

# Role Of Physical Education In Personal Fitness And Promoting Social Values Among Youth In District Anantnag, J&K

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## **ABSTRACT**

*Physical education plays a vital role in educating the youth regarding the importance of social values in their life. It encourages the social values among youth that allow them to develop the social relations with their fellow people, community and with the larger society. Moreover, the benefits of physical education can influence both academic learning and physical activity of the youth. The purpose of this paper is to investigate the role of physical education in promoting social values among youth. The review of literature in the paper also supports the importance of physical education for the development of body and mind.*

**Keywords:** *Physical Education, Social Values, Youth, Academic Achievement*

## **I) INTRODUCTION**

Physical education, an essential part of education contributes directly to development of physical competence and fitness. It also helps the youth adopt the physically active lifestyle. The healthy and physically active youth is more likely to be academically motivated, hard working, attentive, and talented. Therefore, the physical activeness contributes to the mind resulting into the high academic achievement. This gives the youth the platform and opportunities to learn motor skills, progress mental and physical fitness. The benefits of physical activities are to prevent the self from physical diseases and increased mental health wellbeing. Life demands very active lifestyle in order to achieve maximum and the physical education is only the course where youth learn about all of the benefits gained from being physically active as well as the skills and knowledge to incorporate safe, satisfying physical activity into their lives. In addition, it helps a process of personality of a person in terms of tolerance, confidence, devotion, interaction and professional behavior.

Moreover, it is observed that physical education sessions should be easy to get from preschool until secondary. It target to deal with a variety of physical activities and encourage those

who are lack of leaning to take upplanned competitive sports. This involves discard conventional methods of physical education teaching and focusing more on the individuals' needs and abilities, as an alternative of the enjoyment of physical activity. As time for physical education is generally limited within the school time schedule and curriculum, its content must be valuable and resourceful (Fox and Harris, 2003). Further Gonzalez et al. (2010) believed that curricular physical education within any sport, not only talent development scheme but a high development in social values among youth. Therefore, the purpose of this study is to investigate the role of physical education in promoting social values among youth

### Theoretical framework:

#### a) Physical Education Programme and academic advantages

According to world Health Organization (2001), physical education includes development of physical abilities and physical conditioning; motivating the students to continue sports and physical activity; and providing recreation activities. In the same vein, participation in physical activity is correlated with academic advantages like improved concentration, memory, and classroom behavior. Physical education curriculum offers youth with the appropriate knowledge, skills, behaviors, and confidence to be physically active for life. Moreover, physical education is the basis of a school's physical activity programme.

#### b) Development of Physical Abilities, Activities and Physical Conditioning

Since our childhood days we hear that and physical activity are vital part of academic education. Teachers always motivate the youth to contribute in sports and physical activities as well as academic education programmes. They have also guided the youth; we cannot think wholesome development of human personality without sports and physical education. WHO (2001), emphasizes teachers must engage parent or family members in physical activity, for example, by giving youth physical activity 'homework' which could be performed together with the parent's viz., family walks after supper or playing in the park.

Jackson, (1985) states that endurance; flexibility, strength and coordination are the key components of physical fitness. Moreover, to execute the physical exercises and sport, youth must be developed basic motor skills. Barton (1999) states that Physical education facilitates to build up and practice physical fitness entails basic motor skills and gets hold of the competency to perform various physical activities and exercises. Physical fitness builds mentally sharper, physically comfortable and also able to deal with the day-to-day demands.

#### c) Providing recreation activities

Fox and Harris, (2003) Institutions must focuses on implementation of physical activity course which facilitate to make enjoyable participation to all youth in physical activity programme which provides the youth with a collection of ideas for active games and activities and the skills and fitness to play them in order to reduce the stress, anxiety, drug abuses and obesity.

d) Development of social values:

Orientation of Social values(moral principles defined by society dynamics, institutions, traditions and cultural beliefs) to individuals equips to conduct themselves properly within a social system. Social values provide the general guidelines for social conduct. Values such as fundamental rights, patriotism, respect for human dignity, rationality, sacrifice, individuality, equality, democracy.

Purpose of the study

If we go to the history of Kho-Kho game every Indian knows that the game was known to be played since the earliest of times. It is on a rectangular court, between two teams of twelve players each, of which 9 take the field and 3 are reserves. No one has exact knowledge on Kho-Kho history or when the first game was played, though many historians say that it is actually a modified form of `Run Chase`. In the ancient era, a version of the Kho-Kho game was played on `raths` or chariots in Maharashtra. This was known as Ratha. There were no rigid rules and regulations for playing the game. The Kho-Kho rules were first framed in the early 1900's. The Kho-Kho game is an Indian sport commonly played in schools and colleges around the country. Kho-Kho is a great test of the participants` physical fitness, strength, speed and stamina and dodging ability. In this piece of research, the researcher intends to evaluate two aspects: one the physical fitness [*speed, agility, explosive power and endurance on physiological aspects-Mass Index (BMI), Speed, Standing Broad Jump, Sit and Reach, Sit-Ups, 12minutes Run/walk*] and other the social values [*Respect, Justice, Honesty, Service, Responsibility cooperation, tolerance, team spirit*] among students of physical education.

## II) RESEARCH METHODOLOGY

The piece of research was designed simply on the basis of the principles of developmental Research. The researcher studied and measured the health related fitness, motor fitness and social values of the Kho-Kho players of Government Degree College Kokernag, District Anantnag. The researcher regularly observed the Kho-Kho players of said college. The objectives of the study were to see fitness with playing ability of Kho-Kho player and to study the social values among the players. The study involved 60 Kho-Kho players, aging between 18 to 25 years who have participated in inter-college tournament of district Anantnag. The study was based on interview method. The study was formulated based on the purposive sampling. The samples were collected from the 60 Kho Kho players in the age group of 18 – 25 years from Government Degree College Kokernag and Anantnag. The data was collected during Inter College Tournaments. Two aspects were evaluated one the physical fitness [*speed, agility, explosive power and endurance on physiological aspects-Mass Index (BMI), Speed, Standing Broad Jump, Sit and Reach, Sit-Ups,*

*12minutes Run/walk]*and other the social values [*Respect, Justice, Honesty, Service, Responsibility cooperation, tolerance, team spirit ]* among students of physical education.

After standardization of the Kho-Kho playing ability of the target group was determined by conducting the various tests of fitness and playing ability identified with the help of the standardized Tests / Tools and Techniques of Research: (Physical Test items/ Unit of Components/ Measurements). The other part of the research was to discuss the social values. The target group underwent physical fitness activities. The pre- test was taken, and then the post test was administrated after the systematic training of physical fitness activities. The target group of 60 Kho-Kho players were selected on purposively and randomly basis, who have won medal position in tournament in their respective sports competition.

#### **Overall Objectives:**

The main objective of the present study will be to find out the physical Fitness / health and social values among the Kho-Kho players at seniorsecondary school level.

The objectives of the study will be as under:

- To evaluate physical fitness of Kho-Kho players [*speed, agility, explosive power and endurance on physiological aspects-Mass Index (BMI), Speed, Standing Broad Jump, Sit and Reach, Sit-Ups, 12minutes Run/walk]*
- To evaluate the social values [*Respect, Justice, Honesty, Service, Responsibility cooperation, tolerance, team spirit ]* among students of physical education.

### **III) REVIEW OF LITERATURE**

The research scholar gleaned through all thescientific literature pertaining to Kho-Kho fromBooks, magazines, journals, periodicals available in thevarious libraries.

**Wright and Craig, 2011:**In a world that is rapidly changing, children in both primary and secondary schools benefit from developing a range of personal and social skills such as peer relationship skills, prosocial behaviours (e.g. respect), leadership skills, problem-solving skills, and personal and social responsibility skills. When children develop these personal and social skills, they will not only be more successful learners, they will also be more likely to make a more successful transition to adult life.

**Weiss, 2011:**Evidence suggests that youngsters can develop these personal and social skills through their participation in physical education (PE) and a sport Indeed, there is an increasing interest in PE's role in preparing youth for the demands and challenges of everyday life.

**World Health Organization, 1997.** First, when referring to personal and social development, different terms are used interchangeably to describe similar concepts. The World Health

Organization (WHO) uses the terms *psychosocial competence* or *life skills education* "Psychosocial competence is defined as a person's ability to deal effectively with the demands and challenges of everyday life. It is a person's ability to maintain a state of mental well-being and to demonstrate this in adaptive and positive behaviour while interacting with others, his/her culture and his/her environment" (World Health Organization, 1997: 1). The term life skills education, which has also been used by scholars in the field (Bean and Forneris, 2017), was defined by the WHO as follows: "Life skills education is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development, the prevention of health and social problems, and the protection of human rights".

**Martinek and Hellison, 1997; Miller 1997; Parker and Stiehl, 2005** : Given the social character of PE and sports, they are considered to be appropriate means of developing students' personal and social skills, such as personal and social responsibility, cooperation, and other pro-social skill.

**Goudas and Giannoudis (2008)**: One of the reasons that PE and sports are suitable contexts for learning these skills is the transferability of these skills to other domains in life. For example, in PE and sports children can, under the right pedagogical circumstances (Bailey et al., 2009), learn how to solve problems and to communicate and work as a team, which are skills they will also need in daily life, for example, at home or at work. Over the years, several programmes were developed to purposefully teach these skills in PE or sports.

**Siddhu & Kumari (1993)** suggested about the relationship between activity and blood pressure level among 500 adult individual of Punjab. Positive association between physical activity and Systolic and Diastolic blood pressure were observed in the study further in majority of age groups. Person with light physical activity show marked higher incidence of hypertension than their medium and heavy physical activity counterpart.

**Biddle & Mohan (2012)** conducted a study on the topic of "A Comparative Study of Speed among Kabaddi and Kho- kho Players of Osmania University." The study aimed to bring out the level of speed among male kabaddi and male Kho-Kho players of Hyderabad. The sample for the study was male 20 kabaddi and male 20 Kho-Kho players from various colleges of Osmania University. The subjects of the study were between the age group of 19 years to 22 years. The data were collected separately from kabaddi and Kho-Kho players. The subjects were tested in 50 mtrs. for speed. The "t" test was computed to find out the significant difference between the mean of speed of both the groups. It was concluded that due to the Kho Kho players having good speed compared to Kabaddi players.

**Fahey and White (1996)**, systolic blood pressure rises steadily during exercise, in a similar trend to that of heart rate. With individual variation systolic blood pressure increases to 180 mm Hg or more during maximal exercise, while, diastolic pressure changes little during exercise in normal

people. Typically, there is either no change or a slight decrease of less than 10 mm Hg during exercise. Devaraju & Kalidasan (2012) conducted a study which was to predict the kabaddi playing ability from selected anthropometrical and physical variables among college level players. 144 male inter college Kabaddi players were randomly selected from various colleges in Tamilnadu state and their age ranged between 18 and 28 years. The subjects had past playing experience of at least 3 years in Kabaddi. A series of anthropometrical measurements was carried out on each participant. These included standing height, body weight, arm length, leg length. Physical fitness components of 50m dash, flexibility, leg explosive strength, muscular power and muscular endurance were taken. The playing ability taken as the performance factor was subjectively assessed by three qualified Kabaddi coaches. All testing was done 2 days before inter-college competition. Mean and standard deviations were calculated for each of the selected variables. The inter-relationship among the selected anthropometrical, Physical variable and Kabaddi playing ability were computed by using person product-moment correlation coefficients. The result revealed that the inter-relationship exists significantly between the anthropometrical, physical and performance variables among male inter-college Kabaddi players. The result also revealed that speed, agility, weight and flexibility become the common characteristics which can predict the playing ability in Kabaddi players.

#### IV) DISCUSSION

In rapidly changing world every one of us is changing and youth in particular in terms of developing a range of personal and social skills such as peer relationship skills, prosaically behaviors (e.g. respect), leadership skills, problem-solving skills, and personal and social responsibility skills. If we see personal and social development within the context of physical education and sports we find the Physical Education provides a great opportunity for student to develop the physical fitness and social values. It also helps them to be more successful learners and to make a more successful transition to adult life. During this piece of research evidences suggests that youth can develop these personal and social skills through their participation in physical education (PE) and sports. Thus, there is an increasing interest in PE's role in preparing youth for the demand and challenges of everyday life. The development of personal and social skills seems to be a widely accepted goal of PE and sports worldwide. As defined by the WHO, "Life skills education is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development, the prevention of health and social problems, and the protection of human rights".

The promotion of personal and social development through PE and sports is receiving increasing attention from policy-makers, researchers and practitioners. The present study to analyze two

research questions one the physical fitness and the other the social values. a): The physical fitness of Kho-Kho players [*breath holding, explosive power and endurance on physiological aspects-Mass Index (BMI), Speed, Standing Broad Jump, speed,Sit and Reach, Sit-Ups, 12minutes Run/walk*].b): To evaluate the social values [*Respect, Justice, Honesty, Service, Responsibility, Cooperation, and Team spirit*] among students of physical education.

To achieve the purpose of the study that data collected regarding the physical fitness of Kho-Kho players were put to statistical treatment and results are presented in the following tables:

**Table 1: Shows Mean, standard deviation, breath holding of Kho-Kho**

S.No	Players	Sample Size	Mean Value	Standard deviation
1	Kho-Kho	60	71.25	7.88

**Table 2: Shows Mean, standard deviation systolic Blood pressure of Kho-Kho**

S.No	Players	Sample Size	Mean Value	Standard deviation
1	Kho-Kho	60	118.75	3.65

**Table 3: Shows Mean, standard deviation of diastolic blood pressure of Kho-Kho**

S.No	Players	Sample Size	Mean Value	Standard deviation
1	Kho-Kho	60	78.23	3.90

**Table 4: Shows Mean, standard deviation of vital capacity of Kho-Kho**

S.No	Players	Sample Size	Mean Value	Standard deviation
1	Kho-Kho	60	3.97	0.46

**Table 5: Shows Mean, standard deviation Standing Broad Jump[Centimeter] of Kho-Kho**

S.No	Players	Sample Size	Mean Value	Standard
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				deviation
1	Kho-Kho	60	229.5333333	14.81316594

**Table 6: Shows Mean, standard deviation of Speed [50mt.Sprint Seconds] of Kho-Kho**

S.No	Players	Sample Size	Mean Value	Standard deviation
1	Kho-Kho	60	6.833666667	0.800790486

**Table 7: Shows Mean, standard deviation of Heart Rate [Oscillometric method Beats/min] of Kho-Kho**

S.No	Players	Sample Size	Mean Value	Standard deviation
1	Kho-Kho	60	56.26666667	3.443467912

Given Physical Education it is considered to be appropriate means of developing students' social values, such as personal and social responsibility, cooperation, and other pro-social skills. To evaluate the social values [*Respect, Justice, Honesty, Service, Responsibility, Cooperation, and Team spirit*] among students of physical education. It was found the development of values through physical activity has been a longstanding objective of physical educators and coaches. This paper discusses the impact of the physical and development of social values. It also utilizes a structural-developmental approach from Kohlberg's concept of moral reasoning as its base [According to Kohlberg, an individual progress from the capacity for pre-conventional morality to the capacity for conventional morality and toward attaining post-conventional morality which only a few fully achieve. Each level of morality contains two stages, which provide the basis for moral development in various contexts.]

#### **i) Responsibility**

Responsibility includes personal responsibility, social responsibility and accountability. Teaching Personal and Social Responsibility (TPSR) is an instructional model for use in physical education. It is essential for physical education programs to play a role in developing students' positive attitudes and behaviors. Physical education curriculum has four key objectives encompassing the cognitive, skill, fitness, and affective domains. Today's youth are facing many negative environmental factors that influence their cognitive, emotional, and social growth (Walsh, 2007). In

modern society, we must educate students to encourage positive attitudes and behaviors. The model offers a teaching guide for achieving affective, social, and moral goals, and its use has had a profound impact on students' character development and values. Through this piece of research it was found: 1. Participants of the studies were mainly adolescents and high-risk students. It was also found that PE programme is pivotal role in enhancing students' character development and social behavior in terms of discipline, initiative taken capacity, positive effect on commitment and assertiveness. Thus it was found that the relationship between PE and responsibility is very strong. During research respondents showed, they were positive regarding the contributions of PE and sports to social responsibility.

### ii) Respect

Respect is one of the powerful and complicated concepts involved in human relations. Sarah Lawrence-Lightfoot (2000) has suggested that respect "is not something that one can imitate, but something one must embody. A foundation for respectful education is to measure—and, thus, publicly recognize—how we treat one another and then use this information to create safer and more supportive, engaging, challenging, and joyful education. By doing so, we can reinvigorate our democracy and encourage students to better understand the world in which they live—and their role in improving. Physical Education provides positive climate and fosters student's development and the learning necessary for a productive and satisfying life.

### iii) Justice Honesty

Children are not born with integrity or the behaviors we associate with it, like honesty, honor, respect, authenticity, social responsibility, and the courage to stand up for what they believe is right. It is derived through a process of cultural socialization - influences from all spheres of a child's life. It can be acquired formally through education process from adult role models (teachers) and peers, and in particular, through an understanding of the principles of academic integrity. When students learn integrity in classroom settings, it helps them apply similar principles to other aspects of their lives. Academic curriculum is constantly updated to meet the increasing demands of a changing knowledge society. When the researcher discussed the curriculum of Physical Education Programme it was found more accurate and contributing to the development of the concept of Justice and Honesty.

The respondents revealed about the integrity, truth, honesty, justice, self awareness, sociability, resilience, creativity and empathy as part and parcel of their PE programme and day to day performance.

Further, respondents expressed that integrity being a norm teaches about the consequences of cheating. PE promotes the culture of learning among the students that reward success beyond grades. "If students have *only* grades to measure themselves, then

cheating is often a justifiable strategy to beat the system. If students are also rewarded for their courage, hard work, determination, and respect for classmates, they see and understand that the process of *learning* comes first. This kind of culture is being fostered in PE programme". Said by **Zakir Ahmad** [team leader of Kho –Kho Team]

**Suhail Ahmad Bhat** another Player said "In our classroom culture that places learning first, dishonest behavior is a teachable moment".

**Yawar Muzafer (Player)** said, "there are five main fundamental values which our teacher always talks about: Responsibility, Respect, Fairness, Trustworthiness, and Honesty".

#### iv) **Service and Co-operation,**

Cooperation refers to concepts such as teamwork, interpersonal skills and working together. This piece of research indicates that the use of co-operative learning strategies can improve students' academic achievement, social skills, and feelings of self-worth. The main features of co-operative learning include:

- positive interdependence (students work in groups with assigned roles to achieve common goals);
- face-to-face interaction between students (the use of interpersonal skills becomes important);
- individual accountability for learning through the assigned task and through helping others to learn;
- group processing (students are encouraged to reflect on how well their group functioned in working towards the group's learning goals).

Majority of students discussed cooperation in relation to PE. Ishfaq Ahmad Dar stated. "PE studies found a positive association with team work, cooperation, helping each other, working cooperatively, sharing resources, cooperation skills, recognizing the importance of working with others, interpersonal skills, playing better together as a team, team bonding and team spirit and team effort for better results" Pervaiz Ahmad said, "the cooperative model is executed by understanding of how to show respect for others, address each other's needs and following the planning under the guidance of team leader."

#### v) **Team spirit**

The team spirit is a form of motivation which is sustaining efforts more intensive and longer than spending energy in personal benefit. Building a team is a process that starts at the individual level, and the first step is accepting the idea that everyone has a different set of values and needs. In physical education classes a collective sport is an opportunity to develop the student's team work capacity. Team and its spirit are built on interpersonal relationships and through a communication based on respect and trust among teammates.

Feroz Ahmad (Player) said, "Team work and competition had significantly increased the student's participation and involvement in physical activities. The teacher's attitude and his leading style have an important influence upon developing the young people team work capacity. Working in a team could be considered as an objective in PE classes especially in higher education level".

#### V) CONCLUSION

Thus this piece of research provides an overview about the benefits of PE for student's personal and social development. Available qualitative and quantitative evidence shows that participation in PE yields benefits in terms of personal and social development. Yet, the quantitative evidence is predominantly cross-sectional in nature, and mainly focuses on pro-social behaviour, cooperation and work ethic at the expense of other important outcomes such as decision-making and problem-solving. Further, it was concluded PE is positively related to pro-social behavior such as: asking for permission to speak, good listening power, being friendly to others following rules, handling or dealing with conflicts, appreciation, caring, empathy trust, respect-obeying or respecting authority, social adaptation- social and peer acceptance, social sensitivity, empathy, tolerance, emotional sensitivity, supporting and encouraging each other and fair play. Given that personal and social development is a central aim of PE worldwide, there is a strong need to develop this area of research.

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