor, Dept. of Physical Education, Himalayan Garhwal University

ABSTRACT

The foundation of sports education, also known as physical education, is laid in school. Sports education is a curriculum and instruction paradigm for delivering physical education programmes to students in upper elementary, middle school, and high school. Its goal is to deliver authentic and entertaining sporting experiences to children and youth. Sports education is usually a good complement to academic learning because it helps pupils develop their complete personalities. A good sportsman is one who learns to follow the game's regulations. Leadership, discipline, sharing, teamwork, honesty, team spirit, tolerance, and many other qualities are instilled in pupils through sports. With the passage of time, we notice that most schools recognise that education is more than simply academics, and that sports play an important role in a child's holistic development. Professional coaches are being hired at schools and colleges. Sports education is given dedicated time, and parents have begun to get involved by pushing their children to participate in sports outside of school.

KEY WORDS: Physical Education, Effectiveness, Physical Fitness, Students, school.

INTRODUCTION

PHYSICAL EDUCATION AND YOUTH

College students are generally expected to be intellectually brilliant, emotionally secure, physically fit, and spiritually sound. This need can be met through physical education. As an integral aspect of General Education, Physical Education plays a critical function. Its goal is to enable a person to live an enhanced and abundant life in a constantly changing world. Physical

education activities and sports, according to the Education Commission (1964-66), contribute not only to physical fitness and health, but also to physical efficiency, mental alertness, and the development of certain qualities such as perseverance, team spirit, and many other values associated with life processes and high achievements. The psychoanalytic and psychotherapy concerns related with physical activity have received a lot of attention in the last two decades. In relation to the rising prevalence of mental illnesses in society and the impact of physical activity on these illnesses. Physical education has a unique responsibility to prepare youth for jobs and other socially beneficial activities. It adds to a person's development by allowing them to engage in organised physical activities. Children are inherently active, and physical education offers them with a fun approach to further their growth.

PHYSICAL EDUCATION AND PHYSICAL FITNESS

One of the most significant advantages of physical activity is that it aids in the improvement of physical fitness. Fitness is a condition of health that allows people to go about their everyday lives with vigour, engage in a variety of physical activities, and lower their chance of developing health problems. Every game requires us to run a short or long distance while playing, and all of our body parts are trained, improving our strength, endurance, speed, flexibility, and neuromuscular co-ordination, all of which assist us to improve our fitness just by participating in games and sports. A person's fitness level can be maintained by participating in sports on a regular basis. His or her fitness level would suffer if he or she does not participate in games and sports on a regular basis.

Increased physical activity among children and teens is one of the most vehement suggestions in the report from several federal and health promotion bodies. Physical inactivity has far-reaching negative health implications. Sedentary persons are more likely to have obesity, high blood glucose, high blood pressure, and high blood lipids. Chronic diseases such as cardiovascular disease, cancer, type 2 diabetes, and hypertension are all increased by these issues. Indeed, there is a link between living a physically active lifestyle and maintaining long-term health. Unhealthy



behaviours can take years to manifest clinically, but there is reason to assume that encouraging students to get active early in life can lay a strong basis for lifetime physical exercise.

THE PHYSICAL EDUCATION & SPORTS SCIENCE

Physical Science is one of the rapidly expanding academic subjects in our education stream, and a significant number of institutes offer a variety of teacher education programmes focusing in Physical Education and Sports competency and expertise in teaching Physical Education as a key subject. SOPES is dedicated to preparing its teachers to be well-prepared practitioners in the fields of physical education, sport science, and sport pedagogy. We instil and infuse the proper attitudes and values in our trainee instructors by providing them with the most up-to-date knowledge. The school's objective is to thrive in research and become leaders in physical education and sports, in addition to providing excellent professional preparation. The fundamental goal of establishing a Bachelor of Physical Education programme is to raise the standard of physical education and sports education, as well as to develop the greatest leaders possible to help our society become physically healthy, psychologically strong, socially dedicated, and professionally active. Physical education is a unique discipline that is included in school/college curricula since it is the only programme that allows students to master motor skills, improve fitness, and obtain a better awareness of the advantages of physical activity.

PHYSICAL EDUCATION IN INDIA

Physical education in India has gotten a lot of attention and is generating a lot of revenue. With an interdisciplinary perspective, it focuses on all fields of science that connect to physical knowledge and skills to an individual or a group, as well as how to use these abilities and achieve the desired objectives. It is possible that we are incorrect in claiming that physical education is not a part of a country's educational process. It must be considered when the government formulates educational policy and legislation.

India must continue to move and exercise in order to remain healthy and fit. Most physical education instructors fail to see that physical education is more than just physical fitness

activities; it is also about participating in an organized sport while learning about the sport and its health benefits. A physical trainer's employment entails teaching, directing, and leading various fitness activities for individuals or groups, as well as delivering physical training classes. It's all about combining movement, challenge, health, mobility, stamina, and control and body abilities into your daily routine.

Physical Education is possibly the only area of education in India that has not received adequate attention. That is most likely owing to our satisfaction with what the British have given us, with no real attempts on our part to design any meaningful and far-reaching Physical Education program specifically tailored to our circumstances. We've always emphasized the intellectual aspects, with the physical one being the most important.

undisturbed to a large extent As a result, a growing number of Indians are ignoring their bodies, for whom Physical Education is akin to physical training, and whose physical fitness is not as good as it should be, and who are becoming soft.

One of the main goals of any Physical Education activity is to maintain and improve the health of the students in our schools and colleges, and the school has the responsibility to ensure that all students achieve and maintain optimum health, not only morally, but also because the educational experience will be much more meaningful if optimum health is present.

As a result, education and health and medical authorities have long recognized the need for a Director Physical Education program in the school curriculum. The foundation of proper habits, attitudes, and appreciations toward all physical activities, including play, is implied and desirable citizenship traits acquired during the formative and rapidly growing period of elementary school-age, so that in adulthood he will be equipped with the knowledge, sound thinking processes, physical stamina, and emotional maturity to live effectively in an ever-changing and highly complex society. In this regard, instructors have a significant role to play in effectively responding to the situation.



RESEARCH METHODOLOGY

The goal of this research is to see how physical education and sports affect the personality development of graduate students. Both quantitative and qualitative research methods will be employed to accomplish this. The research was mostly conducted using a triangulation mixed method methodology.

Participants of the Study:

Graduate students who have participated in athletic activities are eligible to participate in the study.

Population and Sampling Techniques:

The population of this study consists of 400 graduate level students from connected institutions of Dr. Babasaheb Ambedkar Marathwada University who participate in various sports activities organized at the colleges. The sample population is limited to the Marathwada districts of Aurangabad, Jalna, Beed, and Osmanabad.

Data Collection Instruments:

The types of instruments to be utilized are crucial for obtaining valid information from research participants. As a result, the questionnaire and interview have been identified as important study instruments.

Questionnaire:

A systematic questionnaire was created based on the studied related literature in order to extract the essential data. The questionnaire's items are a mixture of closed and open format questions. Students who have participated in sporting activities are asked to fill out a questionnaire. The questionnaire is divided into two sections. The first section had a few questions about the students' general background information, while the second section included closed and open ended questions.

Interview:

Face-to-face structured interviews with department heads and athletic instructors were done. The interview is conducted using structured interview guiding questions.

Methods of Data Analysis:

Data was collected, collated, tabulated, and analyzed in tables and graphs using the methods of data analysis. For presenting and comprehending the results, the questionnaire items are grouped into distinct tables based on their commonalities. For numerical interpretation, the following statistical approach is used. Basic information and score distribution were analyzed using descriptive statistics such as mean and percentage. The information gathered through interviews, open-ended questions, and documents is qualitatively summarized and analyzed.

RESULT AND DISCUSSION

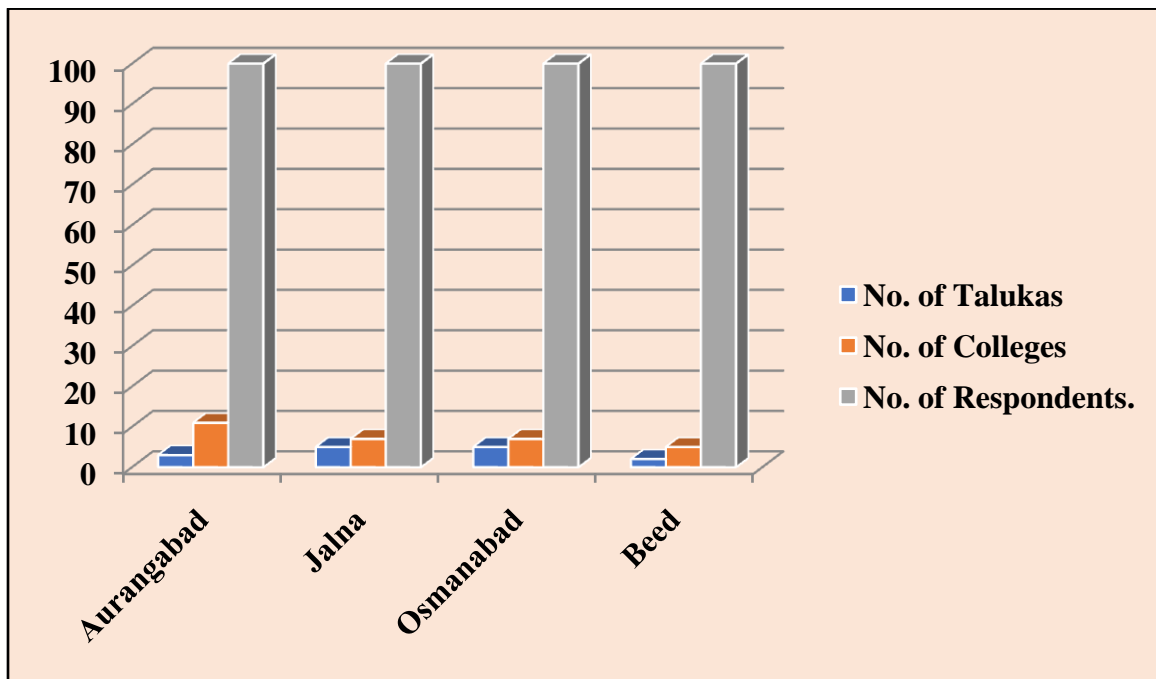
A systematic questionnaire was created based on the studied related literature in order to extract the essential data. The questionnaire's items are a mixture of closed and open format questions. Students who have participated in sporting activities are asked to fill out a questionnaire. For numerical interpretation, the following statistical approach is used. Basic data and score distribution were analyzed using descriptive statistics. The information gathered through interviews, open-ended questions, and documents is qualitatively summarized and analyzed.

PRIMARY DATA ANALYSIS & INTERPRETATIONS:

**TABLE NO. 01: DISTRIBUTION ON THE BASIS OF DISTRICT WISE
DISTRIBUTION OF RESPONDENTS**

Sr.	Districts	No. of Talukas	No. of Colleges	No. of Respondents.
1	Aurangabad	3	11	100
2	Jalna	5	7	100
3	Osmanabad	5	7	100
4	Beed	2	5	100
	Total	15	30	400

Source: Primary Data.



**FIGURE NO - 01: DISTRIBUTION ON THE BASIS OF DISTRICT WISE
DISTRIBUTION OF RESPONDENTS**

Table No. 1 shows the distribution of respondents by district. The chart reveals that a total of 15 talukas were chosen from all of the districts under the jurisdiction of Dr. B.A.M. University, namely Aurangabad, Jalna, Osmanabad, and Beed. Ten institutions were chosen from each district, and 100 people were chosen from each district. A total of 400 graduate level students were chosen from the colleges to participate in the survey.

TABLE NO. 02: DISTRIBUTION OF RESPONDENTS AS PER THEIR AGE.

Sr. No.	Age in Years.	No. of Respondents	% of Total
1	19 to 20	112	28.00%
2	20+ to 21	97	24.25%
3	21+ to 22	76	19.00%
4	22+ to 23	65	16.25%
5	23+ to 24	50	12.50%
	Total:	400	100.00%

Source: Primary Data.

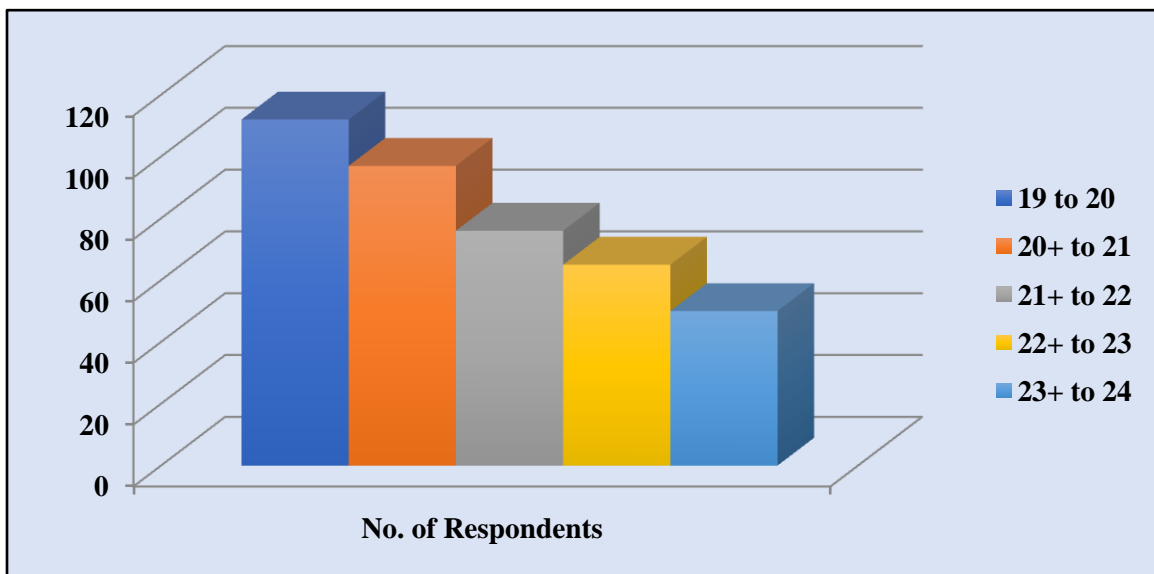


FIGURE NO. 02: DISTRIBUTION OF RESPONDENTS AS PER THEIR AGE

Table No. 2 displays data on chosen respondents based on their age groupings. Out of 400 respondents, 112 (28.00 percent) were selected from the lower age group of 19 to 20, followed by 97 (24.25 percent) from the 20+ to 21c age group, 76 (19.00 percent) respondents from the 21+ to 22 age group, 65 (16.25 percent) respondents from the 22+ to 23 age group, and 50 (12.50 percent) respondents from the higher age group of 23+ to 24 age group.

TABLE NO. 03: GENDER WISE DISTRIBUTION OF RESPONDENTS.

Sr. No.	Gender	No. of Respondents	% to Total
1	Male	320	80.00
2	Female	80	20.00
	Total	400	100.00

Source: Primary Data.

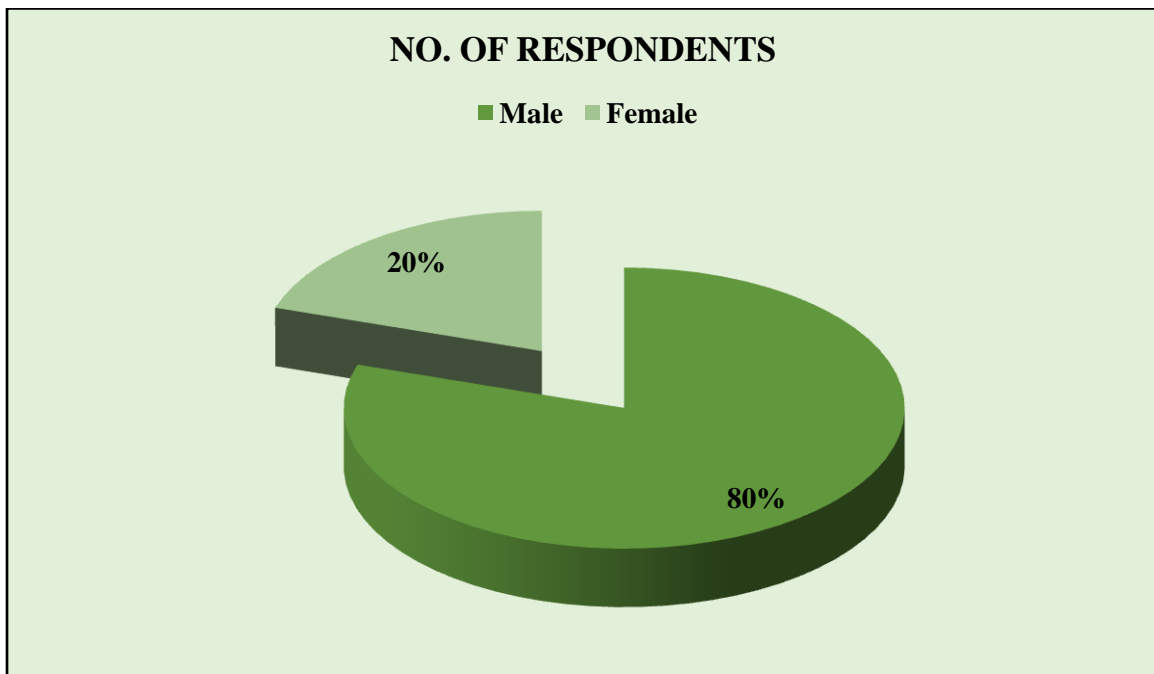


FIGURE NO. 03: GENDER WISE DISTRIBUTION OF RESPONDENTS

The gender distribution of respondents is shown in Table No. 3. Male students accounted for 320 (80.00 percent) of the 400 respondents, while female students accounted for 80 (20.00 percent) of the total.

TABLE NO. 4: DISTRIBUTION OF RESPONDENTS AS PER THE STATUS OF URBAN & RURAL

Sr. No.	Status	No. of Respondents	% to Total
1	Urban	280	70.00%
2	Rural	120	30.00%
	Total:	400	100.00%

Source: Primary Data.

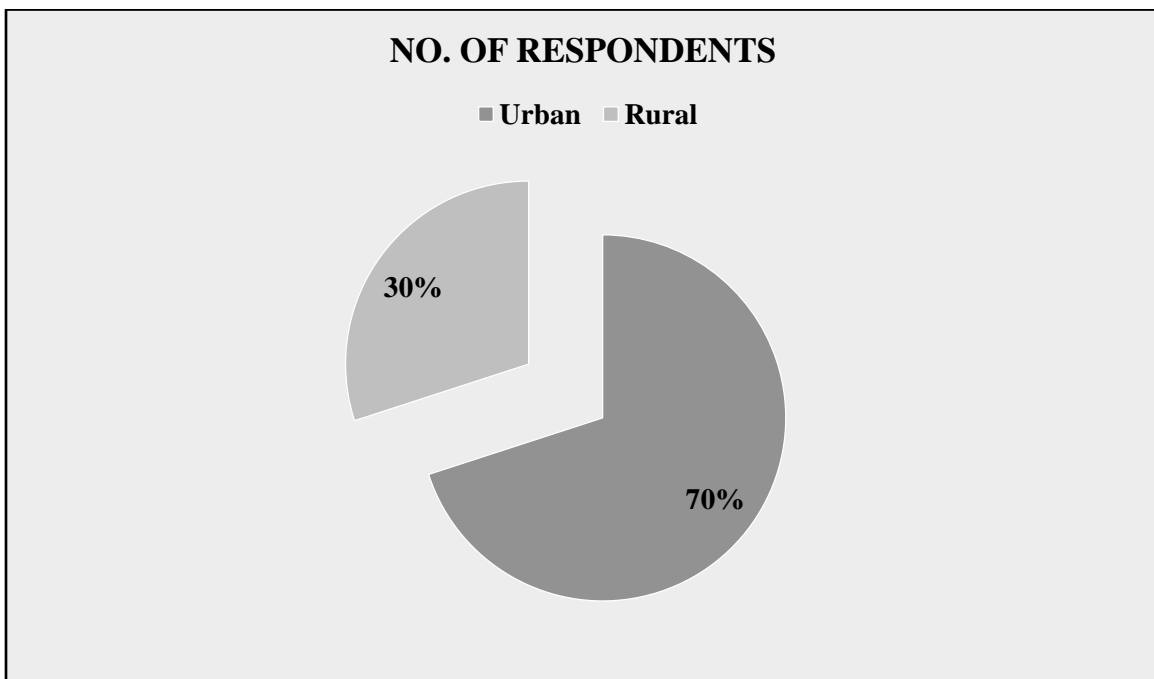


FIGURE NO. 4: DISTRIBUTION OF RESPONDENTS AS PER THE STATUS OF URBAN & RURAL

The information on the distribution of respondents according to their urban / rural status is shown in Table No. 6.04. 280 (70 %) of the 400 respondents came from an urban background, while 120 (30 %) came from a rural background.

TABLE 5: TEACHERS RESPONSES ON THE NATIONAL GOALS OF EDUCATION ACHIEVED

Responses	Frequency	Percentage
To develop children mental and physical capabilities	29	41.42
To promote sound moral values and social responsibility	23	32.08
To promote individual development and self-fulfillment	17	24.28
To foster nationalism and unity	13	18.05
To enjoy living and learn through play	8	11.04
To promote appreciation for culture and environment	7	10
To promote positive attitudes towards good health	6	8.05

Table 5 shows that 29 teachers (41.42 percent) said the goal of developing children's mental and physical capabilities was met, followed by 23 (32.08 percent) who said the goal of promoting sound moral values and social responsibility was met, 17 (24.28 percent) who said the goal of promoting individual development and self-fulfillment was met, 13 (18.5 percent) who said the goal of fostering nationalism and unity was met, 8 (11.04 percent) who said the goal of enjoying living and learning through. According to the interview schedules with the headteachers, 6 (60%) of the headteachers believed that PE teaching contributed to the achievement of national educational goals, 2 (20%) said the objectives were not fully achieved, 1 (10%) said they were not achieved, and 1 (10%) said they didn't know whether the objectives were achieved. The headteachers who claimed that PE instruction contributed to the achievement of national educational goals were asked to specify which national goals were met.

CONCLUSION

Physical education's fundamental goal is to provide children with the knowledge, skills, capacities, and values, as well as the motivation, to live a healthy lifestyle into adulthood. Sport and physical activity are critical to students' health and well-being, as well as reaching the Millennium Development Goal. Regular physical activity has been shown to provide a wide range of physical, social, and mental health benefits to all people, regardless of ability, and can prevent or lessen the effects of many of the world's main non-communicable diseases. Furthermore, sporting events and celebrity athletes give unique chances to engage communities around immunisation and other public health efforts. Physical education is extremely important in general education. However, a small number of researches have been conducted to investigate the impact of physical education on various psychosocial and moral outcomes. Again, there is a lot of theoretical speculation and empirical research about the effects of physical education on students' general development, but little research has been done on the impact of physical education on personality development. The purpose of this study is to see how physical education and sports affect college students' personality development.

REFERENCES

1. Adeogun, A. A. (2020). The principal and the financial management of public secondary schools in Osun state. *Journal of Educational System and Development*, 5(1), 1-10.
2. Ajisafe, M. O. (2020). Some hints on the status of physical education in Africa.
3. Ajzen, I. (2020). From intentions to actions: A theory of planned behaviour. In J. Kuhi, & J. Beckman, *Action-control: From cognition to behaviour* (pp. 11-39). Berlin: SpringerVerlag.
4. Anderson, G., & Arsenault, N. (2020). *Fundamentals of Education Research*. London: Rout Ledge Falmer.
5. Annarino, A. A., Cowell, C. C., & Hazelton, H. W. (2020). *Curriculum Theory and Design in Physical Education*. In C. V. St. Louis, USA: Mosby Company.

6. Bailey, R. (2020). Physical Education and Sport in Schools: A review of benefits and outcomes. *Journal of School Health*, 76(8), 397-401.
7. Bauer, K. W., Patel, A. S., Prokop, L. A., & Austin, S. B. (2020). Preventing chronic disease. Retrieved from Public Health Research, Practice and Policy: <http://www.cdc.gov/pcd/issues>
8. Best, J. W., & Khan, J. V. (2020). *Research in Education*. Boston: Allyn and Bacon.
9. Boulmetis, J., & Dutwin, P. (2020). *The ABCs of evaluation: Timeless techniques for programme and project managers* (2 ed.). San-Franciso: Jossey-Bass.
10. Bruce, T. (2020). *Time to play in early childhood education*. London: Hodder and Stoughton.
11. Bucher, C. A., & Prentice, W. E. (2020). *Fitness for college and life*. St. Louis: Times Mirror/Mosby College Publishers.
12. Butera, G., Czaja, C., Daniels, J., Goodman, G., & Libera, J. (2020). Factors that influence the implementation of a new primary school curriculum: Implications for professional development. *Early Education and Development*, 20(3), 456- 481.
13. Dale, D., Corbin, C. B., & Dale, K. S. (2019). Restricting opportunities to be active During schooltime: Do children compensate by increasing physical activity levels afterschool? *Research Quarterly for Exercise and Sport*, 71(3), 240-248.
14. Dansu, T., & Fahey, T. D. (2019, January). Problems and issues relating to physical fitness in an urban setting. Retrieved from Research Gate.