Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Although, children and youth currently form the most active segments of the population in developed societies, there is a marked trend toward an increase in sedentary lifestyle among school age children. The present effort is to understand not only the attitude towards the physical activity but also to prepare a guideline for physical activity to be carried out in schools. On this context, the researcher felt a need to find out the opinion and attitudes towards the physical activity, among the Policy Makers, Principals of Schools, Educationist, Parents and Physical Educationist. This may help the policy makers and administrators to understand the real problems and formulate the policies and programmes for improving the situation.

Research on the physical education activity manual for school children have been a debatable issues from a very long time. NCERT, CBSE etc have been constantly putting an effort to introduce physical education as a compulsory subject for school and college students. But at higher level the programme has never been approved. Kerala being a state with high literacy status have been endeavoring many efforts to introduce this in schools. They have been successful to a great extent. Still there is much to be achieved in this direction.

The present effort to prepare a physical education activity manual for school children in Kerala State is an humble attempt to provide a guideline to the Policy Makers, Principals of Schools, Educationist, Parents and Physical Educationist.

The purpose of the study is to develop a manual (guide) to Physical Education Activity I for school children in Kerala State.
The subordinate purposes of the study are:

1. The philosophy behind this project.
2. To find out the view of the parents, educationists, principals of schools and policy makers towards physical education activities.
3. To prepare an outline for Physical activity modules for different types of activities to be carried out.

Subjects for the study were Physical Educationist (N-150), parents of school children (N-350), Educationists (N-243), Principals/ Head of the Institutions (N-150) and Policy makers (N-25) of various Schools of Kerala at random.

Present Physical Education curriculum such as ICSC, CBSE and NCERT etc were taken as a reference for preparing the guideline for manual in the present context.

Physical Education curriculum of advance countries as well as third world countries were taken as a source of reference in the present work.

Specifically the age characteristics of 4-8 years children were taken into consideration for preparation of the guideline.

In the preliminary stage of the construction of the physical activity questionnaire all the aspects of physical education was thoroughly discussed with the supervisor. On the basis of this discussion various experts in the area of physical education was consulted. All the experts were asked to give their views towards those aspects of physical education.

After getting enough feedback from the experts and the supervisor, the scholar had prepared a preliminary closed ended questionnaire which consisted of thirty statements which were to be responded by the subjects on a five point likert scale. A trial run of the questionnaire was done on the subjects such as students, parents, physical education teachers, school principals and policy makers.
On the basis of the responses from the first trial run, a factor analysis was done. After varimax rotation there were three factors suggested. Though there were three factors only one factor was taken in to consideration. There were 17 sub variables under the chosen factor. Out of all the thirty statements only seventeen statements were included for the final questionnaire.

For the said project the data were collected in person by the researcher from Educationists, Physical Educationists, Policy makers, Head of the institutions and Parents of the school children. The objectives and purpose of the test were made clear to the subjects so that they were aware of what they are expected to do. To give a meaningful understanding to the data gathered various parametric and non parametric tests were calculated.

Philosophy:

Physical education should be a part of every child's learning. As teachers, we have the responsibility to educate the whole child. A well-rounded physical education plan promotes to students an "appreciation of their body, the acquisition of physical skills and increased abilities" (Wall and Murray, Perspectives). Keeping this in mind, a physical education program needs to be created with an element of adaptability to meet the needs of all students.

The 4- to 8- year old changes in four ways — physically, mentally, socially, and emotionally. However, as you read about these changes, keep in mind, that each child grows at his or her own rate. It is important not to compare children. The ages and stages are required for preparing a plan, since the abilities and changes occur over a time span of several years.

The long-term goals of any Elementary Physical Education program are to get students more physically active on a regular basis. The benefits of exercise are infinite
and thus, a necessary component in every child’s life. It is therefore very important to introduce students to the benefits of physical activity at a young age.

Through our regularly scheduled PE activities, students will be given the opportunity to improve upon their newly learned skills. Over the course of the entire year, students will gain an understanding of the fundamental locomotor and non-locomotor skills of each sport and the chance to develop these skills over the entire year.

From the present research the following findings are highlighted:

For parents, physical educationists, educationists, school principals and policy makers there was agreement to the statement:
1. Healthy Young Children are the Asset of a Nation.
2. Parents and Teachers Have A Dominant Role in the Molding of Healthy Young Children.
3. Physical activity guides youngsters in the process of leading a physically fit lifestyle.
4. Quality physical education facilitates development of skills for lifelong physical activity.
5. We have enough PE teachers who are qualified and able.
6. Physical Education activity Manual can help the teachers to understand and impart knowledge.
7. Physical Education activity can help other subject teachers to handle the activity.

Though the view of few parents remained undecided, none of the respondents disagreed on this statement.

There are some statements where there are varied answers:

1. Physically active students have more social commitment and social responsibility”.
2. Physically fit children are mentally and emotionally strong”.

3. Quality physical education facilitates development of skills for lifelong physical activity.

4. Neuro muscular co ordination can be developed while engaging in physical activities.

There was partial disagreement to a few statements:

1. The stress could be released faster while engaging in games and other physical activities.

2. Students who engage in physical activities are highly cooperative and generous to others.

3. The activity manual brings a new way of teaching sport and PE that creates better human beings.

4. The importance of Physical activities in the present set up is high. Though it is a known fact that the importance of Physical activities in the present set up is high, there have been a considerable number of subjects who had disagreed to the statements. Overall most of the subjects were agree to this statement.

There was total disagreement to a few statements:

1. The Physical Education Curriculum is satisfactory at present. From the cross tabulation it is very clearly evident that all the respondents except policy makers were disagreeing to the statement.

2. 60 minutes per week is sufficient for Physical Education”. From the cross tabulation it is very clearly evident that, a majority of the respondents disagreed with this statement.
The suggestion on the basis of the out comes generated by this study:

All physical activity and sport programs for children in the age group of 4-8 should be designed to:

- Emphasize broad-based skill development in a healthy, safe, and fun environment.
- Emphasize lifetime enjoyment from involvement in various physical activities, play and sport rather than short term successes in a specific sport.
- Modify competitive opportunities to match the ability levels so all participants are having fun, actively participating and getting opportunities to learn regardless of athletic talent.
- Encourage a philosophy that puts the holistic development of the child ahead of the athletic competition – focusing on process, not outcome.
- Include an adult/parent education component.

A Suggested Outline of the Activities

The Daily Physical Activities should be divided into the following categories:

1. Classroom or Small Space

   The activities included in the section can be completed with students at their desks, in an open space in the classroom or in a common space in the school. Students can create a larger classroom space by moving desks to the side or in a circle. Generally, these activities require a minimal amount of space, but they could also be completed in a gym, other open space or outdoors. These activities require the least in terms of equipment and set up and can often be completed using basic classroom supplies.
2. **Gym or Open Space**

The activities included in this section can be completed in any gym or open space. If gym access time is limited, consider using an empty classroom, other open indoor space or the playground. These activities often require some equipment and set up. Consult with your school’s physical education teacher about the equipment available and consider organizing an equipment sign-out system for teachers. Although these activities may require more work on the part of teachers in terms of set up and organization, they offer students greater benefits in terms of physical fitness.

3. **Outdoors**

**Playground Supervision and Safety**

The principal is responsible for ensuring playground supervision is adequate during school hours. Those responsible should:

- develop and discuss rules and regulations with students and post them in a suitable place
- recognize and report potential hazards; e.g., broken glass, other litter
- check equipment regularly to make sure it is in good repair
- instruct children in the safe use of all playground equipment and structures
- select and limit use of structures and equipment according to weather conditions
- ensure that all structures are firmly anchored or secured
- ensure that the surfaces under all playground structures are constructed of impact-absorbing material
- ensure that new equipment and surfaces follow certain required standards

*Further the weather condition, dress etc should be taken care of*
4. Whole School or Large Group

The activities included in this section require the most in terms of teacher organization and equipment; however, they also offer a variety of benefits. For example, they:

- allow students to complete physical activity over a sustained period of time
- encourage the development of school identity and cooperation skills in students of different social groups, skill levels, cultural backgrounds and classes
- get the community and parents/guardians involved and interested in the school
- expose students to activities they might not otherwise experience and potentially foster new hobbies and interests.

The age and other factors of the children should be taken into consideration. Although most of the activities are organized by the space to which they are best suited, many of them can be adapted and used anywhere.

The activities provided should necessarily include a warm-up, moderate to vigorous physical activity, and a cool-down. These activities can be used throughout the year. Repetition of a daily physical activity allows students to become familiar with the activity, and in turn would reduce the time required for instruction in the activity. As a result, students have more time to be physically active. Teachers can create variations on the activities, and can also encourage students to create their own variations.
Recommendations

The benefits of participation in physical activities are great, and the potential costs of inactivity can be severe. Many children around the world are not currently able to take advantage of the benefits of regular sports and physical activities due to inequitable access and opportunities. Therefore, a central challenge facing governments, schools, sports groups and communities is to develop forms of physical activity that are sensitive to childrens’ needs and interests. But rather than focusing on competitive sports, we should be looking for ways to make sports and other physical activities more ‘child-friendly’ and ‘youth-friendly’.

1. Children do enjoy engaging in physical activities. Strategies should be implemented which build upon this enjoyment, and allow them to participate as fully as possible, in forms that offer them satisfaction and opportunities for achievement.

2. Practices should be established which recognise the importance of fun, health and social interaction in sports participation.

3. School physical education is a foundation of life-long physical activity. Fundamental movement skills need to be developed from an early age, for all children, with the emphasis on the individual body, rather than sporting outcomes.

4. Some children regularly engage in sports and physical activities, as an integral part of their lifestyle. Any strategies concerned with raising participation among young people need to remember that neither girls nor boys are ‘the problem’; rather, the difficulty lies with the ways in which physical activities are constructed and presented.

5. It is important to examine and highlight the practices inherent within sports which might deter children from participating. Sports provision may need to be adapted to encourage and accommodate all young people.

6. It is necessary to listen to voices from outside mainstream sports, for example, dance, mixed ability, noncompetitive and co-operative activities.
7. Sports programme should reflect local cultural needs if they are to engage and sustain childrens’ participation.

8. The organisation of sports groups and programmes should include women in key roles, such as coaching and mentors, and role models drawn from within local communities and schools. These should reflect differences in perspectives and interests, and develop close links with schools and communities, to ensure continuity of engagement in sports and physical activities throughout life.

9. More research is needed to explore sports and physical activities in the lives of young people, and this needs to reflect the diversity of experiences around the world, acknowledging both developed and developing countries.

10. The more opportunities that are available for girls to be physically active, the more they are active. Strategies need to be put in place that ensure activities, settings and facilities are easily accessible and safe.

11. Further research may also conduct with more psychological variables to get better understanding of young girls and boys.