# CHAPTER – I

**CONCEPTUAL FRAME WORK**

- **1.1 INTRODUCTION**
- **1.2 IMPORTANCE OF EDUCATION**
- **1.3 THE CONTRIBUTION OF PHYSICAL EDUCATION IN THE DEVELOPMENT OF THE THREE DOMAINS**
- **1.4 ROLE OF PHYSICAL EDUCATION**
- **1.5 PHILOSOPHY OF PHYSICAL EDUCATION**
- **1.6 PHYSICAL EDUCATION AND OTHER DISCIPLINES**
- **1.7 RELATIONSHIP BETWEEN EDUCATION AND PHYSICAL EDUCATION**
- **1.8 OBJECTIVE OF PHYSICAL EDUCATION**
- **1.9 THE STATEMENT OF THE PROBLEM**
- **1.10 OBJECTIVES OF THE STUDY**
- **1.11 NEED AND SIGNIFICANCE OF THE STUDY**
- **1.12 LIMITATIONS OF THE STUDY**
- **1.13 ORGANISATION OF THE THESIS**
- **1.14 CONCLUSION**
CHAPTER - 1

CONCEPTUAL FRAMEWORK

1.1 INTRODUCTION

Comenius declared that the seeds of learning virtue and piety are naturally implanted in us and as man has a natural craving for knowledge, he can be reformed by education. Education, therefore, must be universal and common. The concept of total development through universal education will remain incomplete unless the physical and the mental aspects are equally strengthened through physical activity programmes.

The nature of education of an individual is determined not only by his inherited powers and capacity, but also to a great measure by the environment in which he grows up. The modern educators recognize two factors in education, namely internal and external. The first includes all the congenital tendencies and innate capacities or in one word, the potentialities of the child. These determined his future possibilities. The teacher can not develop in him that which is not there in the child’s potentially. The second is the child’s environment. This includes not only his social heritage which through the forces of suggestion and imitation operates on him and unconsciously tends to
shape his language, manners, customs and beliefs but also those influences which are consciously and designately brought to bear upon him by the audit spotion in the community. These external influences chiefly determine the amount and direction of his development.

1.2 IMPORTANCE OF EDUCATION

According to Gandhiji, "Education is the drawing out of the best in the child’s body, mind and spirit". The system of education at present gives credence only to the intellectual development of the child and has equated education to the imparting of knowledge. That is why Gandhiji wanted that the best of the body and the spirit should also be drawn out along with that of the mind.

Swami Vivekananda also has defined education in a similar way. "Education is the manifestation of perfection that is already in man". The purpose of education is to make man aware of his power in him and enable him to draw this out to lead a complete life. The realisation of physical potential leads to the realisation of other potentials of man because body is the medium for every action. If the body movements are efficient and effective they may influence the functioning of the mental activity of retaining and recalling power.
According to Mutheny, "Education may be described as the process that serves to activate meaningful learning or as process that activates meaning". Every individual desires to lead a successful life. If life has to be successful, the skills and the ability to conveniently solve the problems of life has to be acquired. An individual needs to be healthy, to be employed, married and be knowledgeable as how to bring up children, conduct himself in a peaceful and co-operative way with the other members of the society and live as an efficient and worthy citizen of democracy, then his life may be said to be successful.

True education according to Mother of Aurobindo Ashram, is not only spiritual but also rational, vital and physical. In other words it is an integral education. The integral education has been explained by Mother in these words. "Education to be complete must have five principal aspects relating to the five principal activities of the human being, the physical, the vital, the mental, the psychic and the spiritual. Usually, these phases of education each other in a chronological order following the growth of the individual. This however, does not mean that one should replace another but that all must continue completing each other till the end of life".

According to Phenix, "Education is the process where-by persons intentionally guide the development of persons".
John Dewey said, “since growth is the characteristic of life, education is all one with growing, it has no end beyond itself”. Education is the reconstruction of events that compose the lives of individuals so that new happenings and new events become more purposeful and more meaningful. As a result of education, individuals will be able to regulate the direction of ensuring experience. Education is a “doing phenomenon”, one learns through doing. Education takes place in the class room, on the play ground in the gymnasium, on trips and at home. It is not confined to a school or church, but takes place wherever individuals congregate.

Today’s education is conceived not merely as a vast sea of mental jig saw puzzles and knowledge but also a source of physical activity that leads to all round perfection of an individual and it is looked on as preparing the individual for a meaningful, self-directed existence.

1.3 THE CONTRIBUTION OF PHYSICAL EDUCATION IN THE DEVELOPMENT OF THE THREE DOMAINS

The education of an individual takes place through three domains- the cognitive domain, the affective domain and the psychomotor domain.
The cognitive domain includes the development of intellectual abilities including the acquisition of knowledge, formulation of ideas and concepts, problem solving and the analysis, synthesis and evaluation. The contribution of physical education to cognitive domain are as follows.

Motor activity is related to higher thought process:

Physical education contributes to the knowledge of exercise and health. Physical education contributes to an understanding of the human body. Physical education contributes to the wise consumption of goods and services.

The affective domain focuses on the development of interests, attitudes and values. Physical education contributes to self-actualization, self-esteem and a healthy response to physical activity. It also contributes to direct one's life towards worthwhile goals and physical education programmes stress humanism, enable each individual to enjoy a rich and social experience through play. It helps individuals to play co-operatively with others and teaches courtesy fair play and good sportsmanship.

The psychomotor domain includes the development of physical fitness and acquisition of neuromuscular and motor skills. In physical education the psychomotor domain is largely concerned with manipulative or motor skills.
1.4 ROLE OF PHYSICAL EDUCATION

Physical education is an inextricable part of educational process. Without individual's participation in 'big muscle activity' objectives of education cannot be realised. Physical and mental learning are interdependent. Aims of education and physical education are at logger heads, rather coincide with each other.

Through physical education individual should learn social qualities such as co-operation, friendship, honesty, respect for authority, love, affection, courtesy etc.,

Physical education makes an individual fit for receiving education by ensuring his physical, organic, mental and emotional development.

In this way, physical education contributes to the education of each individual in many ways and in learning through three domains- cognitive, affective and psychomotor domains. However, the role of physical education in the educational process must be considered in light of the educational reform movement in society today.
Nature, being the first and foremost teacher, makes all educational philosophers and thinkers realize that play is an innate tendency and it, being the source of physical activity and expression of the bodily needs, has also an intellectual aspect of self-teaching and self-learning process.

The concept of 'total education' will be complete only when there is a proper and proportionate 'blend' of mental as well as physical action and activities. Intellectual aspect has to suffer in the absence of the play development. This invariably emphasises the maximum 'sound mind in a sound body'. Rousseau on this account felt that, "in order to learn to think, we must exercise our limbs, our senses and organs, which are instruments of intelligence."

1.5 PHILOSOPHY OF PHYSICAL EDUCATION

Physical education involves more than "physical" strength. Fitness activities contribute to the development of one's personality.

Physical fitness results in great productivity. Physical education programmes are based on scientific knowledge. Inter-scholastic athletic programmes can lead to a desirable social behaviour. Play and recreation aid in life adjustment. Activities are socializing in nature. Physical activities are more than just in nature. Learning is accomplished through self activity. So play is important in the educational process and based on the phenomenon a natural blend of body, mind and spirit.
Through successful experience in play activities, students develop self-confidence, recognition, self-respect, love and find happiness in their achievements. James B. Nolan, former Deputy Commissioner of the Police Department, in the city of New York, reported that, "play comes a way of learning about life — that, respect for the rights of others is impressed on children through the rules that they are expected to obey and expect their playmates to obey in turn and learn about the importance of individual merit and gain knowledge of social behaviour".

1.6 PHYSICAL EDUCATION AND OTHER DISCIPLINES
In schools, it is realised that sciences, social services, arts and fine arts have their role in deciding physical education programmes. The characteristics, abilities and limitations, aims, purposes, functions, processes, outputs and principles are important considerations for educating the child through physical education.

One of the important applications of Biology to physical education involves the theory of evolution. Specific application of certain basic ideas gained from study of evolution of life is made in naturalised programme of physical education. According to Wood and Cassidy, "the movements which are most valuable to the development of the individual are the natural big brain – muscle movements, which have served to develop the race".

The natural movement in physical education is founded upon a knowledge of various elements in modern psychology like the nature of experience, the laws of learning, motivation, needs, individual differences, emotions and transfer of training. Physical education is fundamentally based on the proposition of knowledge of the nature of an individual and his needs.

The application of sociological studies to educational needs necessitates training for social participation, emotional expression, the development of motivation for character development and for sound moral concepts. It is upon these needs that the natural movement programme has found its basis. In some
situations social responses are learnt and assimilated and basic training received in relation to honesty and fair play, which are the rudimentary elements of character training.

Instrumentation is one important aspect of education and estimate many of the physical education departments are trying to start their own clinics and laboratories. The important contribution of engineering and technology is in matters of providing well-constructed swimming pools, modern gymnasium, auditoria with necessary acoustical features, playgrounds with flood lights, designing the flooring for courts and so on.

Wood and Cassidy feel that, "when physical education presents a programme which is psychologically and physiologically sound and therefore pedagogically acceptable, it will find itself in organic relationship with education as a whole and with other subjects or departments represented".

1.7 RELATIONSHIP BETWEEN EDUCATION AND PHYSICAL EDUCATION

The philosophy of physical education, the relationship between physical education and general education. The objectives of physical education are closely related to the objectives of general education. Physical education, like, education is now an extremely dynamic endeavor and its approaches to the
solution of life problem is much more realistic than what it was. Physical education is now accepted as an integral part of education. As such, the philosophy of physical education derives inspiration and essence from the contemporary philosophies of education.

Nash defines, “the physical education as a phase of the total education process that utilizes activity devices inherent in each individual to develop a person originally”.

The above statement establishes the widely accepted saying, that education is incomplete unless it provides planned programmes of physical education in formal educational setup. It should be considered as an academic discipline, a tool for social and economic integration and a field of service.

According to Charles Bucher, “physical education in an integral part of the total education process and it has its aims, the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities which have been selected with a view of realising these outcomes”. The education is itself incomplete until and unless it gives the right place for physical education. Of course, physical education plays a vital role for the glory of the general education. Bucher was emphatic that, “the aims and objectives of physical education were not different from those of general education”.
Jackson and Sharman say that, "physical education as a part of education is well taught in the process of education through interesting self directed activity on the part of the students".

There is no disparity between the aim of education and that of physical education. Education exists for building up wholesome personalities; physical education too aims to develop the harmonious personalities. May be, the difference lies in medium and approach. Education makes efforts to draw the best in an individual by providing him opportunities to acquire knowledge through books, teachers, self-effort and exploration. Physical education, on the other hand, has 'activity', as the medium and the emphasis is on the acquisition of those skills which stem from the basic, natural movement of man. Education is 'knowledge oriented' physical education is 'action oriented'. Learning by doing is the real crux of physical education.

Through physical education the individual learns to direct his life to the achievement of worthwhile goals. No other field is as deft as physical education in making the individual realise his abilities and potentialities. Education is an ocean and physical education is its chief feeder.
Education aims at training the child by means of guided participation. In this respect the term attains a physical significance and hence physical education has become a co-curricular activity and has become an integral part of general education. This means education has to take the responsibility of all round development of the child by means of physical activity.

Physical education is a part of total education, as a phase of general education and as a way of real education. Physical education has educational content, educational value and educational orientation. Education and physical education are passing through a period of change and transformation from traditional roles to modern, purposive roles in accordance with the increased productivity of today's world through competition and production. There is a need for recasting the existing educational programmes keeping in mind the totality and holistic nature of knowledge. This is very much true of physical education, which is the education of the individual and his body in its true sense and in its entirety. It is felt that as an integral part of general education, physical education has a major role in the all round development of the child and in moulding his personality.

Physical educationists made attempt to bring physical education closer to education. They realised that any education which was void of bodily movements' was no real education. Play was a medium through which in the
early stages of life, real education could be ensured. The impact of Rousseau's ideas on education was clearly felt on physical education too.

Comenius declared that “the seeds of learning virtue and piety are naturally implanted within us and no man has a natural craving for knowledge, he can be reformed by education. Education, therefore, must be universal and common”. The concept of total development through universal education will remain incomplete unless the physical and the mental aspects are equally strengthened through physical activity programmes.

Physical education contributes to movements, skills as Swimming, Golf, Tennis and Camping and to utilise leisure hours in mental and cultural pursuits and also contributes to the living standard; appreciation of beauty, recreation and pride that characterise the country.

### 1.8 OBJECTIVE OF PHYSICAL EDUCATION

According to Cowell and Schewehn, the objectives of physical education are as follows:

- Organic power and ability to the development of strength and endurance.
- Neuro-muscular Co-ordination – that will develop rhythm general motor ability, grace and specific skills of games and sports.
- Personal, social attitudes and adjustment and self confidence.
- Development of one's ability to think correctly and solve problems, face changes through the mastery over various games and sports skills.
- Development of organic vigour, good health habits and supervision of mental hygiene etc.,

Book-walter proposed the following aim and objectives of physical education:-

\[
\text{Aim} \\
\downarrow \\
\text{Whole some development of Human Personality} \\
\downarrow \\
\text{Objectives}
\]

- Health
  1) Cardio Vascular endurance
  2) Muscular strength
  3) Improved posture
  4) Stamina
  5) Ability to swim, dance etc.,
- Worthy use of leisure
- Ethical Character
- Appreciation of attitudes, ideals to make ethical character [moral values]
- Good sportsmanship
- Knowledge of sports and games
- Acquiring knowledge in physical education and developing skills in basic body mechanics in team and individual sports and in fitness and survival activities.

- Encouraging students to develop an appreciation and an understanding of human movements as parts of man's culture as it realises the purpose of health, expression and recreation.

- Providing, wherever necessary, remedial and corrective treatment through motor movements for students.

- Establishing a climate of instruction and participation in which students gain an insight into an acceptable pattern of ethical and moral values.

H.C Buck developed a comprehensive list of objectives as

- Development of organic vigour
- Development of neuro-muscular co-ordination of skills
- Development of right attitudes towards play and physical activities in general,
- Development of desirable attitudes and contact and
- Development of correct health habits.
The immediate objectives are as follows.

- Organic growth and development
- Emotional Development
- Interpretive and Intellectual Development
- Recreational competency

The Long range objectives are

- Self-realisation
- Human relationship
- Economic efficiency and civic responsibility

1.9 THE STATEMENT OF THE PROBLEM

The title of the Problem is "PSYCHO SOCIAL CORRELATES OF ACHIEVEMENT IN PHYSICAL EDUCATION"

Achievements of students in various subjects is affected by a number of personal as well as environmental factors, as evidenced from researches. The mental make up, attitude, emotions, interests etc are integral part of the individual’s personality. Emotions, particularly, influence the behaviour so much, so that mild anxiety triggers one’s effort to do well in any activity, on the other hand too high anxiety mars the performance leading to failure. Thus, anxiety is identified as a key correlate to achievement. As one’s motivation influences his or her own activities, the interaction with other people is markedly influenced by co-operation as well as competition. These two practices lead to success in work, establishing one’s superiority over the others. The negative aspect of unrealistic competition, for lack of co-operation, results
in poor performance that may lead to frustration. Hence the social factors, co-operation and competition are also taken into consideration.

Physical education has psycho-motor components that explain the interrelationship of the cognitive, psychological and motor abilities. The interesting relationship of the psycho-social variables to the achievement of students of physical education has been envisaged by the investigation. She has identified the problem and started to analyse a few selected psycho-social variables in relation to the achievement in physical education. It is hoped that substantive findings will be arrived at from the present investigation, which may pave way to the drawing up of meaningful theoretical statements.

1.10 OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

i) To find out the general anxiety of the Bachelor’s Degree and Master’s Degree women students of physical education colleges of Tamil Nadu.

ii) To study the co-operation and competition abilities of the Bachelor’s Degree and Master’s Degree women students of physical education colleges in Tamil Nadu.

iii) To study the Motor Ability of the Bachelor’s Degree and Master’s Degree women students of physical education colleges in Tamil Nadu.

iv) To study the psycho-social correlates of achievement in physical education of the Bachelor’s Degree and Master’s Degree women students of physical education colleges in Tamil Nadu.
1.11 NEED AND SIGNIFICANCE OF THE STUDY

J.P. Thomas, one of the stalwarts of physical education in India remarks, “physical education is education through physical activities for the development of total personality of the child and its fulfillment and perfection in body, mind and spirit.”

Various sciences, disciplines and humanities contribute something or the other to the making of theoretical basis of physical education. That way physical education is an eclectic discipline that draws upon various science and art sources. In its content, physical education today is an extremely rich discipline.

Since the investigator is working as a Physical Directress in a college of Education, she feels the need to promote physical strength of the students which contribute to the mental and social development in students. Hence she has chosen the topic, “psycho-social correlates of achievement in physical education” for the investigation.

1.12 LIMITATION OF THE STUDY

The study is limited to the Aided Physical Education Colleges and Departments in the Deemed Universities in Tamil Nadu.

The Sample is limited to women students studying in these colleges and Departments of the Deemed Universities.
1.13 ORGANISATION OF THE THESIS

The present investigation is reported in six chapters:

The First Chapter bears the introductory discussion.

The Second Chapter deals with the status of physical education in India.

The Third Chapter gives the review of the related literature.

The Fourth Chapter outlines the method adopted in this study, tools used, selection of sample, collection of data, and plan of analysis.

The Fifth Chapter deals with the tabulation, analysis and interpretation of the data.

The Sixty Chapter presents a summary of the findings of the study and makes suggestions and recommendations and scope for further research study in the same field.

This is followed by Bibliography and appendix. Tools used in the investigation are enclosed in the appendix.

1.14 CONCLUSION

The present chapter has dealt exclusively the concept of Education and Physical Education and their significance. Status of Physical Education in India is dealt with in the second chapter.