CHAPTER I

INTRODUCTION

Mankind, all through the ages, has been endeavouring to equip its younger generation with knowledge, experience and skills so that it may face the realities of life with courage and confidence. Such fundamental human tendency has given rise to a social organ called educational system. Therefore, the educational system in society became an agency to transmit racial experiences, social ideals and philosophy to the younger generation to meet the future challenges ahead in as real a manner as possible.

Consequently, the educational practices became the reflection of the culture, philosophy and ideals of a society. One such set of educational practices is 'games'. Cozen and Florence¹ expressed the importance of games in education mentioning that the games are the "touchstone for understanding how people live, work and think."

However, successful living, working and thinking depends on health and fitness. No doubt fitness wins in peace and war but it mainly depends on health.

Therefore, health has been regarded as the foremost heavenly blessing. As cited by Justus², health is "the rich man's blessing, the poor man's wealth." He has most vividly brought out the importance of health in life.

Concept Of Health And Its Awareness

In 1978, an international conference at Alma Ata\(^3\) (USSR), identified "primary health care" as the key to achieve health for all by 2000 A.D.

As per the declaration of Alma Ata:

"Primary health care is essential health care made universally accessible to individuals and families in the community by means acceptable to them through their full participation and at a cost that the community and country can afford. It forms an integral part both of the country's health system of which it is nucleus and of the overall social and economic development of the community."

Ministry of Health and Family Welfare formulated a National Health Policy in 1983, keeping in view the national commitment to attain the goal of "Health for all by the year 2000 A.D."\(^4\)

'Health for all' implies that health is to be brought within the reach of every individual in a given community which, in true sense, cannot be achieved merely with the help of doctors and medicines. Knowledge of health, therefore, is a pre-requisite to materialise the dictum "Health for all and all for health."

A new approach to health care is, "Health by the people," "placing people's health in people's hand".\(^5\) UNESCO declared that "Health is the fundamental right and a man should possess knowledge of his right and duty!\(^6\)

---


Likewise 'Health for all by 2000 A.D.', makes it a pious duty of each individual to acquire knowledge of health.

World Health Organisation\(^7\) has also put forth objectives for health education, which serve as over all guidelines to the world as:

"to intensify ... concrete and effective action to ensure that children and young people receive a multidisciplinary health education which is of particular importance for the development of future generations."

The theme of World Health Day\(^8\) (1986), "Healthy Living: Every one a Winner," emphasises the importance and methods to promote positive and healthy life style for all.

In India, with its large population, it is strongly felt that there should be some medium which can propogate health habits and health practices among the masses. The students studying in senior secondary schools constitute a sizeable cross section of the masses which can be a suitable medium.

Post independence era has witnessed an awareness for literacy in the Indian Society. Majority of school going children attend only the post primary schools but a few of them reach the stage of college education. Accordingly, senior secondary schools were considered to be the appropriate stage to have a larger representation of the society.

India is a land of religious and mystic philosophies. As a result of which


our traditions and customs sometimes do not permit development of positive attitude towards health and its practices. People are not able to attain positive health due to lack of proper health practices and favourable attitude. School education happens to be the most effective instrument of social change. It is, therefore, essential that personal health courses may be introduced at the school level in an integrated manner rather than fragmentary and incidental one.

Knowledge of health invokes universal interest. It has been observed that the study and research work on the subject of health, physical fitness, diet, strain and stress has considerably increased in recent years. Health Education Council and sports agencies in India have initiated several mass media campaigns which are directed to make people aware of the hazards inherent in unhealthy lifestyle.

Of late, there has been a reawakening that health is one of the basic human rights and a world-wide social goal. Health has been traditionally defined as, "Absence of disease, and disease as deviation from a biochemical norm."\(^9\) It has many other concepts which correspond to the view mainly held by the ancients that, "health implies a sound mind, in a sound body, in a sound family, in a sound environment."\(^10\) The holistic approach implies that all sectors of society have an effect on health.

According to W.H.O., "Health is a state of complete physical, mental

\(^9\) J.E. Park, Text Book of Preventive and Social Medicine, XI ed., (Jabalpur India; Banarasidas Bhanot, 1986), p. 16.

and social well-being and not merely an absence of disease or infirmity."\textsuperscript{11}

The W.H.O. definition goes beyond the mere absence of disease as it envisages three dimensions or components of health i.e. physical, mental and social, all closely related.\textsuperscript{12}

Feeling of healthfulness is the birth right of an individual. Therefore, health is supposed to be a quality of life that renders an individual to "live longer and serve best."\textsuperscript{13} Healthfulness is the result of living in accordance with natural laws of health pertaining to body, mind and environment. Besides, it is a glaring fact that a person devoid of knowledge can hardly live a happy life in the real sense even when he has been provided with living in fresh air, adequate sunlight, proper diet, regular exercise, rest as well as sleep. Therefore, it is aptly recognised that development of right attitudes and compatible behaviour patterns are equally important for healthful living.

\textbf{Education For Healthful Living}

Health education has been defined as any combination of learning opportunities designed to facilitate voluntary adoption of behaviour conducive to health.\textsuperscript{14}

\begin{footnotes}
\item[12] \textit{Ibid}, p. 16.
\end{footnotes}
Evidently, educational pattern has to be designed to provide opportunities for participation in activities which are directed to develop favourable attitudes towards self, society and the nation, particularly in India, where education happens to be an instrument of change "which will enable us to adopt democracy, not only as a form of Government but also as a way of life."\(^{15}\)

Therefore, the aim of education is no longer "concerned primarily with the imparting of knowledge or preparation of finished product but with the awakening of curiosity, the development of proper interests, attitudes and values; and in building up of essential skills as independent study."\(^{16}\)

General education is interpreted as, "that portion of training; both foundational and functional which is of general need, whatever be one's occupation or station in life."\(^{17}\)

In view of the enumerated aim of education, it is evident that an individual, in the present society, should become a physically efficient person thereby contributing to national productivity; and mentally alert to think and judge for oneself, society and the nation in a joyful manner, so that he is able to adhere to the responsibilities and opportunities.

Health education has been brought into the field of education so that an individual may develop favourable attitude for healthful and joyful life. Health


\(^{16}\) *Education Commission* 1.71 (1976), p. 18.

education is perhaps the largest of the areas allied to physical education. It is commonly used in the sense of total fitness of the person i.e. physical, mental, emotional and social. These sub-areas\textsuperscript{18} are also functions or goals of health education.

**Physical Activity: Its Role in Human Growth**

The American Alliance for Health, Physical Education, Recreation and Dance\textsuperscript{19} in a recent position paper stated:

"... in an increasingly complex society, probably the most pressing need of the students is to develop the skills and attitudes necessary for solving problems and coping every day stress."

The statement applies not only to secondary school students but also to all individuals during their formative years from pre-school to post graduation. The stress and tenseness of modern living is on the rise everywhere. Physical activity is the only medium through which an individual can cope-up with the stressful conditions of modern life more effectively.

Physical education has made important contribution towards health education and vice-versa. Inherent, in physical education, are exceptional opportunities to develop health knowledge, health habits and health attitudes. On the other hand, emphasis on health education and such areas as exercise, nutrition, recreation, rest and desirable health practices, has important implications for physical education.


According to the modern philosophy, "Health has to be considered as one of the most important objectives of education."\(^{20}\)

According to Williams,\(^{21}\) "Physical education is the sum of man's physical activities selected as to kind, and conducted as to outcomes."

When mind and body were thought of as two separate entities, physical education was obviously an education of the physical .... with new understanding of the nature of the human organism in which wholeness of the individual is the outstanding fact, physical education becomes education through the physical. With this view operative, physical education has concern for and with emotional responses, personal relationship, group behaviour, mental learning and other intellectual, social emotional and aesthetic outcomes.\(^{22}\)

Physical education is the phase of education concerned with the teaching of skills, acquisition of knowledge and development of attitudes through human movement.

Human movement is an eclectic area of study, drawing its content from several disciplines. Psychology, physical education, physiology and ergonomics all contribute to knowledge of the ways in which people move; and the factors controlling or involved in learning movement.\(^{23}\)

Physical education is a part of total process of education that utilises games, sports, aquatics, dance and other vigorous activities to help the

---


\(^{22}\) Ibid., p. 8.

individual to achieve the goals of education.

In Soviet Union, games and sports is the field of mass participation in which creative initiative of the masses is manifest.24 One of the aims of sports activity is to prepare the people for hard labour and to establish friendly relationships with the sportsmen of other countries.

Sports participation, in an art form, directly or indirectly continues to grow throughout the world because of its cultural significance. Cozens and Florence25 stated that, "Sports and physical recreation activities blend with the art of humanity. Such activities form a basic part of culture, including all racial groups and all historical ages because they are as fundamental a form of human experiences as music, poetry and painting."

Majority of physical educationists conform to the view that a study of human body is invaluable for physical education students. According to Perrott,26

"No military commander would attempt to fight a battle without a previous knowledge of the terrain ... " "... names of muscles, arteries and bones matter little to the physical educationist but it is their FUNCTION and POSITION that are the be-all and end-all of movement ...."

In physical education, western literature focuses on the alarming reduction of an opportunity for bodily motion due to machine age and high technology,

---


we do need physical education as indeed well recognised right from Vedic times and expressed in our cultural practices till recent times.

According to Harris,²⁷ a review of literature produced no evidence to support the notion that active participation in competitive sports may harm the healthy female but an unwritten decree seems to exist that only certain sports have a desirable effect on the feminine image. Stereotype prejudices and misconceptions have served to curtail participation of girls and women in vigorous competitive activities for too many years.

However, the situation has changed and larger number of girls now compete in sports more frequently.

In the field of health, physical education and recreation, we are mainly dependent upon the literature from U.S.A. and also to some extent from Great Britain, and German Democratic Republic. Indian thinkers and writers mainly depend upon foreign literature as exclusive sources, instead of examining the issue in the context of local relevance.

For instance "Community Recreation,"²⁸ has the connotation of recognised essential public services like provision of water supply, sewerage, street lighting, etc. However, it is no wonder that Recreation movement did not pick up in India.


²⁸ V.S.S.M. Rao, "Relevance of Foreign Literature In Health, Physical Education and Recreation" Vidhyam Vyayam, 17(84): 4.
Physical Education, Sports And Education

The role of sports within the educational milieu appears to adhere to both functionalist and conflict perspective. It has been suggested that sport is functional to raise educational aspirations, encourage academic achievement, foster social integration and serve as catalyst for upward social mobility. Similarly, the system itself is functional in socializing individuals in sports roles. On the other hand it has been argued that sports interfere with the attainment of basic educational goals.\textsuperscript{29}

The post independence era was the period of struggle between the systems for physical education. It was a transitional period because of the new concept which was directed to change the whole course of education as well as physical education.

John Dewey,\textsuperscript{30} the renowned philosopher of education, culminated educational philosophy into a new system known as 'progressivism' where life adjustment education becomes the focal point. He placed more emphasis on social education. He expounded the idea that the learning of physical activity was more than just physical.

For the first time, physical activities were looked upon as potent contributors directly to the learning process. Sports and games under favourable conditions could supplement the entire educational spectrum. \textsuperscript{✓}


Barrow\textsuperscript{31} puts physical education into the context of education's traditional goal of developing the liberally educated person:

"Physical education may be defined as education through big-muscle play activity such as sports, exercise and dance where education's objective may be achieved in part . . . . This product is physically educated person."

Nixon and Jewett\textsuperscript{32} also stress upon the total educational experience in defining physical education as:

" . . . that phrase of the total process of education which is concerned with the development and utilization of the individual's voluntary, purposeful, movement capabilities; and with directly related mental, emotional and social responses."

John Dewey\textsuperscript{33} gives education the fuller meaning as, "Education is that reconstruction or reorganisation of experiences which adds to the meaning of experiences; and increases ability to direct the course of subsequent experiences."

Raymont\textsuperscript{34} says, "Education means that process of development, which consists of the passage of human being from infancy to maturity, the process whereby he gradually adapts himself in various ways to his physical, social and spiritual environment. Thus, education aims at all round development of the child."


In the Indian background, one of the aims of education is to develop a child into a self-supporting and productive individual. "Education should be productive and self-supporting. It should make an individual a cultured citizen, productive instead of destructive; and self-supporting instead of depending upon others like parasites."\(^{35}\)

"Education is a dynamic process. It is never rigid,"\(^{36}\) However, it is generally believed that total development of the individual, in practice implies excelling in academics, sports and extra-curricular activities, but still preference is given to academics.

As a result of Asian Games, held at Delhi in 1982, and at Seoul in 1986, there has been an intense nation-wide awareness regarding the importance of 'Physical education and sports' as an essential element of educational process to promote the health, physical fitness and quality of life . . . . The National Sports Policy (1984), and National Policy of Education (1986), also emphasize the need for integration of sports in the academic programmes and provision of required infrastructure in the educational system.\(^{37}\)

National Education Policy\(^{38}\) lays down that "sports and physical education


are an integral part of the learning system and will be included in the evaluation of performance. A nation-wide infrastructure for physical education, sports and games will be built into the educational edifice."

A well planned programme of physical education is not merely participation in sports and recreational activities but the programme is directed to a purpose, that is why physical education has been elevated to an "Activity of Science" which deals with "human organism physically, mentally and socially." A variety of sports are included in a programme of physical education thereby contributing to the attainment of various objectives of physical education. Interscholastic competition in various games is at the apex of physical education programme in schools.

Competitive trend of day-to-day life and specialization of labour have left little scope for personal satisfaction. Therefore, competitions in various activities are directed to replenish the element of satisfaction.

A person, consequent upon participation in activities and competitions, and on the strength of his knowledge of healthy behaviour pattern, proves himself to be mentally alert, bearing a sharp judgement of situation with quick responses which is the very secret of efficiency.

The study is directed to bring to the lime-light the contribution of health knowledge and physical education programmes to make effective use of academic


opportunities. It is also directed to highlight whether knowledge of health and physical education programmes have a positive relation with academic grade of the students under the prevailing conditions.

Hitherto, studies have been directed to establish correlation between knowledge of health and academic achievements or between academic achievement and athletic performance in other countries. However, the study of such a nature does not appear prominently on record, which may take into account the knowledge of health and participation in physical activities in relation to academic grade. Therefore, the study may open a wider field of research in India which may give new dimensions to the entire educational system.

**Statement Of The Problem**

The purpose of the study was to ascertain the relation of knowledge of health and participation in physical activities to academic grade of senior secondary school students.

**Delimitations**

1. The study was confined to forty-eight government as well as recognized girls' and boys' schools, under Delhi Administration, affiliated to Central Board of Secondary Education.

2. The study was confined to those physical activities, which have been enlisted by School Games Federation of India for national competitions.

**Limitations**

1. Owing to non-availability of standard tests for evaluation of knowledge of health, the questionnaire was developed for administration taking
into account the opinions of experts on it.

2. Due to lack of evaluation standards, participation in physical activities was assessed on the basis of participation in various level competitions on a self-prepared scale which was developed in consultation with acknowledged persons in the field of physical education.

**Definition And Explanation Of The Terms**

**Knowledge Of Health**

Knowledge

"Knowledge refers to pure and simple information, imparted calling for exercise of recall, recognition and reproduction." 41

Health

"The state as being hale and sound in body, mind or soul, especially from physical disease or pain." 42

Health knowledge was considered as a store of information related to upkeep of body and its poise, if recalled and exercised, gives an individual the capacity for being healthy.

**Participation In Physical Activities**

Participation

"Participation in competitions has a social significance when a team or an individual represents the institutions, city, state or country one belongs to." 43

---


Activity

"An activity that contains one or more elements of play and game but more specifically, has the components of competition, physical prowess, skill and superiority of performance."\(^4^4\)

Participation in Physical Activities

"Participation in the sports activity, with the experience of sports competition and sports success and failure, with the selection of sports specialization, with the widening and deepening of knowledge in the field of selected sports."\(^4^5\)

"Participation in physical activities are the joy of creation, fellowship, a sense of achievement, emotional experiences, the enjoyment of beauty and relaxation."\(^4^6\)

Participation in physical activities was considered as participation at various levels in those activities which have been enlisted by School Games Federation of India for the purpose of National School Games competitions.

Relation

"Way in which one thing is thought of in connection with another."\(^4^7\)

Academic Grade

"A supervised class room subject; and reconstruction of knowledge


and experiences of an individual which are measured in terms of results at the end of academic session."

Grade

"Grades are based on the summative evaluation of students learning. Thus they reflect the end product of educational unit."  

The term 'academic grade', used in the present study can be defined as the marks achieved by the students at the Senior Certificate Examination held by Central Board of Secondary Education, 1987.

**Senior Secondary**

"Schools providing two years of general education up to university entrance."  

**School**

"Institution for educating children or giving instructions, usually of more elementary kind than that given at universities."

"Institution for educating children."

A school is considered as an organisation recognized by an appropriate authority, for educating the children according to the prescribed syllabi.

---


Student

"Boy or girl attending a school." 53

"Person undergoing instruction at various levels." 54

Functional definition of student may be summed up as young boy or girl admitted to recognised regular school to receive instruction according to the approved syllabi.

Significance Of The Study

1. The findings of the study would reveal whether the programmes of health and physical education offered in the schools cater to the needs of rapidly growing children during adolescent period.

2. The study would help the teachers to ascertain effectiveness of their instructions to students regarding health knowledge and their participation in physical activities.

3. The study would expose the tendencies of boys and girls, as regards knowledge of health and participation in physical activities, in relation to academic grade.

4. The study would stimulate awareness amongst parents and students that a balanced programme, of physical activities, health knowledge and practices; and scholastic activities, is essential for all round development of human personality.

53 Ibid, p. 661.
5. The study would help the students to understand the values of health practices and participation in physical activities for better personality development.

6. The study would create an awareness among educational administrators that there is a need to develop understanding between physical education teachers and other subject teachers for homogenous growth and development of students.

7. The educational authorities would be inspired to take appropriate measures to high-light the values of health knowledge and participation in physical activities.

8. The results of the study would create awareness among physical education teachers to estimate effectiveness of their instructions and management of programmes in relation to the achievement of the students in academic field.

9. The study would inspire physical education teachers and educational administrators to be aware of the deterrent factors which discourage student participation in physical activities.

10. The study would unearth the effectiveness of the present system of imparting health knowledge to the students.

11. The study would inspire the educational authorities to take necessary steps for more effective transfer of health knowledge to the students.