CHAPTER -I

INTRODUCTION
CHAPTER-I

INTRODUCTION

The nineteenth century was an extraordinary period of development in terms of both ideas about sport and fitness, and physical education. Muscular activity and competition became not only acceptable but favourable. Moral development began to be tied to sport and fitness. The “ideal person” was portrayed as fit, skilled and moral. Education began to change from a narrow academic view to a more child centred view in which playful activity was seen to be central to an appropriate education. More people were participating and more people were spectating. Participation during adulthood was considered to be an important recreational balance to the demands of the modern life.

The great historical influence on contemporary physical education was the progressive education was the first to recognize and to understand the vital role that physical play, activity might have in normal, healthy development.

Another major influence was the growth of sport and its acceptance into the school and university curriculum. Sports participation was denied as having potential strong educational values. Physical education also changed, moving quickly from the strong emphasis on gymnastics and fitness to one that included individual and team sport.

Education through the physical was the dominant curricular philosophy for the twentieth century, and fourfold objectives of physical development - physical, motor, mental and social development had dominated thinking in physical education.¹

¹Freeman, William H. (1982)”Physical education and sport is a changing society”. (Minnesota borgers’ publishing company new York ; 1998) p-24
During recent years, movement education has become the strongest alternative interpretation of physical education, adopting a different view of defining content and a different teaching process for physical education.

Human movement emphasized the ability to move as a means of expressing, exploring, developing, and interpreting one’s own self and one’s relationship, to the world. Fitness trends have become very popular because of our society’s general concern with fitness and health as the modern cyber age has heaved upon us several health related problems which have focused the attention on social development too. Modern physical education philosophies have greatly influenced both sport and physical education by emphasizing on self-development, self-growth, and interpersonal relations. Adventures experienced during physical activities, involving risk and challenge, develop personal and social skills through various activities. Recent emergence of adapted and adequate physical education for the persons with disabilities has resulted in mainstreaming of such persons in regular physical education classes.

Modern concept of physical education has given rise to a global perspective and has become one of the most viable factors in cross culture integration. Sports have its own language and can provide a medium for international understanding and goodwill among nations. It has assumed great importance not only for self-actualization at the national level but for social maturation and survival at the global level.
In 21st century, physical education is no more a physical training only, or simply body building, or merely indulging in play activities or mass drills, or pertaining to physical fitness alone. It has emerged as a multidimensional discipline.\(^2\)

The ‘new’ physical education emphasize education though the physical as a philosophical basis for sports, fitness, and physical education, a philosophy in which activity is believed to contribute to physical, mental, social, and intellectual strength paving way for all round, wholesome and harmonious development of an individual.

**Scope of Physical Education**

Physical education is a comprehensive concept and its scope is very wide. It is not limited to mere physical activities or physical exercise. It includes all the aspects leading to all round and total development of an individual. It is very vast field and takes cognizance of all facet of human activity.

Physical education has potentials not only to touch the lives of individuals but also to form an importance and enduring part of the culture in which we live. It has an important mission.

Physical education is no longer focused on the students who attend school or college but encompasses all the segments of the population regardless of the age sex, physical ability of physical status. A physical education program are no longer restricted to training and developing skilled athletes or players but is expanding its program and services to meet the needs and interests of the entire population.

---

\(^2\)Chu, Donald (1982) “Dimensions of sports studies” ( U.S.A. John Wiley & Sons, Inc) p-75
The following list includes most of the qualities that experts found to be important in a good official.

(A). **Personal Qualities:**

1. Intelligent
2. Helpful
3. Cooperative
4. Reliable
5. Enthusiastic
6. Ethical character
7. Creative and imaginative
8. Dependable
9. Sense of humour
10. Dynamic
11. Maturity
12. High level of mental and physical health
13. Friendly
14. Sympathetic
(B). **Leadership Qualities:**

1. Use democratic procedures
2. Sets a good example
3. Gives credit to others
4. Motivates trainees to greater efforts
5. Creates an attitude of mutual trust in his coaching sessions
6. Evokes respect of co-workers and trainees
7. Effective in organizing, administering and decision making.

(C). **Human Relation Qualities:**

1. Demonstration modesty
2. Accepts constructive criticism
3. Avoids from putting coaching discussion on a personal basis
4. Professional ethical
5. Eager to serve trainees/students

(D). **Professional Stature:**

1. Enjoys coaching
2. Establishes report with parents
3. Keeps in touch with latest trends in coaching
4. Participates in professional associations
5. Participates in community activities
6. Participates in institutional activities
7. Improves himself personally and professionally
When we speak of physical education, we are referring to a broad field of interests. The basic concern is human movement, primarily in this sense of gross (larger) movements rather than the minute or finer movements of the body. More specifically, physical education is concerned with the relationship between human movements and other areas of education that is, with the relationship the body’s physical development to the mind and soul as they are being developed.³

Physical education trends have developed recently to incorporate a greater variety of activities besides typical sports. Introducing students to activities like bowling, walking/hiking, or Frisbee at an early age can help students develop good activity habits that will continue into adulthood. Some teachers have even begun to incorporate stress-reduction techniques such as yoga, deep-breathing and tai chi. Tai chi, 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.

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 of 2004 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.4

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.5

---


Technology use in physical education new technology in Physical education is playing a big role in classes. One of the most affordable and effective is a simple video recorder. With the use of a video recorder students can see the mistakes they're making in things such as a throwing motion or swinging form.

Studies show that students find this more effective than having someone try to explain what they are doing wrong, and then trying to correct it. Educators also found the use of other technologies such as pedometers and heart rate monitors very successful, using them to make step and heart rate goals for students using heart rate monitors in physical education is important because it helps students understand how exercise affects their body.

Research has shown that there is a positive correlation between brain development and exercising.

Physical education and sports holds a prominent, place in modern life. Millions of the people participates in sporting activities, watch and read about them and spend billions of dollars annually on sports related activities and equipment.

Though this massive interest in sport was noticed many decades ago, little attention was paid to actually studying sport and physical education. But the impact of sport on modern society has made it clear that physical education is a very legit mare field of academic.\footnote{Wang, L., Myers, D., & Yanes, M. (2010). Creating student-centered learning experience through the assistance of high-end technology in physical education. Journal of Instructional Psychology, 37(4), 352-356.}
One reason that sport and physical education are not understood is that familiarity has made their significance seem obvious when it is not. Another reason is that the philosophers, historians, sociologists, and psychologists who have concerned themselves with sports have only rarely written for the ordinary reader. They have communicated mainly with each other.

In recent years many physical educators have been debating the exact status of the field of physical education, whether it is a profession, a discipline, or either one. Where does physical education sit into the academic, scheme of things? Physical education has many dimensions; one of these is a body knowledge, which is required by a discipline, while other dimensions are the traits of a profession and professional concern.

**Physical Education as a Profession**

For many years physical educators have referred to themselves as members of a teaching profession. Although we often argue that we are members of a profession, the characteristics we use to show such a status are sometimes limited to our advantage. The commonly accepted sets of criteria for professional status are:

1. Intellectual activity (a “Body of Knowledge”)
2. A practical use
3. Research resulting in new knowledge and ideas
4. Self-organization
5. The capacity for communication (Internal and External)
6. A dedication to helping other (Altruism)
Physical Education as a Discipline

The difference between a discipline and a profession can be confusing, for a field can be a discipline while its members are the members of profession. A discipline is an area of knowledge and theory that can exist purely for itself, a profession must have a practical application.

Academic discipline as an organized body of knowledge collectively embraced in a formal course of learning. The acquisition of such knowledge is assumed to be an adequate and worthy objective as such, without any demonstration or requirement of practical applications. The contest is theoretical and scholarly is distinguished from technical and professional.

Over the last decade and half we have seen the rise of “sport science”, the discipline arm of physical education. The fields of study or sub disciplines of physical education and sports are as follows:

Sports Pedagogy

Concerned with teaching, particularly the skills used in sporting situations. It includes teaching methods and many elements tied to the concern of the profession of physical education.

Sport Bio Mechanics

Concerned with the effects of natural law and forces on the body in sport. It has developed from the field of kinesiology, which is also study of movement. Sport bio mechanics is the study of human body and how the laws of physics apply to it.
**Sports Physiology**

Concerned with how the body functions during exercise. This includes such concerns of the function and contraction of the muscles, the workings of the nervous system during physical activity, the function of respiratory system, and the working of the cardiovascular system.

**Sports Philosophy**

Philosophy is a vital part of the process of developing physical education program, for it is a major influence on the early stages of program planning. Philosophy shows the steps leading from that we already know (facts) through what we theorize and believe (our personal philosophy) through the various stages of development until we arrive at the actual policies and procedure that we will use in administrating a physical education program.

**Studying Physical Education in The Social Sciences**

Physical education and sport studies have been traditionally associated with scientific studies, but in recent years increasing alteration has been paid to the potential of sport research in the social sciences. The most commonly understood social sciences in sport studies are:

**Sport Psychology**

Concerned with studying human behaviour in the sport setting. In the realm of sport studies, psychology is often studied in two aspects motor skill learning and performance. The study is concerned with the psychological factors affecting the learning and performance of physical skills—how individuals are affected by both internal and external factors.
**Sport Sociology**

Concerned with the social behaviour of people in sport setting, both individual and group behaviour. Studying the socio cultural processes and institutions as they relate to and are affected by sport and sporting behaviour. Sport is a significant part of our social order, it is often described as a “microcosm of society” that is a small scale model of what the whole society is like.

**Sport History**

The study of sport in the past, it can serve to teach us how things have come to be as they are today and it can direct us to problems that need to be solved.

**New Directions in Physical Education:**

Physical educators are trying to determine the most useful and effective programs for the future and this effort have led to many suggestions for the ideal school program, such as:

1. More reasonable goal is to try convincing students to incorporate physical activities into their life styles programs that concentrate on activities which are appropriate for every age group.

2. The new games approach is another growing area in physical education physical activities in which cooperation and mass participation is emphasized more than competition or to achieve a personal advantage.

3. Co-education activities have become increasingly important in the physical education program. Mixing or the sexes in those activities that are not considered physical contact (rough) activities.
4. Physical education is the trend towards fitting special population such as inclusion of
the physically or mentally handicapped, in regular classes and physical educational
programs for the aged people effectiveness

A Physical Education Teacher is a specialized type of Teacher. Also known as: Gym
Teacher, PE Teacher, Phy Ed Teacher. Physical education teachers, commonly known as
Phys Ed or P.E. teachers are responsible for the education of primary and secondary school
students in physical activity and psychomotor learning.

PE teachers are expected to promote health and fitness throughout the school and community.
Schools often rely on their PE teacher to develop school-wide physical activity programs or
events. Duties can include coordinating supplemental programs such as dance or karate with
community providers, announcing opportunities for students to become involved in sport
programs, serving on related committees, working with classroom teachers, organizing
school-wide physical activity events and leading by personal example.

Motivate Fitness

While some students love PE, some hate it. Additionally, not all students are equally fit,
making some activities more challenging for some students. PE teachers must be able to
motivate, supervise and discipline students appropriately to make sure all students are
participating in fitness activities. This really boils down to the idea that PE teachers have the
responsibility to make physical education fun and to include all students.

Publishing Co. Inc.
Teach Skills and Activities

Even PE teachers are held accountable for what they teach. They must be certain that all the fun that goes on actually leads to learning. PE teachers are expected to teach skills and activities that are age and level-appropriate. They must deliver a curriculum that meets the standards as determined by their state. States have specified what makes a good physical education program, and PE teachers must teach the concepts, strategies, movements and tactics students are expected to learn.

Maximize Student Activity

Physical education is not only a learning experience; it is also a health experience. Teachers are expected to deliver curriculum while keeping students as active as possible. Students should be engaged in physical activity for the full duration that is required by the state or school. This means that the PE teacher must make sure all students continue to participate in activities, and that activities do not take longer to explain than to play.\(^8\)

This sports and physical education handbook is a guide for primary and secondary school teachers, and anyone involved with teaching young people sport, for example youth and community workers and refugee camp workers, in developing countries.

As in all sports, it is important that coaches and referees are properly qualified and have attended the appropriate coaching and training courses to support them in effectively developing players and maintaining participant enjoyment in the activity as well as fully understanding the laws of the game.

\(^8\)http://woman.thenest.com/duties-physical-education-teacher-9824.html
“High quality physical education can encourage young people to develop knowledge, understanding and skills across a range of physical education, sport and health – enhancing experiences. More than that, it can develop in them the desire and commitment to continue to enjoy, improve and achieve in line with their own personal capacities throughout their lifetime the most important role of teaching/coaching is to raise pupils’ achievement.

- It is also important in promoting their spiritual, moral, social and cultural development.
- Teaching/coaching is evaluated in terms of its impact on learning and progress.
- The prime source of evidence is through lesson observations.
- Inspectors will continue to take account of the school’s own evaluation of the quality of teaching.
- Inspectors will continue to undertake joint lesson observations with senior staff to enable inspectors to consider the school understands of the quality of teaching.
- There will be feedback to teachers on the strengths and areas for improvement.

Physical Education Teachers Must:

- Set high expectations
- Promote good progress
- Demonstrate good subject knowledge
- Plan and teach well-structured lessons
- Adapt teaching styles
- Make accurate and productive use of assessment
- Manage behaviour effectively
- Fulfil wider professional responsibilities
- Demonstrate high standards of personal and professional conduct
Physical Education Teachers Aims

- Develop competence to excel in a broad range of physical activities
- Be physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy and active lives

Reflections of past school experiences may bring about thoughts of caring teachers. One might recall an instance when a teacher provided individual guidance, motivation, or support for a particular subject area. Others may recall personal attention paid to them by a teacher to assist them in mastering a task or skill. Additionally, others may remember a teacher who provided assistance in order to sort out a personal problem. With further examination, such interactions between student and teacher may have led to an increased appreciation for a specific academic area. With this being said, one cannot discount the impact that a caring teacher can have on the educational process and the overall well-being of students.

Physical activity taught at school age has the goal of providing many later opportunities, leading to physical, psychological, and social benefits. But such participation is different for boys and girls, with the consequent impact on health and on remaining physically active.

---

9 Eileen Marchant “The Important Role of Coaches in Physical Education Association for Physical Education” June 13 2013 https://www.sportscoachuk.org
Around 476 BC to 221 BC, a sport called cuju was popularly played in China. The name is roughly translated as “kick the ball with foot.” The ancient Chinese stuffed feathers inside a leather ball which they kick inside a rectangular playing field. To score a goal, they have to shoot it through a piece of cloth hung between two poles.

The game became so popular because it was used by military leaders as a competitive sport to keep soldiers physically fit.

As the game became more widely played, royal courts began organizing cuju matches played by professional cuju players. Teams composed of women and civilians participated in tournaments as well.

Just like today’s soccer, cuju players are allowed to touch the ball with any part of their body except their arms and hands. Referees are present in the game to make sure that players follow the rules.

Unlike modern-day football, the number of players who can play cuju is flexible. It could range from two to 10 while in matches sponsored by the royal court, the number is usually around 12 to 16.

But not all cuju matches are won by goals. In some tournaments, the games are decided by scores given to players according to how they played the game. For instance, players who make passes that are too short or who kick the ball outside the field’s limits are penalized with point deductions. The team that has the smallest deductions wins.
During the mid-17th Century, cuju began to decline in popularity. Its codes of play, however, survived throughout the ages, making it possible to still play the game today.

About the same period the Chinese were playing their referee-monitored cuju, the Ancient Romans were enjoying another version of football.

**The origin of soccer in Ancient Rome**

Soccer in Ancient Rome has no rules, strategies, or tactics. It was played by 54 players (27 on each team) whose only aim is to get the ball to the opposing team’s goal.

It became so popular that it was included in the early Olympics. Naturally, many players went home injured during that game.

Aside from football played on the field, there was another one played on the streets. Roman orator Cicero noted that it was mostly played by young boys. These boys would run around
the town, kicking the ball on the ground. He wrote about an incident where the carelessness of players led to death. It happened because they accidentally kicked the ball towards a barber who was shaving a customer.

The barber lost control of his blade and cut the customer’s throat.

**Soccer during the middle Ages**

It can be said that English people in general were the ones who kept the tradition of football alive during the middle Ages. A very popular form of the sport in the mid-14th Century England is called mob football. It was played by an unlimited number of players. At that point, there was still no one who created football rules. Players were allowed to go on playing as long as their actions do not lead to manslaughter. They played the games on the streets and turned towns into giant pitches. Since anyone can join in the games and there were very few rules, medieval football often went out of hand and ended in riots. Playing on the streets also caused trouble to residents and merchants. These forced rulers to issue decrees banning the sport. However, it has already become so popular that its playing was not stopped at all.

By the end of the 14th Century, the game has become deeply embedded in the English culture.
The contemporary **history** of the world's favourite **game** spans more than 100 years. It all began in 1863 in England, when rugby **football** and association **football** branched off on their different courses and the **Football** Association in England was formed - becoming the sport's first governing body.

Though football was considered a male sport, it was not exclusively played by men; women have been involved in the game since the late nineteenth century. It became increasingly popular during World War I when women had taken on the jobs traditionally done by men. Those in industrial labour regularly met to play. A ladies team from Preston was one of the first to compete in an international game against Paris. There was a brief ban after World War I made by the Football Association who deemed women’s football to be inappropriate. However, the formation of the English Women’s FA saw the ban eventually lifted in 1971.
Since then women’s football has continued to grow in Britain and abroad. Some of the largest football clubs such as Arsenal, Everton and Chelsea all have female teams which compete at home and internationally.

Football has become a much loved part of British culture, and has been instrumental in causing change. Possibly the strangest match took place during World War I, a period of history epitomised by bloodshed and death on massive scales. On Christmas Eve of 1914, upon hearing German troops singing carols, both sides walked on to no man’s land and played a game of football. While it is not known who won that day, this was to be the only time in the trenches where artillery fire ceased. The Christmas Day Truce of 1914, as it became known, highlights the impact football has had in this country, and indeed the world, and helps explain why it is the nation’s favourite past time.

Football has also been mired by both tragedy and controversy, as seen by the Hillsborough Disaster of 1989, in which 96 people were crushed to death. In another incident, referred to as the Heysel Stadium Disaster (1985), a large group of Liverpool fans breached a fence separating them from Juventus fans; the resultant death of 32 people led to English football clubs being banned by UEFA from all European competitions until the early 1990s and a number of Liverpool fans being prosecuted for manslaughter.

The 2010 World Cup in South Africa was a defining moment for a nation that until 1994 was under a regime of apartheid. It was hoped that the biggest sports event in the world would bring prosperity to the host country and show the rest of the world a different side of Africa. Football has certainly come a long way from its humble beginnings hundreds of years ago.²⁰

²⁰ http://www.history.co.uk/study-topics/history-of-football-tennis/history-of-football
Football is India's second most popular sport, next to the game of cricket. Traditionally it has enjoyed popularity in the regions such as West Bengal, Goa, Kerala, Odisha, and the entire north-eastern India, especially Assam, Manipur, Meghalaya, Mizoram, Nagaland, Tripura and Sikkim. Tamil Nadu is a recent addition to this list.

India's current top domestic league, I-League, was formed in 2007 in an attempt to professionalize domestic football and in 2013 the Indian Super League was formed with 8 teams to promote Indian football to the country and world. Also contested is Santosh Trophy, a knock-out competition between states (provinces) and government institutions. The current captain of the Indian national team is Sunil Chhetri and the team is coached by Stephen Constantine. India is currently ranked 160 in the FIFA World Rankings, up by 2 places from 162 in February, 2016.

**Statement of the Problem**

The statement of this research is “Awareness of teachers regarding effectiveness of officiating”

**Delimitations**

This study is delimitations to the following aspects.

1) The study was delimited to the male and female school and college physical education teachers.

2) For this study there was no age limit.

3) This study was done in Bhavnagar city only.

4) For this study Football game was selected for Questioner.

5) For this study 70 Physical Education teachers were selected.

---

Limitations

This study is limited the following aspects and these limitations have to be taken into considerations.

1. For this study the views of the respondents are not under the control of the researcher.

Hypotheses

This problem has two hypotheses

1. This is hypothesized that “There is positive perception of teachers regarding effectiveness of officiating”.
2. This is hypothesized that “There is a negative perception of teachers regarding effectiveness of officiating”.

Definitions and Explanation

Perception

The ability to see, hear, or become aware of something through the senses.\(^\text{12}\)

Awareness

Concern about and well-informed interest in a particular situation or development \(^\text{13}\)

\(^{12}\)en.wikipedia.org

\(^{13}\)dictionary.cambridge.org/dictionary/english/awareness
Significance of the Study

The significance of the study will be

a) To provide an understanding of officiating effectiveness.

b) To draw attention of the teacher regarding officiating is a noble profession.

c) To give suggestion for efficient implementation of officiating rules.

d) To prepare planning technique for the improvement of officiating.

e) To recommend some suggestion for the concerned association for the improvement of officiating in their concerned discipline.