

“Physical Education and Sports, Current Status and Future Prospects : A

Review of Benefits and outcomes of the study”

By Dr. Shashi Shekhar Mishra

Assistant Professor

H.O.D. (Department of Education)

Nagar Nigam Degree College,

Surendra Nagar Lucknow

ABSTRACT

Physical Education is considered an integral part of the education Regarding this Marx emphasized that total education involves the combination of intellect, physical and technical education so as to develop all-round development of every citizen of the country ready to work for nation by all mean of their work, attitude and potential. Physical education emphasizes on physical development, good health and character for development of individual as well as defence of the country. But history shows that the emphasis in the past had been more on academic type of education without proper consideration of physical welfare of the youngsters and the students. Now physical education has established its position in the pattern of general education. Physical education is considered as an integral part of general education.

The paper explores the scientific evidence that has been accumulated gathered on the contributions and various benefits of physical education and sports in schools as well as in college too, for both students and for educational systems. It is suggested and recommended that physical education and sports have the such potential to make significant and distinctive contributions to development of various domains, like social, physical and cognitive, Development around the world has made physical Education & Sports an important part of life of every human body. The paper also discusses the current scenario of physical education and sports in India.

Keywords :Physical development, Social development cognitive development

Introduction :

Sports is an event of using empty times. It is natural as a result of the first human's battle, to protect themselves against nature, occupations such as running, jumping should be the start of sports. But today physical activities, yoga and sports are the most important social strengths of modern industrial communities. Now sports and physical education are not times of fashion, they are meant for health for communities. Physical Education is considered an integral part of the total education. As Marx emphasized that total education involves the combination of intellect physical education and technical education so as to develop all-round citizens in the country. Supporters of physical education and sports have found numbers of benefits associated with participation in all these activities.

Review of Related Literature:

Carlos Xavier (1976) dealt with sports prevalent in Goa, has given historical backgrounds and their development in the state organizational structure of sports in the state. He included chapters of special interests such as school sports, inter college sports, state sport council and Directorate of sports and Cultural Affairs, Awards and Reward etc.

Muthuraj (1977) found that there was no use of spending crores of rupees on 'Cath them Young'. Talent finding Scheme," Rural Sports etc. instead of physical education must be made compulsory from school level and from higher secondary and college level and onwards. It must be selected and imposed as an examination subject. Students who are found proficient in games must be made to specialize in their chosen games as it is being done in the Universities of USA and various other world's famous universities, and for special sports, schools and colleges may be started at least one in each district of the country.

Significance of the study:

The findings of the study by analyzing various facts of physical education programmes and sports in the country, may provide pragmatic guidelines of the development for better physical education programmes. The study will enable efficient planning for an ideal physical education and sports development programmes by the state government as well as by the central government, through suggesting planning more effective measures for the compulsory physical education programme, making suitable changes to curriculum to achieve the better result of physical education and sports. Through the study it is tried to bring the attention of the administration, authorities, state governments and central government about the inadequate and adequate facilities existing in the schools.

Statement of the Problem:

The problem of the present study is stated as "Physical Education and Sports, Current Status and Future Prospects: A Review of Benefits and outcomes of the Study."

Objectives of the Study:

The present study is designed with the following objectives :

1. To collect the information regarding the attitudes of parents towards the physical education and sports as a general subject in our educational system.
2. To find out the reasons for not popularizing the physical education and sports in our educational system.
3. To find out the attitude of authorities, administration and heads of the institutions for exploring the physical education and sports as subject in educational system.
4. The evidences regarding physical education and sports have been tried to find out, not to be considered as a general subject through out the country.

Physical Development:

Physical Education and sports in school is the main aspect for the development of physical skills and the provision of physical activities is children and young citizen our country. For many children, school is the main environment for being physically active through physical education and sports. Sometime it has also been observed that after the school system children also learn the same through after school activities.

The physical health benefits of regular physical activity are well established. Regular participation in such type of activities associated with a longer and better quality of life. This type of engagements reduced risk of a variety of diseases and many psychological problems too. There is also a number of literatures show that inactivity is one of the most significant cause of death, disability and reduced quality of life across the developed world.

There is number of evidences that for a growing number of children, school provides the main opportunity for regular, structured physical activity as a combination of economic pressures and parental concerns for safety mean that some children are able to play games in non-school setting. More over school-based physical education and sports offers a regulated opportunity for usually qualified, accountable teachers to introduce physical activities and life style skills and knowledge in a structured way for all children, within a safe and supportive environment. There is evidence that those who have developed a strong foundation in fundamental movement skills are more likely to be active, during childhood and even later in life too.

Social Development:

The research literature on the relationship between physical education and sports and social development is equivocal. It does not seem to be the case that prosocial behaviour necessarily improves as a result of engagement, and there is evidence too that in some circumstances behaviour actually becomes very poor. However, number of studies have found that appropriately structured and presented activities can make contribution to the development of prosocial behaviour and can even combat antisocial and criminal behaviours in youth. The idea that physical education and sports positively affect the young generation's social development and prosocial behaviour goes back many years. Physical education and sports settings are considered an appealing context because both naturally existing and contrived social interactions frequently emerge and because the public nature of participation usually makes both socially appropriate and socially inappropriate behaviours evident.

Cognitive Development:

Researchers have suggested that physical education and sports can enhance academic performance by increasing the flow of blood to the brain, enhancing mood, increasing mental alertness and improving self-esteem. The evidence base of such claims is varied and more research is still required. However, existing studies do suggest a positive relationship between intellectual functioning and regular physical activity, both for adults and children. Some researchers have also suggested that physical education and sports can enhance the academic performance upto a great extent in science subjects especially regarding Mathematics subject. However existing studies do suggest a positive relationship between intellectual functioning and regular physical activity, both for younger one's children. Overall, the available research evidence suggests that increased levels of physical activity in school, such as through increasing amount of time spent to physical education and sports does not interfere with pupils' achievement in other subjects although the time available for these subjects consequently in reduced manner and in many instances is associated with improved academic performance.

Conclusions:

Clearly, physical education and sports have the potential to make significant contributions to the education in all respective fields of subjects and development of children and young people in many ways, although further research and evaluation will help us better understanding the nature of these contributions. There is evidence that physical education and sports can have a positive and profound effect in each of the domains discussed here. These domains are lifestyle, physical, social and cognitive. Range of domains in further researches may be increased. There is a duty for those people who teach and acknowledge the value of physical education and sports to act as the experts for its place as a necessary features of the general education for all children of our country. They need very much and positively to argue not just for the induction of physical education within the curriculum, and for the provision of sufficient time, but also to stress the importance of the quality of the programme and share information on the benefits of physical education among parents, administrators, educators and policy makers.

References:

1. Bailey, R. (2004) Evaluation the relationship between physical education and sports and social inclusion, *Educ. Rev.* 56(3) : 71-90
2. Chu Donald, "Dimension of Sports Studies", John Wiley & Sons, New York Chicago Brisbane 1982.
3. D.B. Kathiwala, "A plea for Making Physical Education a subject for University Examination", *Journal of Physical Education and Recreation*, 8th October 1959, 29-31.
4. Elliott, G.M. (1980). The effects of exercise on Structural Growth. *Canadian Association of Health, Physical Education and Recreation*, 36, 21-25.
5. Fordham, L. Sheldon L. and leaf Ann Carol (1978), "Physical Educational and Sports" New York : John Wiley & Sons.
6. Gangopadhyay, S.R. , "Physical Education Today and Tomorrow" 1993 pp. 117.
7. Grewal C.S. "Why physical Education", *VyayamVidnyam* 22 (4) (November 1989) : 15-19.
8. Hassmen P, Koivula N Uutela A. Physical exercise and psychological well-being: a population study in finland. *Prev Med.* 2000; 30: pp 17-25.
9. Harter S. The determinants and meditational role of global self-worth in children. In: Eisenberg N, ed. *Contemporary Topic in Developmental Psychology*, New York, Ny: Wiley; 1987: pp 219-242.
10. Hadju. F. (1958) The Problem of Physical Education at school, *Fed. Int. educ. Physique bull.*, (i). 1-5
11. Jack, H.K., (1946) Analysis of the Physical education Programme of Minnesota Secondary Schools, *Research Quarterly*, Vol. 17, March, 1946, pp 24.
12. Kirk, D (1989) *Daily Physical Education Research : a review and a critique*, *Physical Education Review*, 12, pp 21-30.
13. Loy, J.W.& Kenyon, G.S. (1978) *Sports and social System*, London Addison Wesley Publishing Company, pp 4-5.
14. Ministry of Education and Social Welfare, Reports 1977-1978 (New Delhi : Government of India Press, 1978), P 101.
15. National Association for Sport and physical Education. Is it physical education or physical activity? NASPE position statement. *Strategies.* 2005; 19(2): pp 33-34.
16. Okely A, Booth M, Patterson JW. Relationship of physical activity to fundamental movement skills among adolescents, *Med Sci Sports Exerc* 2001: 33.
17. Paffenberger R, Hyde R, Wing Al, Hsieh C. Physical activity, all-cause mortality and longevity of college alumni, *N Engl. J Med*, 1986: 314: pp 605-613.
18. Pangrazi R. Corbin C. Health foundations: toward a focus on physical activity promotion. *Int J Phy Educ.* (2000); 37: pp 40-49.