Chapter I
INTRODUCTION

Man is the supreme amongst all living beings on this planet and human body is one of the most beautiful as well as the most complex thing nature has created. The intelligent ways with which this unique creation acts, reacts and interacts is a rare phenomenon. A healthy and a fit person is a boon to the humanity where as the unfit is a curse on himself as well as on the society.

Right from the time of conception a zygote becomes an organism and it moves inside the mother's womb. As it becomes older and gets mature, it take the shape of foetus. It grows and moves rapidly. As an infant comes in the contact of external environment it moves differently. With the aging process he learns refined movements. At each step he is educated for better and better movement i.e., to crawl, to sit, to stand, to walk and to run gradually. Then child makes intelligent use of his experiences.

Something has been said about the child:
There was a child went forth every day,
And the first object he looked upon,
that object he became,
And that object became part of him for the day or a certain part of the day, or for many years or stretching cycles of years....

WALT WHITMAN

'As the young child goes about his busy day,) the adult with him begins to believe again in perpetual motion. Moving about and exploring whatever he finds that is new is, of course, the child's way of learning. Through exploration he develops his ideas of the world around him, and extends his control over the things he can control.) As he develops in size, in strength and in manipulatory skills, he also develops in understanding of things and people. (This many-sided development of childhood is the process of adaptation, through which the child learns to fit into the complicated way of life we call civilization. And although each change is a new marvel to new parents, the child is following an orderly sequence common to all children. True,

he establishes his own rate and sets a pattern of development unique to him. He may walk earlier or later than other children of his own age, have fewer or more teeth than they. But he crawls, hitches, or creeps before he walks and gets front teeth before his molars, just like any other baby.  

The child's growth limits, or his growth potential, may be a matter of genes. His actual day-by-day development, however, is determined by the interplay of his growth potential with environment experiences. Just as a plant needs sunlight, so the child develops best in the favourable social climate of love and acceptance. Neither plant nor child can grow without proper food and nutrition. The child is distinguished from the plant in many ways, but especially by the fact that he is capable of conscious and voluntary movement. The quality of his movement experience does much to determine the nature of his total development.

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3 Ibid., p.4.
Children do not need to be encouraged to move. This is their life style. This is their earliest postnatal reaction to their environment. They must be given the opportunity and freedom to move. An environment that restricts their natural movements will handicap their growth, development and learning. Developmental task which is full of interest and challenges will permit the normal sequential pattern of neurological growth and lead to important motor and intellectual learning. In educational institutions children are provided opportunities to indulge in big muscles activities where they come across to the aspect of physical education. The knowledge of physical education proceeds throughout the life if movement is encouraged rather than restricted. It is more formalised in some periods of life than others.

Children in their early years "move to learn and learn to move." they need a great deal of physical activity. They need to run, twist, and jump. They need to skip, climb and play games. They need to
mimic, dance and have fun.  

Children at the preschool age should be engaged in large muscle, vigorous activity at least four to six hours every day. Some of this time is spend at home, it is then parent's responsibility to see that not all of these hours are spent watching television or reading but rather in active, vigorous, spontaneous play. Where the children do not go to the school up to the age of five to six, it is their parent's duty to provide opportunities for the learning of fundamental movements, the development of strength and endurance and playing with their peers. This is an important period of their lives for growing and developing and has many implications for learning in later years.  

More and more children either are busy doing study work as they are over-burdened or to get

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5 Ibid., p.51.
refreshed by watching T.V. and usually kill their precious time. This neglects their physical well-being. It leads sometimes to postural deformities and other physical ailments. The children should be exposed to the world of movement where lots of play, physical exercise and games are involved to avoid all such problems. The children of all ages should be made aware of their physique and their own self.

Our way of life has changed but man's biological need for activity has not changed. Our problem is how we can best help each individual insert enough physical activity into his daily life to fulfill his biological needs for activity. The wheel was a great invention, but its universal use may yet haunt the virility or our nation. Tremendous technological changes have already been wrought by science which affect the fitness of man, but the doors have barely been opened. The role of physical education as it relates to this social charge in permanent, educational and supplemental.6

Education:

Education is the media which prepares the human beings for their later life. It moves in a channelized way. It has been said that education is a totality of human behaviour. It makes man different from other species.

The ultimate aim of education is to provide full opportunities to a human being to acquire best possible knowledge to lead a life in gentle behavioural pattern, as behavioural pattern changes.

From the very beginning education has got its own place in man's life. It makes oneself civilized. Education is completed in four major aspects i.e., physical aspect, mental aspect, social and spiritual aspect as well.

Modern day schools have accepted the challenges of contemporary society to develop the total capacities of each child so that in adulthood he will be equipped with the knowledge, sound thinking process, physical stamina and emotional maturity to live effectively in an ever changing and highly complex society.
Elementary school teachers are playing an important role as "girders" on which all future learning will be built. Elementary school curriculum which ranges beyond the basic academic knowledge and skills to include experiences which will help the student to develop socially, emotionally and physically as well as mentally.

**Physical Education:**

Physical education may be defined as "an education of and through human movement where many of the educational objectives are achieved by means of big muscle activities involving sports, games, gymnastics, dance and exercises. Big muscle activity is meant those which involve the large muscle of the trunk, upper torso and legs as opposed to the muscles of the extremities.

Physical education is the part of total

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education. It gives harmonious (physical, mental, social and emotional) development to an individual. It throws open the door to move in the society in socially adjusted manner. Healthy and fit persons are the treasure of the society.

An individual who is physically fit will definitely have a refined pattern of movements in his life style.

Over the decades, the society in general has realised the need for keeping fit and healthy through organised physical activity programmes. Scientific evidence from biological science has made it clear that unless man engages in organised vigorous physical activity programmes the real benefits would not come. The educationalists and the policy makers have become greatly live to the need for providing regular organised programmes of physical activity to the school as well as college going populations. The concept of organised physical activity programmes has without doubt, originated from the educational institutions where acquisition of bits of knowledge runs side by side with the acquisition of skills of body development and management.
It has been proved beyond doubt that no mind can be educated without educating the organ systems which are real instruments of mental process.  

Physical education is a way of education through physical activities which are selected and carried on with full regard to value in human growth development, and behaviour. Because it is the phase of total educational programme, physical education aims at the general goals. It's purpose is to provide all the learning experiences of the school- the well rounded development of all children and youth as responsible citizens in our democratic society.

This way an allround development is possible for a human being. The purpose of physical education is in effect the foundation on which the framework of the curriculum is constructed. Motor activity


is an important phase of the school programme, both as vehicle of play and as a tool for learning. The young child should be provided opportunities to learn what body is capable of performing as well as learning skills in manipulating objects and manoeuvring the body through space.\(^{11}\)

One important consideration is that the interest of the child in activity. Without interest the objectives sought are not likely to be accomplished; therefore interest of the student must be taken into consideration in choosing an activity.

Games and activities presented should be geared to the abilities of the children. The best activities are those that provide for a wide range of ability. The problem solving techniques provide unique opportunities to provide challenging and satisfying experiences to all regardless of ability.

In a sense the whole process of development may be regarded as education. In another sense,\(^{11}\)

\(^{11}\) Fait, *Experiences in Movement: Physical Education for the Elementary School Child*, p.442.
it may be all regarded as physical education, because the child is moving organism, his body is also his feeling and thinking organism. It is customary however, to reserve the term education for what is learned in school, and to talk about physical education as one important part of this school experience.

The school today is society's means of giving all children and youth experiences that will help each one to develop to the limits of his capacity. Education then may be defined as planned developmental experience for all children and youth. Physical education is the only part of the educational programme in which the child is not merely encouraged to move but is taught to move effectively. Effectiveness of movement depends on it's purpose, which may differ at different times. The child may run as fast as he can to win a race or to tag another player. He may move slowly and with strength to show how a large and powerful giant moves. He may climb up on apparatus and jump down to prove to himself that he can master an obstacle. In each case, achievement of his purpose is important to his general development. In each case, instruction
is an aid to achievement. Through physical education we make sure that a child's movements are the most suitable ones for his stage of development.  

Elementary education is concerned with the well balanced development of the whole child. Physical education is one of the vital factors in the development of child. The teachers gain additional insight into the practical tools and materials available to him in using physical education as a contributing channel for optimum development of the child during elementary school years.

"Elementary education provides for the optimum physical, social, emotional and intellectual growth of children through a series of learning experiences closely geared to their individual and group need." There are several possible ways to synthesizing understanding of the child and the group with the broad educational potential of physical education.  

12 Halsey and Porter, Physical Education for Children, p.4.

Traditional Approach:

The traditional approach has primary focus on the group and tends to use activities and skills found successful or average groups as a core from which a programme is built. The good teacher often makes allowances for advanced or for slower groups by selecting some activities from those suggested for use a year later or a year earlier than the specific class or age group. The teacher plans the lesson and often plays an obvious leadership role. This leadership may be more democratic than autocratic. The traditional approach teacher uses games, folk and square dances as vehicles for teaching social values and as vehicles for practising and applying many skills. Skills are often taught by demonstration and explanation. Teacher knows how to perform the skills and teaches the class the correct way to do it. The teacher judges the correctness of students movement and attempts to help class members perform the skill correctly or atleast improve by coming closer to the correct execution of the skill. Peers also judge the skill abilities of students through his success or failure in group games. The programmes tend to include games, skills,
apparatus work, stunts and self-testing activities, rhythms and dance. The major focus is on group, but the good teacher works with individual whenever it is possible without sacrificing to the group.14

Physical education in the elementary school programme however, are it's unique content and the experiences it can provide, as well as it's capacity for enhancing the total education and the life of the child. Movement has been designated as the content of physical education. Physical education can contribute to the curriculum and thus to the education of the child not only because of it's unique content but also because of its capability for elaborating, reinforcing and applying the concepts, skills and attitudes initiated in other programme areas. The ultimate significance of physical education in the life and education of the child, however will be proportionate to the importance that principals, physical educators

14 Ibid., p.28.
and classroom teachers attach to movement—and the extent to which the community expects physical education to contribute to the education of the child.  

At last it may be defined like physical education is the part of movement education which has been designated as a responsible, educational programme in a school curriculum. "The purpose of physical education is to have fun." "The children need to let offsteam." "They need to get outdoors." We agree that children need outlets and the physical education can be an enjoyable experience with the classes often meeting outside, however if these aspects represents the chief purpose of physical education and the commanding reasons for including physical education in the curriculum, one does not need professional preparation to provide them or a budget and expensive facilities and equipment to accomplish them.  

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16 Ibid., p.11.
The physical education programme in the elementary school curriculum represents a continuity of experiences which will enable the child to acquire skills of movement, the understanding of the structure of human movement, the ability to utilize the process of movement and to enjoy and employ the products of movement. Through the media of play exercises, games and sports and dance the child learns about himself; what he is capable of doing; how he can control his body; how he can adapt and relate to the world around him (space, people, other animate and inanimate objects). How he can communicate his feelings and ideas and how he can maintain his state of well being. Proficiency in a wide variety of movement skills gives him personal and social mobility in his work and activities and helps set a foundation for present and future success in life.\(^{17}\)

Also at junior school level physical education programme has an important place in the curriculum.

At this age children grasp each movement quickly they try to copy as well as try to bring something new from each experience. They learn about their capability of doing that how they can control their body in the space in a particular time. Gradually proficiency comes in their movement and they have a refined pattern of movement.

The behavioural characteristics of the child at this level brings further improvement and refinement of his abilities. Cognitive functions (perception, thinking and memory etc.) improve further. The child becomes more realistic and critical in his approach to life and other matters. He becomes more stable emotionally gains better self-control, is more self-dependent and self-conscious. The child retains the strong urge for physical movements, but his activities are now more meaningful and purposeful. His activity is now goal oriented and the movements are not done just for the sake of doing movements. The socialization of the child advances ahead and he is able to better interact with his seniors, age mates and juniors.18

The child is more courageous, imaginative, enterprising, resourceful and adventurous. He usually follows the person whom he admires blindly (heroworship) and likes to copy the deeds and action of famous heroes about whom he hears and reads.  

Physical education is also accepted as an integral part of the junior school curriculum. It is acknowledged that most behaviour is movement of one kind or another; consequently, learning usually has movement as its foundation. Madeline Hunter emphasized the importance of role of physical education in children's development and learning:

Through movement the young child learns the difference between the "me" and the "not me" which is essential to the ability to integrate form. From perception or his ability to assign meanings to form, is based upon his posture, laterality (map of inner space) and directionality (map of outer space). His space perception or awareness of the relationships between forms is even more

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Ibid., p.449.
obviously developed by movement. His motor behaviour is the primary channel through which cognitive and affective behaviour are evident to others. Thus motor behaviour provides the observable products of learning. 20

The word "Motor" stands for movement. The movement varies from one age group to another age group.

Initial movements of the infant are largely involuntary and reflexive in nature. Many of these early reflexes come under the domination of voluntary control, while others persist and mould voluntary perceptual motor behaviour. 21

With increasing age, the infant and child evidence more specificity of skill, the identification of general coordination by assessing performance on a few basic tasks become more difficulty. 22

20 Schurr, Movement Experiences for Children, p.4.


22 Ibid., p.41.
Movement aspect should be simple to complex when introducing to the children, as it is a new phenomena in our country. At junior school level children should be told to perform simple movements which is consisting of all imitating movements like animal walk (elephant walk, seal walk, duck walk) frog jumps, kangaroo jumps etc. Then they should be introduced to certain balancing postures like walk on beam, making 'T' and 'V' formations on balancing beam etc. Certain complex movements should be given as floor ex. in gymnastics. Jumping, hopping steps should be introduced to them with the help of music. A set of aerobic exercises or a set of exercises with the help of any object should be given them for practice in a rhythmical pattern. They will enjoy definitely while performing these movements, as degree of complexity is increasing gradually. It will automatically come in their behavioural pattern. The children at the junior school level will have set pattern of movement in their life style. They will develop a general idea about body awareness.
Movement Education:

Movement is essential to one's ability to cope with the world about him, movement stimulates perception and perception directs one's movement. One perceives through his sensory mechanism. Therefore we must provide young child with a rich sensiomotor environment and give him the opportunity to explore and experiment with movement using perceptual uses he does receive.  

Rhythm is an interplay of strong and light movement and quick and slow movement. A rhythmical pattern of steps may be formed by combining some strongly accented steps with some of a lighter quality, some of the steps also being quicker than others. A rhythmical pattern facilitates achievement and promotes understanding, since it requires repéition. Children need and enjoy the sensation of repetition of an activity.  

23 Schurr, Movement Experiences for Children, p.226.  

Everything a child knows and can do must be learned. Certainly in the early stages of life all learning has a physical basis. The foundation mechanics for learning are present in the genes at conception and in the body at birth, but knowing and doing are learned processes. Children literally learn their way through life. Evolution teaches us that nature has provided a way for that learning and for behaviour which is not genetically based: also that racially speaking, all accumulated knowledge and learning which are now embodied in civilization are a result of movement and it's ensuing process of integration. The process of human evolution gained momentum only when there was a need by the organism to move.  

In the integrative processes children must first learn to hold up their head and later to manipulate tension in the muscles in order to sit-up. As they gain in the necessary adjustments for posture, they are also learning patterns of locomotion. Then they go for crawling and creeping gradually.

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Movement is adjusted to perception and in a like manner perception depends on movement. Through the process of interaction children gain perceptions as they obtain meaning from the stimuli. 26

Movement experiences occur at any place and at any time throughout life. However when those experiences are organized and taught in a scholastic situation so as to bring about the most meaningful response from the learner, we have the programme known in most school systems as physical education. 27

A phenomenal interest has developed in recent years among physical educators over the prospects of movement experiences. Some believe that movement theory is a treasure house of intellectual abundance waiting to be opened and utilized fully. Many others ask what exactly is movement? Is not baseball movement? or running? or tag? Is it method or content or, as mentioned previously, just a theory describing


the universal drive to motor activity? Probably, movement is some of all of these. Some students seem to find satisfaction in movement without reference to specific goals or a scoreboard. For these participants, movement is an unique aesthetic and somewhat creative experience. Marion Ludwig states:

Fundamental of movement are explored and built upon so that a child develops an awareness of each part of body as it moves through space with variations in time and force. A child learns to use his body with power and economy of movement: he experiences in a wide variety of ways the degree of effort required for easy, fluent and efficient performance of the particular movement task he has undertaken. He solves problems dealing with gravity, direction and controlling objects. Such as balls as conscious experiences. Efficient and effective movement result within the innate capacity of each child.28

In the past three decades it has become increasingly common either to interchange the term of movement education and physical education or to think of movement education as an activity, a method or a small part of the physical education programme, especially when discussing the instructional programme in elementary schools. Movement education is a lifelong process of change. This process of motor development and learning has its beginning in the womb and proceeds through never ending series of changes until death. Some of this movement education is the responsibility of an in school programme of instruction called physical education however much of movement education occurs before the child enters school and continuous after he completes formal schooling.

Movement has been singled out as the common content—fundamental to the study of physical education. Basic to the study of human movement are two separate but highly interrelated bodies of knowledge: the laws of motion that

Logsdon, Physical Education for Children, p.12.
govern human movement and the facts associated with the application of mechanical principles and the components of movement—effort, body space and relationship the aspect that together describe and categorize movement and define the qualitative and quantitative aspects of human effort.

Morison implies that the study of the components of motion and the mechanical laws helps us to think and observe in a "Movement Way."

Experience of movement and a growing awareness and understanding gives people an extra "tool" with which they can "learn to learn." A teacher who understands the basic principles of movement, and who can think and observe in a movement way is better able to help people to tackle the tasks confronting them, and so enable them to do as they wish, in the way they wish. Through encouraging this personal and individual way, people gain skill and progress is made.30

In the junior school, the primary focus in movement education is on the individual and his ability to understand and control his movements, his body and other objects through his movements. The problem solving approach is often used to help children explore movement possibilities and to determine "best" movement patterns for accomplishing a specific goal. Children will imitate other class members but through praise and other encouragement the teacher helps the students build an environment in which each child focuses on the problem and on his solution to it. Social values are sometimes taught through movement problems solved by small groups of children. The leadership role of the teacher is less obvious but just as real as in the traditional approach. The teacher must understand the physical abilities of children and each child, understand the potential of movement and the principles of effective movement and using this knowledge. Set problems that are designed to help the child really understand himself and understand movement.
Since the traditional approach tells children how to play games and how to perform skills, where as movement exploration is creative. 31

Children love such activities related to rhythmic movements. They enjoy moving in vigorous and imaginative ways with music accompaniment or without. And such activities yield rich dividends in fitness, balance, agility, grace and coordination. Younger children need frequent opportunity for this type of expression. 32

Movement exploration as a unit of work in physical education can be included at every grade, but because the experiences it affords are so basic to all the physical education that will follow, it should receive special emphasis from nursery school and kindergarten through the primary grades. Children in the intermediate and upper grades who have never had specific instructions in motor exploration should be

31 Means and Applequist, Dynamic Movement Experiences for Elementary School Children, p.386.

32 Ibid., p.387.
given an introduction to it. Older children will of course progress more rapidly and at a more sophisticated level.

Some recent innovative research has suggested that participation in regular physical exercise can have a positive effect on psychological well being and mental health.

It is certainly not a new idea that the mind and body function in unison, but only recently have researchers and practitioners systematically began to study the potential psychological benefits of exercise. As John F. Kennedy once stated, "The Greeks Knew that Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong—that hearty spirits and tough minds usually inhabit sound bodies."  

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33 Fait, *Experiences in Movement: Physical Education for Elementary School Child*, p.112.

Self Concept:

As a child grows and develops, he learns not only about the world about him and his place in it, but about himself. Each person lives with himself and hence to some degree, is always alone. No one can ever completely know the self of anyone else, although in the quest for understanding oneself and others this has developed much of human thought and philosophy, including psychology. Man has long held the hope of answering such questions as: who am I? what am I? How did I came to be this way? And their logical consequences the search for purpose: Why am I?

The overall self-concept may be visualized as an algebraic total. If in considering the many areas making up the self, more and more important areas are regarded as good than bad, then a positive self-concept can be inferred, and vice-versa.


36 Ibid., p.255.
If a child is physically fit, emotionally balanced and socially well adjusted: he will definitely have a positive self-concept. The individual will be self-assured and will have desire to work well in all walks of life.

37 Secord and Jourard found a high correlation between one's physical self-concept and his overall concept of himself. Kehres said that the degree to which an individual has met the physiological needs for movement directly influences the development of his self-concept.

Every child has a sense of "wholeness" a sense of uniqueness, a sense of "me" that remains even as the child continually changes, children are developing wholes, but with in the whole is a pattern interwoven from many strands. At any moment, children are a product of all the changes that have occurred with in all parts of their "biopsychology": with in their muscles and skeletal systems, their endocrine systems their nervous systems.

37 Schur, Movement Experiences for Children, p.2.
Each of these action systems has its own course of development. Each system proceeds on this course at a different rate. The complex pattern created by the separate developmental levels of all the systems at any given instant comprises the individual child at that point in time. For this reason every child is unique; in no two children would all aspects of development arrive at the same point at the same time. The special pattern created by the individual action systems with each child the "me" of that child, clearly supports the adage, "The whole is greater than the sum of its parts." 

Each child must become proficient in all the skills of basic movement since these skills have a direct relationship to everyday tasks and to life itself. Some children have an easily acquired rhythm of movement and coordination; others lack proficiency in correct walking, running, jumping, dodging, kicking, lifting, throwing, catching and gangling, moving objects.

Each child should also understand and build sound habits of effective postures. Since these basic movement and posture skills are important in daily tasks correct patterns should be established as early as possible in his movement education. Some children need far more individual attention, or more opportunities to practice building these skills than other children of the same age and development level.  

Research has clearly indicated that in today's culture there are physical weaknesses in children during the elementary years if children lack proper activity. Research also shows that the fitness of these children improves wherever a sound programme of physical education exists. No elementary school should fail to meet the physical education needs of children in today's world. The early years are the formative years, crucial years for proper physiological development, and for the establishment of fitness, attitude and habits.


40 Ibid., p.21.
Children in the upper elementary grades have usually gained substantially not only in height and weight but in endurance and strength as well. They are ready for a great deal of vigorous intensive exercise. They are coordinated enough so they can learn to play games requiring considerable skill and organization. They are at the "gang age" and peer influence manifests itself in many ways. Hero worship is characteristic of students at this time and there is great interest in playing games in which older students also participate. Sports are an important element in the lives of most children at this age and should constitute a significant part of the programme. At least one hour per day should be allotted to physical education in the intermediate grades.\(^{41}\)

At elementary school level the educational contribution of dance have gained recognition. Expressive movement materials are being utilized and creative, dynamic and challenging dances are being taught as the part of movement education.

\(^{41}\) Frost, Lockhart, Marshall, Physical Education Programmes, p.53.
following words from Dellia Hussey are especially meaningful:

Movement is a basic human need, it evokes emotional feeling because it involves expressive movements of all kinds. The atmosphere for it's successful teaching must therefore, be one of warmth and acceptance. To join hands and sway with other; to leap high in the air in unison with classmates; to make group spatial designs in which the problem is to maintain some physical contact with others in the group, these are exhilarating, strengthening and fulfilling human experiences. 42

By the time the typical child completes the sixth grade, he/she should have a broad range of sports experiences and should be familiar with several kinds of dances and skills, students should also have achieved a high degree of physical fitness, and they should have acquired a good deal of knowledge about correct body

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mechanics. A variety of intramural sports opportunities should have been available to them.\footnote{Ibid., p.53.}

Junior high school students who have a reasonably good physical education background are ready to learn almost any activity that is taught intelligently and progressively. They want action, they love adventure, they are eager to do what older students are doing. They have an abundance of energy. Teaching physical education at junior high school level can be most rewarding.\footnote{Ibid., p.59.} Hence, the present investigation was made to compare the effectiveness of a programme of movement education and traditional physical education programme on self-concept of school boys and girls at junior school level.

**Statement of the Problem**

The purpose of the present investigation was to have comparative effect of traditional physical education programme and movement education on self-concept of school boys and girls.
Delimitation

The study was delimited to students of 5, 6, and 7th standard ranging in the age group of 10-13 years in Delhi. The study was further confined to traditional physical education, movement education and self-concept.

Limitations

1. Questionnaire research has its limitations. As such any bias that might have come into the subject response on this account may be considered as a limitation.

2. Since no consideration was given to the selection of subjects on the basis of their socio-economic status, their different life style might have imposed another limitation on the study.

Hypothesis

On the basis of available literature, scholar's understanding of the problem and existing research findings it was hypothesised that there may be no significant difference in the effect of traditional physical education
programme and movement education on self-concept of school boys and girls.

Definition and Explanation of Terms

Traditional Physical Education

Traditional physical education consists of explanation and demonstration of the activity by the teacher and practice by the students. It is a direct method with a right way and a wrong way of performing a skill. 45

For the purpose of this study, traditional physical education is defined as a teacher centred approach of instructions in physical education which requires that students should achieve a common standard by keeping aside their individual differences.

Movement Education

Movement education may be defined as individual exploration of the ability of the

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body to relate and react to the physical concepts of the environment and to factors in the environment, be they material or human.  

Movement education is the term that is applied to the physical experiences and programmes that teach children about their bodies and movement and which help them to develop proper movement responses.

For the purpose of this study movement education is defined that which is based on movement exploration method characterized by guided discovery and problem solving, to teach the content of basic movement and some specialized skills in gymnastics, rhythmics, and games.

Self Concept

Self concept is the totality of attitudes, judgements and values of an individual relating


to his behaviour, abilities and qualities, 'self-concept' embraces awareness of these variables and their evaluation.\textsuperscript{48}

Self-concept is essentially the feelings a child has about itself. Each child develops feelings about it's intellectual abilities, it's popularity among its peers, and its ability to perform physical activities.\textsuperscript{49}

**Significance of the Study**

Child and his movements are two sides of a coin. But better movement can be executed by a physically sound well being, so that they can move in the society proudly and then only they can have a better sense of feeling about their own self.

Main aim of physical education is to bring harmonious development (physical, mental,


social and spiritual as well) of a child. Then only one can be educated if traditional approach of physical education is there. This study will reveal the existing awareness of traditional physical education programmes of school children. Findings of this study will definitely help the junior school level children who are in search of new programmes and better approach in physical education activities.

Side by side it will help to gain a place in the school curriculum in the field of movement education. Movement education is a new phenomena and coming up from it's initial stages very rapidly in our country. This study will help in providing background data and conclusions to justify the inclusion of Movement Education in the junior school children.

Junior school children are keen to learn new skills. They grasp quickly though individual differences is another factor. In early and middle adolescence a combination of social, physiological and psychological factors converge to influence the performance of boys and girls. Activities for these children should be those in which they
may not only exhibit a moderate amount of basic ability, but should also involve an intellectual challenge. In movement education one can use less number of equipments and maximum output is gained through practice. This study will provide a better guide line regarding movement education for junior school children.

It is not possible to have equal gain from all the children in concern of movement education as well as traditional physical education because all are not alike; individual differences are always there. Findings of this study will help to justify the inclusion of movement education programme in elementary and junior school curriculum so that refined movement can be executed when these children come to the middle or senior groups.

This study will help to understand the self-concept of school children in a true sense as it is quite difficult to understand them and to make sure what they are and how they feel among themselves.

Findings of this study will help to make a programme of movement education for higher
level of personal as physical education teachers. They can have this sort of practice in their undergraduate training programme. So country can have well coordinated personnel in the field of traditional physical education as well as in the field of movement education.