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Attitude of Students in Relation to Physical Education and Other Learning Subjects

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Abstract: Curricular also concerns to develop an integrated human being and to prepare young people to perform useful functions for society and to take part in collective life to live most and serve best. Subjects involving movement science includes disciplines like health education, physical education, biomechanics, yoga and allied subjects that mainly purposes to develop all-round development of students in general and health in specific. Interest of the student depends upon the knowledge, attitudes, values, physical characteristics and environmental influences. Subjects involving movement sciences are the most enduring and compelling area of individual differences and the most popular means for characterizing, comparing and matching persons and environment with the motive of physical and mental health. Descriptive survey method of research was used in this study. Through this research work, the researcher has tried to know and acknowledge the interest of J&K govt. degree college students in keenness to study the subjects related to movement sciences. In the study, self-developed inventory of related subjects under the movement sciences was used. The data were analyzed with the help of mean, S.D. and t-test to study the interest of J&K govt. degree college students in studying the subjects related with movement sciences. The mean of the female was a little more than the mean of the male in some fields, so the girls were slightly more interested in health and hygiene. In case of sport skills, Physical fitness, diet and nutrition awareness, male were slightly more interested comparison to female.

Keywords: *Movement Science, Interest, Biomechanics, Nutrition, Skill.*

Introduction:

Through this research work, an attempt has been made to know and acknowledge the interest of J&K Govt. Degree College students in keenness to study the subjects related to movement sciences. Likes or dislikes a selected J&K Govt. Degree College students regarding different subjects of movement sciences such Health Education, Physical Education, Biomechanics, Yoga and allied subjects that mainly purposes to develop all-round development of students in general and Health in specific were assessed.

In an effort to help students find the subject of their interest in movement science that will make them the happiest, many high schools now administer Physical and Health Education as a subject. Unfortunately J&K is the only state where Subject of Health and Physical Education is not been yet introduced in colleges. A self-prepared interest inventory is a test used to help people identify their interests and the fields that match them. In some cases, they can also help outline a path to getting there, including desirable college majors or required subject under movement sciences.

The goal is to help students answer that one question we've asked ourselves longer than nearly any other: What do I want to study?

The right choice of the subject under movement sciences will bring in the best in the individual consequent to which he will be happier within himself as well as with the sole he is pursuing an individual can be helped to choose a proper vocation in relation to his interest and ability only when the person helping him has sufficient data pertaining to the subject of preferences and factors influencing them and finally develop personality with interest. The main reason for such an assumption is that a Movement Science involves subjects such Health Education, Physical Education, Biomechanics, Yoga and allied subjects to receive knowledge that enhances health and fitness and create interest in Health and Hygiene. However, if a subject commensurate to an individual's health, Personal Hygiene, abilities interest, values and desires and keep him engaged for a life time to have health it tends to be taught to the students for the benefit of society as a whole and for the health of students in particular.

The subjects under Movement Sciences involve the following objectives:

To enable the pupil teachers to:

- Know and understand the human motion and importance of fitness
- Know and understand the aspects of human body posture and motivation for maintaining the same.
- Knowledge of the different human body postures and obesity.
- Develop the general and specific understanding of proper diet required by an individual knowledge regarding the different aspects fitness and maintaining it.

The importance of physical education has never been emphasized more than it is today. It is widely recognized that physical education (PE) and sports is relevant and important in developing an active and healthy lifestyle and the solution to rising obesity rates worldwide. Although in most countries, physical education is part of the school curriculum, lessons are not given, thus leading to a reduced experience of physical activity for children and youth.

The practice of a physically active lifestyle in combination with healthy nutrition, however, needs to be started in early childhood. Therefore, ensuring that all children engage in regular physical activity is crucial, and the schools are the only place where all children can be reached. Quality physical education is the most effective and inclusive means of providing all children, whatever their ability/disability, sex, age, cultural, race/ethnicity, religious or social background, with the skills, attitudes, values, knowledge and understanding for lifelong participation in physical activity and sport and is the only school subject whose primary focus is on the body, physical activity, physical development and health. The present study will identify the current trends, issues and challenges in PE and sports based on which future challenges will be addressed. Current trends, issues and challenges in School PE and Sports: The "reality check" reveals several areas of continuing concern regarding current trends in PE and sports. These area embrace: physical education not being delivered or delivered without quality, insufficient time allocation, lack of competent qualified and or inadequately trained teachers, inadequate provision of facilities and equipment and teaching materials, large class sizes. It is noted that the amount of time dedicated to physical education has been diminished in the school curriculum throughout the world. The responsibility rests directly on the shoulders of physical educators to ensure that the importance of their subject matter is understood and embraced as a part of their schools' overall curriculum. Today, more than ever, the physical education curriculum needs to be linked to the overall well-being of children and youth as they matriculate through the curriculum. As has been noted, lessons learned at an early age carry into adult life. Furthermore, the importance of physical activity as a way of creating greater attentiveness in the classroom has not been recognized. Developing 21st Century Skills and Competencies in PE and Sports: "The aim of Physical Education is to develop physical competence so that all children are able to move efficiently, effectively and safely and understand what they are doing. Schools often work with community agencies in all sectors of society— private and commercial, non-governmental and government organizations— to plan and develop programs on a cooperative basis. An important component in developing the joint use of resources is the establishment of a program of communication and interaction. As the joint use of resources implies a sharing of human fiscal and physical resources, it requires that the leaders of cooperating organizations develop close relationships and partnerships among people, agencies, and institutions. A key factor in building cooperative relationships is the importance of leadership that is willing to overcome issues related to territoriality, inertia, legal mandates, tradition, fear of the loss of power, feelings of ownership, the misunderstanding of programs, and others. Such

cooperative activities improve the accessibility to programs and services, as well as areas and facilities. In this way, the talented students will be sponsored through different agencies to take part in different competitions. In India specially where there is so much talent but due to lack of financial funds, many students lacks behind even being so talented. The co-operation from different agencies will help needy students to showcase their talent at different world level competitions.

Thus, Pupils from primary school through junior colleges are required to have 2 hours of PE every week, except during examination seasons. Pupils are able to play games like football, badminton, captain's ball, and basketball during most sessions. Unorthodox sports such as touch ball, fencing, and skateboarding are occasionally played. In more prestigious secondary schools and in junior colleges, sports such as golf, tennis, shooting, and squash are played. A compulsory fitness exam, NAPFA, is conducted in every school once every year to assess the physical fitness of the pupils. Pupils are given a series of fitness tests (Pull-ups/Inclined pull-ups for girls, standing broad jump, sit-ups, sit-and-reach and 1.6 km for primary [10-12 year-olds]/2.4 km for secondary and junior college levels [13-18 year-olds]). Students are graded by gold, silver, bronze or fail. NAPFA for reenlisted serves as an indicator for an additional 2 months in the country's compulsory national service if they attain bronze or fail. Pupils from primary schools to secondary schools are expected to do 2 periods or 1 hour of PE throughout the year except a week before examination. In most secondary schools, games like badminton, sepak takraw, football, basketball and tennis are available. Pupils are allowed to bring their own sports equipment to the school with the authorization of the teacher. In most secondary schools, physical exams are rarely done, but schools record pupils' height, weight and number of pushups they can do. Students ranging from kindergarten to High School have PE integrated with their curriculum. Kindergarten until Grade 3 of Elementary students have gymnastics, starting from Grade 4 of Elementary School, students will be introduced into traditional martial arts Pencak Silat and some team games such as badminton, tennis, soccer, futsal, rounders, basketball, etc. Starting from Junior High School, Both gender are separated during PE class. PE find its place in extracurricular forms, where students can specialize them self in one kind of sports they choose. Sport Festival can be held during vacuum period, usually after examination. At this time students can compete each other by bringing own class' flag. Some universities such as ITB include PE in curriculum for freshmen. Many games such as Basketball, volleyball, cricket, tennis, badminton, kho-kho, kabaddi etc are played. Several drills and physical training are taught. Current trends in school PE and sports Physical education trends have developed recently to incorporate a greater variety of

activities besides typical sports. Introducing students to activities like bowling, walking or hiking, or Frisbee at an early age can help students develop good activity habits that will carry over into adulthood. Some teachers have even begun to incorporate stress-reduction techniques such as yoga, deep-breathing and taichi. Taichi, an ancient martial arts form focused on slow meditative movements is a relaxation activity with many benefits for students. Studies have shown that tai chi enhances muscular strength and endurance, cardiovascular endurance, and provides many other physical benefits. It also provides psychological benefits such as improving general mental health, concentration, awareness and positive mood. It can be taught to any age student with little or no equipment making it ideal for mixed ability and age classes. Taichi can easily been corporate into a holistic learning body and mind unit. Teaching non-traditional sports to students may also provide the necessary motivation for students to increase their activity, and can help students learn about different cultures. For example, while teaching a unit about lacrosse in, for example, the South western United States, students can also learn about the Native American cultures of the North eastern United States and Eastern Canada, where lacrosse originated. Teaching non-traditional (or non-native) sports provides a great opportunity to integrate academic concepts from other subjects as well (social studies from the example above), which may now be required of many P.E teachers. The four aspects of P.E. are physical, mental, social, and emotional. Another trend is the incorporation of health and nutrition to the physical education curriculum. The Child Nutrition and WIC Reauthorization Act of2004 required that all school districts with a federally funded school meal program develop wellness policies that address nutrition and physical activity. While teaching students sports and movement skills, P.E. teachers are now incorporating short health and nutrition lessons into the curriculum. This is more prevalent at the elementary school level, where students do not have a specific Health class. Recently most elementary schools have specific health classes for students as well as physical education class. With the recent outbreaks of diseases such as swine flu, school districts are making it mandatory for students to learn about practicing good hygiene along with other health topics. Today many states require Physical Education teachers to be certified to teach Health courses. Many colleges and Universities offer both Physical Education and Health as one certification. This push towards health education is beginning in the intermediate level, including lessons on bullying, self-esteem and stress and anger management. Incorporating local indigenous knowledge into physical education can lead to many meaningful experiences and a way of learning about other cultures. For example by incorporating traditional knowledge from varying indigenous groups from across Canada

students can be exposed to a many concepts such as holistic learning and the medicine wheel. A unit could be focused on connecting to a place or feeling while outdoors, participating in traditional games, or outdoor environmental education. These types of lesson can easily be integrated into other parts of the curriculum and give Aboriginal students a chance to incorporate their culture in the local school community Studies have been done in how physical education can help improve academic achievement. In a 2007 article, researchers found a profound gain in student's English Arts standardized testing students who had 56 hours of physical education in a year compared to like students who had 28 hours of physical education a year. In Brazil, the physical education curriculum is designed to allow school pupils a full range of modern opportunities, half a dozen of sports. They said they offer martial arts classes, like wrestling in the United States, and Pancak Silat in France, Indonesia, and Malaysia, are taught to teach children self-defense and to feel good about them. The physical education curriculum is designed to allow students to experience at least a minimum exposure to the following categories of activities: aquatics, conditioning activities, gymnastics, individual/dual sports, team sports, rhythms, and dance. In these areas, a planned sequence of learning experiences is designed to support a progression of student development. This allows kids through 6th grade to be introduced to sports, fitness, and teamwork in order to be better prepared for the middle and high school age. In 1975, the United States House of Representatives voted to require school physical education classes include both genders. Some high school and some middle school PE classes are single-sex. Requiring individuals to participate in physical education activities, such as dodge ball, flag football, and other competitive sports remains a controversial subject because of the social impact these have cases physical education programs have been cut. Future for physical education Physical education should be individualized. One size does not fit all. This is extremely challenging, but with creative tools like Physical Best, Fitness for Life, and Fitness gram, physical educators are becoming more like personal trainers than coaches. We should focus on activity and nutrition leading to good health and wellness. If we can’t do everything, we need to at least do this. Therefore, while playing age appropriate games is important, our emphasis needs to be on building lifelong skills and attitudes. Being active and eating well is vital at any age, but it becomes a matter of life or death as we get older. We can’t put fitness in the bank and use it later; we have to keep active and eating well to maintain the benefits. We also need to emphasize participation and stop the trend toward becoming a nation of spectators, with a few highly skilled athletes playing and everyone else watching. All students should be provided opportunities to both cooperate and compete in physical

activities. Both are important life skills, and both can be fun. Our students should graduate with an understanding of the key principles of fitness and nutrition. They should be informed consumers of activity, nutrition, and wellness and be ready to assume self-responsibility for their own health through prevention. And, please, let's make sure our K-12 schools provide a logical scope and sequence—let's teach articulated curriculums and not just bump the volleyball for 13 straight years. Finally, we have to embrace technology to effectively communicate our message and get people moving. New innovations can help kids become physically active while playing video games and provide motivation for those who otherwise wouldn't be active.

Objective of the Study:

To study the interest of J&K Govt. Degree College students to study the subjects related to Movement Sciences.

Hypothesis:

There will be no significant difference in interest to study subjects under stream of Movement Sciences of students from selected J&K Govt. Degree College of Jammu & Kashmir in relation to their gender.

Research Methodology:

Descriptive survey method of research was used in the present study.

Sample:

The practical design of the study included total 80 sample (male 40 and female 40) studying in the BA Sem II and Sem IV of different government degree colleges of Bhaderwa, Doda and Jammu Districts of Jammu & Kashmir.

Tools:

- **Subject of Interest Inventory (Self Prepared) -** Intended for the use high school and college students, the Subject of Interest Inventory aids in selection of subjects of interest that exploration and predicting life purposes and interests of students.

  Participants must respond to two sections. The first section including item pairs of subject titles in which he or she will pick the one that interests them more. The second section includes 27 items with a choice between two activities, instead of subject tittles. Approximately 15 to 20 minutes is required for completion.

- **Delimitations of the Study:**

  The study was delimited only government degree college students from of Bhaderwa, Doda and Jammu Districts of Jammu & Kashmir.

- **Analysis and Interpretation:**

  The data were analyzed with the help of Mean, S.D, and "t-test" to study the Subject interest of government degree college students from of Bhaderwa, Doda and Jammu Districts of Jammu & Kashmir in relation to their gender.

Table 1.1 showing difference in mean scores of subject interest of boy and girl students of Govt. Degree College students from Bhaderwa, Doda and Jammu Districts of Jammu & Kashmir

Subjects of interest under stream of Movement Science	Classification	N	Mean	Standard Deviation	t-value
Physical Education	Male	40	9.37	2.03	1.01
Physical Education	Female	40	8.11	2.79	1.01
Health Education	Male	40	8.45	2.94	0.98
Health Education	Female	40	7.31	3.02	0.98
Yoga and Physical Education	Male	40	10.32	3.55	1.08
Yoga and Physical Education	Female	40	9.01	2.87	1.08
Biomechanics	Male	40	8.73	2.07	1.22
Biomechanics	Female	40	7.61	2.98	1.22
Sports Psychology	Male	40	10.97	3.56	1.58
Sports Psychology	Female	40	9.33	4.13	1.58
Theory of	Male	40	8.52	2.95	1.14
Sports and Games	Female	40	7.47	1.89	
Olympic Movement	Male	40	10.42	3.75	0.75
Olympic Movement	Female	40	8.44	2.23	0.75
Fitness Education	Male	40	9.75	4.94	2.95
Fitness Education	Female	40	7.12	2.15	2.95
Sports Medicine	Male	40	6.02	2.85	3.19
Sports Medicine	Female	40	8.88	2.66	3.19

Sports Skills	Male	40	7.36	3.98	0.38
Sports Skills	Female	40	7.97	3.49	0.38

From the above hypothesis, the following data are obtained. The mean scores of male and female in Physical Education is 9.37 and 8.11. Their t-value is 1.05. On seeing the degree offreedom78 at 0.01 and 0.05 levels, their t-value is lesser than the table value. In Health Education means core of male and female is 8.45and 7.31, their t-value is 0.98, which is lesser than the table value. In Yoga and Physical Education, the mean scores of male and female is 10.32and 9.01, their t-value is 1.20 which is lesser than the table value. In Biomechanics, mean scores of male and female is8.73and7.61,theirt-value is1.22whichis lesser than the table value. In sports, the mean of male and female is 10.97 and 9.33, their t-value is 1.58 which is lesser than the table value. In Theory of Sports and Games, the mean score of male and female is 8.52 and 7.47, their t-value is1.14, which is lesser than the table value. In Olympic Movement, the mean of male and female is 10.42 and 8.44, their t-value is 0.75 which is lesser than the table value. In Fitness Education the mean score of male and female is 9.75 and 7.12, their t- value is 2.95, which is more than the table value. In Sports Medicine, the mean score of male 6.02 and female is 8.88 and their t- value is 3.19, which is greater than the table value. In the Sports Skills the mean scores of male and female is7.36and7.97respectively, their t- value is0.38, which is lesser than the table value. Thus on seeing the total, the t-value of most of the subjects of interests is lesser than the table value. So the hypothesis is selected and there is no significant difference in interests of college students in relation to their gender except the interest in Sports Medicine.

Findings of the Study:

The mean of the girls was a little more than the mean of the boys in some fields, so the girls were slightly more interested in Physical Education and Health Education. In case of Yoga and sport Skills boys were slightly more interested than that of girls.

Conclusions:

One of the important implications of the present conclusion for parents, teachers and teacher educator is that the curricula, syllabi, text books etc. should be modeled in such a fashion that they can utilize their energies in the subject of Interest.

Subject like Physical Education is of high popularity and interest in the school education students and as when they reaches to colleges they are showing their interest to continue this

subject as a matter of interest and even as a carrier guidance can be provided to the students on the basis of their interest for a particular subject by the college and universities. It is really unfortunate that the state of J&K could not introduce the subject of Physical education in colleges for UG and PG students. I hope this research will develop the concern in the authorities to introduce subject of Physical education in Govt. College level to increase the health and efficiency of the youth of J&K.

Suggestions for Further Study:

Study can be conducted on a larger sample in order to get better understanding of the relationship of the variables of Subjects of interest and values in the J&K state.

The study may be repeated by involving more students from other districts of the state.

The study can be conducted on other variables to see their relationship withsubjectof interest under Movement Sciences and other streams.

The study can be conducted on other variables also like personality, locus of control, level of aspiration, and intelligence etc.

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