CHAPTER-I

INTRODUCTION

“Physical fitness is not only one of the most important keys to a healthy body; it is the basis of dynamic and creative intellectual activity”.

John F. Kennedy

1.1 IMPORTANCE OF PHYSICAL FITNESS

The domain of Health, Physical Education & Recreation provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. This domain focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society. This domain is unique in having the potential to impact on the physical, social, emotional and mental health of students. It promotes the potential for lifelong participation in physical activity through the development of motor skills and movement competence, health-related physical fitness and sport education.

Engaging in physical activity, games, sport and outdoor recreation contributes to a sense of community and social connectedness. These are vital components of improved wellbeing. Students’ involvement in physical activity can take many forms, ranging from individual, non-competitive activity through to competitive team games. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance. Students progress from the development of basic motor skills to the performance of complex movement patterns that form part of team games. They learn how developing physical capacity in areas such as strength, flexibility and endurance is related to both fitness and physical performance. Students progress from learning simple rules and procedures to enable them to participate in movement and physical activity safely, to using equipment safely and confidently. Students undertake a variety of roles when participating in sports such as umpire, coach, player and administrator and assume responsibility for the organisation of
aspects of a sporting competition. This domain explores the developmental changes that occur throughout the human lifespan. It begins by identifying the health needs necessary to promote and maintain growth and development, followed by discussion of significant transitions across the lifespan including puberty, to gaining an understanding of human sexuality and factors that influence its expression.

The exploration of human development also includes a focus on the establishment of personal identity, factors that shape identity and the validity of stereotypes. Students develop an understanding of the right to be safe and explore the concepts of challenge, risk and safety. They identify the harms associated with particular situations and behaviours and how to take action to minimise these harms. Through the provision of health knowledge, this domain develops an understanding of the importance of personal and community actions in promoting health and knowledge about the factors that promote and protect the physical, social, mental and emotional health of individuals, families and communities. Students investigate issues ranging from individual lifestyle choices to provision of health services by both government and non-government bodies. In investigating these issues, they explore differing perspectives and develop informed positions. This domain examines the role of food in meeting dietary needs and the factors that influence food choice. Students progress from learning about the importance of eating a variety of foods to understand the role of a healthy diet in the prevention of disease.

The Health, Physical Education & Recreation domain provides students with the knowledge, skills and behaviours necessary for the pursuit of lifelong involvement in physical activity, health and wellbeing.

The domain of Health and Physical Education & Recreation:

- Provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health;

- Focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society;
• Develops an understanding of the importance of personal and community actions in promoting health and life-long participation in physical activity;

• Develops an understanding of the crucial role that supportive physical and social environments play in the development of the health of individuals and communities;

• Promotes effective relationships and ways of managing transitions and changing demands, roles and responsibilities;

• Assists students to make informed lifestyle choices by understanding the impact of various forms of behavior and physical activity.

The Health and Physical Domain has two dimensions

Movement and Physical Activity

• This dimension focuses on the important role that physical activity, sport and recreation need to play in the lives of all by providing opportunities for challenge, personal growth, enjoyment and fitness. It promotes involvement in a manner that reflects awareness that everyone has the right to participate in a healthy and active lifestyle. It develops students’ confidence in using movement skills and strategies to increase their motivation to become active as well as improve their performance and maintain a level of fitness that allows them to participate in physical activity without undue fatigue. It builds understanding of how training and exercise in areas such as strength, flexibility and endurance relate to physical performance.

Health Knowledge and Promotion

• This dimension examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimize harms associated with particular situations or behaviours. Students examine the promotion of health of individuals and the community through the use of specific strategies and the provision of health resources, services and products. They examine the factors
that influence food selection and the role of nutrition on health growth and development.

The intrinsic linkage between sports and games and the human quest for excellence was recognized ever since the inception of human civilization, reaching its epitome in the ancient Greek civilization, which was the progenitor of the Olympic movement. As stated in the Olympic Charter, Olympism is a “philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind”. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical practices. Olympism recognizes the practice of sport as a human right, to which every individual must have access without discrimination of any kind.

In modern times, there has been increasing recognition of the role of physical education & sports in development. The International Charter of Physical Education and Sport, UNESCO, 1978 states that:

“Every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality. The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life.”
The United Nations General Assembly celebrated 2005 as the “Year of Sport and Physical Education” thereby emphasizing the need to integrate sport and physical education into the overall development agenda. This initiative highlighted sports as:

- Being integral to quality education with mandatory physical education as a necessary pre-requisite to foster education, health and personality development;
- Improving the health standards of people;
- Achieving sustainable development through inclusive growth; and
- Building lasting peace.

The field of physical education has gone through many cycles over its long history. These cycles range from a strict authoritarianism to the liberal democracy of today. This transformation to the democracy has opened the field of physical education up to many new sciences, which are creating many new professional opportunities. If the cycles of physical education continue, these new professions will hopefully pave the way to future discoveries and studies of physical education. The Spartans and Athenians were the first to have a type of physical education. Though very different, both systems served the people and their needs. The Spartan system was similar to a dictatorship. Male children were taken at the age of seven to learn basic military skills while living in barracks. When the children reached the age of fourteen, they began learning group fighting tactics which would allow them to succeed while in the military from the ages of twenty to thirty. Once thirty, the men could then marry women who had been doing some training of her own in order to make strong babies. The philosophy of the Spartans was basically to allow them to invade other countries if desired, and to prevent other countries from invading them.

The philosophy of the Athenians was quite different compared to the Spartans. The Athenian culture was very democratic, and focused on training the mind and body. Reading and writing was a large part of society as well as physical activity which took place in the center of the city where the gymnasium was located. The physical education philosophy of the Athenians was the high point of physical education for many years.
Some other cycles in physical education that we have evolved from are that of the Romans, the dark ages, and the crusades. The Roman era is a bit disturbing, but is nonetheless a cycle of physical education. Physical education for the Romans was about athletics, which was primarily about entertainment. People were forced to fight to the death, and oftentimes fed to lions. During the dark ages, religion viewed physical education as a waste of time and a work of the devil. The dark ages were a very sedentary time for human civilization. Following the dark ages in approximately 1096, were the crusades. The crusades were a time of muscular Christianity, because of the Muslims conquering Jerusalem. Muscular Christianity is basically Christians believing that the more one trained to become good soldiers, the more Christian a person was. In 1270, the crusades ended and so did the thought of physical education being worthwhile until approximately 1400 when the renaissance period began. Physical education during the renaissance period is quite similar to physical education today. It is done to better oneself, not to be doing something for someone else. The development of physical education had another setback in the 1600's when it was very functional and not a priority. People believed that if it did not have a specific purpose, than it was a waste of time.

During the 1700's, there was a big change in physical education that can be largely attributed to three people: Rousseau, Johan Simon, and Guts Muths. Rousseau was the first person to promote education for the masses and he also thought of play as being educational. In 1712, Rousseau invented an activity that is still used by millions of children every day, recess. Johan Simon was the first physical education teacher and believed physical education should be taught along with reading and writing. Simon believed physical education should include a lot of physical labor. Guts Muths developed a series of gymnastic apparatuses and believed physical education developed very important social skills. These people of the 1700's and the things they did began paving the road to where we are today. During the 1800's, physical education programs were finding their way into universities which contributed to many things we have today. New sports were being invented, intramurals were being brought into schools, women began exercising, gymnasiums could be found in most colleges, and many recreational areas and parks were being built in order to decrease the crime rate. This continued on into the 1900's which brought on the creation of the National Collegiate Athletic Association to
regulate college athletics, and the golden age of sports during the 20' and 30's. During this golden age of sport, the number of people in sport increased dramatically, the number of teachers increased, and physical education began moving toward the involvement of sport. In 1941, World War II began which brought a big shock along with it. Of the first 2 million males drafted, 45% failed their physical. With this, physical education began to be very strongly pushed in schools in order to improve the health of the American people.

Since World War-II, the United States has continued to press the importance of physical education, which brings it to where it is today, a highly complex field with many different sub-disciplines. The sub-disciplines are:

- **Exercise physiology**: is the study of bodily systems and their reactions to the stress of exercise.
- **Kinesiology**: is the study of how the muscular system moves the bony structure of the body.
- **Biomechanics**: is the study of the human body as a mechanical system, utilizing principles and applications from physics.
- **Motor learning**: is the change in motor performance related to experience and practice.
- **Sport sociology**: is the social structure, social patterns, and social organization of groups engaged in sport.
- **Sport Psychology**: is the study of behavioral and psychological issues and problems in sport.
- **Sport pedagogy**: is the study of the processes of teaching and coaching, the outcomes of such endeavors, and the content of fitness, physical-education, and sport-education programs.

These sub-disciplines have created many new jobs for people in the field of education and will surely branch off to form others in the future.
Physical education has definitely come a long way since the Spartans and Athenians. From an authoritarian type system to promoting lifespan physical education with many sciences studying the different intangibles of physical education in order to better the mind and body. These new sciences have obviously broadened the "umbrella of physical education", but when looking to the future, there really is no end in sight. The growing "umbrella" will continue getting larger as new thoughts and ideas come, and with them, new sciences also.

Physical Education, Games and Sports had been receiving only peripheral attention over successive Plans. However, it was only after India hosted the IX Asian Games in 1982 that “Sports” as a subject of policy gained focused recognition. The preparation for and conduct of the Asian Games created the much needed awareness about the multidimensional character of sports and the need for evolving a holistic sports policy and creating institutions for its implementation. Thereafter a number of steps were taken in this direction. These included the creation of a separate Department of Sports under the Ministry of Human Resource Development, which was later expanded into a Department of Youth Affairs & Sports in 1985 and upgraded to a full-fledged Ministry in 2000. In 1984, the Sports Authority of India was created as an autonomous registered society under the Department of Sports. Steps were also initiated for developing a comprehensive National Sports Policy, and a resolution in this regard was tabled in both Houses of Parliament on 21st August 1984. This led to the adoption of the National Sports Policy, 1984 and can be seen as the first concerted move towards developing an organized and systematic framework for the development and promotion of sports in the country and the precursor of the current National Sports Policy, 2001. The Policy, apart from, bringing out the need for establishing a network of sports infrastructure and facilities in the rural and urban areas, inter alia, also emphasized the need for making sports and physical education an integral part of the curriculum of educational institutions. This resolve has also been stated in the National Policy of Education (NPE) 1986, which calls for making sports and physical education an integral part of the learning process and provided for its inclusion in the evaluation of performance. It also underlines the need for making physical education a part of the school improvement programme.
There is scientific evidence that in many countries the public attributes to PE (Physical Education) have the following characteristics: a low status, inadequate teaching; and therefore, the work of physical educators are considered as non-essential. These phenomena have not been investigated by anyone in India from a sociological perspective in regards to attitude of university teachers and students towards physical education and recreation. Therefore, the purpose of this study was to investigate the attitude of university teachers and students towards physical education and recreation.

1.2 STATEMENT OF THE PROBLEM

The problem is stated as “ATTITUDE OF UNIVERSITY TEACHERS AND STUDENTS TOWARDS PHYSICAL EDUCATION AND RECREATION”.

1.3 OBJECTIVES OF THE STUDY

1. To find out the attitude of Guru Nanak Dev University, Amritsar and Kurukshetra University, Kurukshetra teachers towards physical education and recreation.

2. To find out the attitude of Guru Nanak Dev University, Amritsar and Kurukshetra University, Kurukshetra students towards physical education and recreation.

3. To find out the significant differences of attitude towards physical education and recreation among Guru Nanak Dev University, Amritsar teachers and students.

4. To find out the significant differences of attitude towards physical education and recreation among Kurukshetra University, Kurukshetra teachers and students.

5. To find out the significant differences of attitude towards physical education and recreation among Guru Nanak Dev University, Amritsar and Kurukshetra University, Kurukshetra teachers.
6. To find out the significant differences of attitude towards physical education and recreation among Guru Nanak Dev University, Amritsar and Kurukshetra University, Kurukshetra students.

7. To find out the significant differences of attitude towards physical education and recreation among Guru Nanak Dev University, Amritsar and Kurukshetra University, Kurukshetra teachers and students.

1.4 HYPOTHESES

1. It was hypothesized that university teachers would have positive attitudes towards physical education and recreation.

2. It was hypothesized that university students would have positive attitudes towards physical education and recreation.

3. It was hypothesized that there would be no significant differences of attitude towards physical education and recreation among Guru Nanak Dev University, Amritsar teachers and students.

4. It was hypothesized that there would be no significant differences of attitude towards physical education and recreation among Kurukshetra University, Kurukshetra teachers and students.

5. It was hypothesized that there would be no significant differences of attitude towards physical education and recreation among Guru Nanak Dev University, Amritsar and Kurukshetra University, Kurukshetra teachers.

6. It was hypothesized that there would be no significant differences of attitude towards physical education and recreation among Guru Nanak Dev University, Amritsar and Kurukshetra University, Kurukshetra students.

7. It was hypothesized that there would be no significant differences of attitude towards physical education and recreation among Guru Nanak Dev University, Amritsar and Kurukshetra University, Kurukshetra teachers and students.
1.5 DELIMITATIONS

1. The study was delimited to male university teachers and students.

2. The study was delimited to teachers and students from Guru Nanak Dev University, Amritsar and Kurukshetra University, Kurukshetra.

3. The study was further delimited to questionnaire i.e., “Attitude scale of sports”.

1.6 LIMITATIONS

1. Since the study was qualitative in nature, the responses were based purely on the attitude of different subjects. Thus, it would become difficult for the researcher to determine the responses given honest and wholehearted or not.

2. As the subject come from different socio-economic groups, their dietary habits, life style, routine of study and play were different which were considered as limitations of the study.

3. No special motivation technique was used during the test, therefore the difference that may have occurred in performance due to lack of motivation was recorded as the limitation of the study.

1.7 DEFINITION AND EXPLANATION OF THE TERMS

**Attitude**

- An attitude is the psychological response to a person, an object, to a situation, to society and to life itself that generally influence our behaviors and actions.

**Physical Education**

- Physical Education is the process by which changes in the individual are bought about through movement’s experiences.

**Recreation**

- Activities which develop skills that provide the incentive, motivation, and means for spending leisure time constructively.
Attitude towards Physical Education & Recreation

- In the present study the term attitude towards physical education & recreation refer to the attitude of university teachers and students of Guru Nanak Dev University, Amritsar and Kurukshetra University, Kurukshetra towards attitude scale of sports which was developed by G.S. Kang and consists of 24 items.

1.8 SIGNIFICANCE OF THE STUDY

Although teachers all over the world share some similar characteristics such as common educational background, responsibilities and rights; physical education (PE) teachers are often considered as marginal. In many cases scholars have indicated that the status and rewards of PE teachers are not the same and/or equivalent with teachers from other disciplines (Stroot et al. 2006). Valuable information of this research will be provided to the Ministry of Human Resource and Development (MHRD) and offered to anyone who is in charge of improving and developing physical education programs in India. Also, students’ and teachers’ attitudes may affect their participation in physical education classes, so this study will provide very important information about students’ attitudes toward physical education & recreation. Knowing students attitudes toward physical education may help the Indian government make a clear plan for designing schools, colleges and university facilities or building gymnasia, reducing the cost of health care, updating the physical education curricula and goals to better meet students’ and teachers’ needs.