Chapter 1

Introduction
INTRODUCTION

Physical Fitness, ability of the human body to function with vigour and alertness, without undue fatigue, and with ample energy to engage in leisure activities, and to meet physical stress. Muscular strength and endurance, cardio- respiratory integrity, and general alertness are the overt signs of physical fitness. "Wealth of the nation resides in the health and vitality of its people. Every nation is becoming increasingly concerned about the physical fitness of its people recognizing that physical fitness is fundamental and contributory to happy and useful living in any capacity." (John E. Nixon and Ann E. Jewtt, 1969.)

Gupta (1995) has explained the importance of introducing physical fitness as a national need just like other needs namely wealth, knowledge, security, power, prestige, etc. Health is a fundamental human right. It is really a crime against society to neglect one's body and diminishes its capacity of production and of resistance of disease. Sports have now emerged as a potential vehicle for raising, promoting, maintaining health and physical fitness of people.

In a modern society physical education and sports has played a vital role and is an important ingredient of a society. It has been observed that physical education and sports been influenced by an individual's social economic status. If a sports man wants to excel in a particular sport, but is being hindered if he not socially and physically
acceptable by the society. The home environment also plays an important role for his performance, motivates him and can make him disinterested also. Socially acceptable sportsman can bring laurels to the state and succeed in sports up to the degree to which success his endeavor leads him to inner satisfaction. A person being physically fit and socially acceptable can achieve and reach up to national and international performance level. Bucher has said that "physical education is an integral part of education process, is a field of Endeavour that has its aim as the improvement of human performance through the medium of physical activities that has been selected with a view to realize this outcome." Healthy leaving and physical fitness are closely connected. Being physically fit not only helps people live healthy lives it also helps people be happier. People who make physical activity and exercise a part of their daily lives when they are young are more likely to keep it in their lives as they grow older and benefit from it throughout their lifespan. Physical activity is defined as any movement that spends energy. Exercise is a subset of physical activity, but it is an activity that is structured and planned. While many children engaged in physical activity, usually by playing with their friends, the amount of physical activity they get as they grow into adolescents usually declines. The health Centers for Disease Control and Prevention (CDC), doing some kind of physical activity or exercise on a regular basis helps to increase strength and flexibility, improve endurance, control weight, increase bone mass, and improve self-esteem, as well as reduce stress, anxiety, depression and the risk of developing high blood pressure. Robert V. Hockey (1973) "Adequate
level of fitness should be developed early in life then continuously maintained through regular participation in a well designed activity programme to promote the total well being of an infidel. Children should be fit for participation in the play activities of childhood, through which they develop organic vigor, strength and other fitness qualities."

The history of physical education reflects people's attitudes about physical activity. From prehistoric times, because survival was related to physical stamina and to people's ability to find food, no separate physical fitness programs were needed. Gradually, ancient societies in China, Egypt, Greece, and Rome adopted physical education as part of military training. The history of physical education frequently shows a pattern of military, social, and political influence. In one high point of ancient history, Athenian Greeks came to the forefront in the era 700 to 600 B.C. with their quest for physical and intellectual perfection. In numerous festivals, Athenians celebrated the beauty of the human form in dance, art, religious rites, and athletics. Athenians honored the gods of Olympus, especially Zeus, with the first Olympic Games. The Olympic Games offered a civilizing influence, with social class disregarded and all citizens judged on athletic competition. If a war was being fought, it was halted during the Olympic Games. Many historians regard Athenian culture as the height of early physical education, but like their Chinese predecessors, the Athenians felt the competing influence of intellectualism.
The middle Ages saw the fall of the Roman Empire and the rise of Christianity, and the Christian influence brought about a denial of physical activity for anything other than manual labor. Christians saw sports and physical play as immoral, and in 394 they halted the Olympic Games. This trend was not reversed until the medieval societies grew and sought power through military expansion.

During the Renaissance, the pendulum swung once again as artists showed the human body as an object of admiration. The humanist faction, centered in Italy, valued education in sports such as fencing, archery, swimming, running, and ball games. The moralist faction, influenced by the Protestant Reformation, saw physical activity only as a way for carrying out work. During this period, much of Europe was still Catholic, and Catholics favored recreational physical activity with the view that care should be taken of the body as the vessel that held the soul. The other major Renaissance faction was realism, which favored physical education as part of a sound mind in a sound body. Physical education fulfilled a political role in early-20th-century Russia after the rise of communism. Physical fitness helped insure military strength, productivity, and nationalism. Sports were viewed as a way of achieving international fame.

Americans were not physically fit for military service during World War I, and there were many postwar efforts to add physical education at all levels of schooling. During World War II, physical fitness was again required of soldiers--but it was also required of many
others, particularly women, since the war effort required manual labor. Soldiers once again came up short in physical fitness requirements, so after the war, schools instituted more rigorous physical education requirements, and there was greater interest in the teaching of physical education.

The fitness of the military in the Korean War again fell short of expectations, and the federal government set up the President’s Council on Physical Fitness, which helped to raise fitness standards in schools across the country. A series of 1970s and 1980s recessions brought about cutbacks in many school programs, including physical education. By the 1970s, interest in the President’s Council had waned and physical education courses began to emphasize lifetime sports such as golf, badminton, tennis, and bowling. In another swing of the pendulum, the American public spontaneously developed an intense interest in fitness in the late 1970s.

Since the days of early Greeks, physical fitness has been an important objective of physical education; in fact the desire to establish a scientific approach to the development of physical fitness was the primary reason for the meeting of physical educators in 1885 that resulted in the birth of this profession. Through the years, interest in physical fitness has been somewhat cyclic in nature. Being affected by draft statistics, the emphasis on fitness during time of war and the Kraus-Weber Test in which American youth were found to be inferior when compared with children of other countries with regards to
minimum muscular fitness. The latter of course resulted in President Eisenhower's establishing in (1956) the president's council of youth fitness which launched the recent wave of concern for physical fitness/Efficiency. The physical educator must be skilled/expert in evaluation processes. The general objectives that have been set forth by the physical education profession, such as development of organic efficiency and neuromuscular skills, social and emotional adjustment, and improved mental performances, are indeed worthy goals and certainly ambitious ones. Physically fit means having strong legs, having oxygen uptake and having powerful heart. These qualities are termed as leg strength fitness, Aerobic fitness and cardiac fitness.

H. Harrison Clarke (1979) “Physical fitness is a positive and dynamic quality on a continuum from abundant life to death.” It is related to the ability to meet the demands of the environment specifically to preserve, to withstand the stress, to resist fatigue and to possess the energy for an abundant life. Physical fitness is minimal in the seriously ill and is maximal the for highly conditioned person. While energy demands of daily tasks for individuals, physical fitness affects all phases of human existence. It is vital for whole person to maintain neuro-muscular, cardio vascular and other organic systems by improvement of physical fitness through exercise.” An unfit person is one who has de-adopted to physical activity because of lack of exercises. His proportionality of fat to other tissues is often high his skeleton is fragile, weak and has poor stamina. His body qualities have decorated so that he has poor ability to perform movements.
Muscular Strength or Endurance can sustain vigorous activities and perform strenuous work over an external period of time. For an individual physically fit must have strong muscles, efficient body level and good co-ordination. When a person contracts a series of muscles group over a period of time long enough to put a strain on the circulatory or respiratory system but without causing a stoppage of work, then individual has cardio-vascular respiratory endurance. These two systems are important to fitness because they work together to supply the muscles with fuel and oxygen for their contraction. The more efficient is the system of the individual, is he will be able to sustain work for longer time. Physically fit person, with healthy body having sound mind can achieve better in academic field. Besides playing a child should have to perform better in the studies to achieve the goal in academic field.

Academic achievement of pupils is of paramount importance, particularly in the present socio-economic and cultural contest. In the schools great emphasis is placed on academic achievement right from the beginning of formal education. The school has its own systematic hierarchy which is largely based on achievement and performance. The school performs the function of selection and differentiation among students and opens avenues for advancement again. Primarily in terms of academic achievement the effectiveness of any educational system is gauged to the extent the pupils involved in the system achieve better. To maximize the academic achievement within a given setup is, therefore the goal of every educationist researcher,
teacher or an educational administrator.

Harikrishanan in 1992 has found that "academic achievement is positively related with the achievement, motivation and socio-economic status of the students."

Besides intelligence one's aptitude, interest, adjustment, need, achievement, study habits, system of examination, medium of instruction, condition of health, socio-economic status, self-concept contributes towards the academic achievements of students. Thus the individual differences among the students regarding their performance in the examinations are not confined to the area of ability and aptitudes alone. We find that the students having the same intelligence show significant variations, in the examinations. Although it is true that intelligence, motivation, study habits and self concepts are essential features yet the adjustment – social and personal play a very important part in the achievement of students and thus can not be ignored.

The behavioral process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments, a sequence of adjustment beings when a need is felt and ends when it is satisfied. A hungry man, for example, is stimulated by his physiological state to seek food; he eats and thereby reduces the stimulation condition that impelled him to activity. He is then adjusted to this particular need.
Social adjustments are similar. In most cultures people want to be recognized and approved by their fellows. When a man is criticized, that need is thwarted. In response, he may try various ways to regain approval: or he may belittle the critic or argue that someone else is to blame. The latter behaviors do not really bring approval, but they are adjustments of a sort because they tend to reduce the feeling of distress.

Adjustment processes concerning human beings have hand-in-glove relationship with human nature. It is adjustment which is responsible for the organization of behavior.

NEED AND IMPORTANCE

Every society prefers the physical fitness of its members. More scientific ways and means are applied everywhere not only to win medals but also to test human efficiency both physical and mental. More important than physical fitness is the psychological conditioning of the Sportsmen, so that they can generate in themselves a “will to fight.” The education commission (1964-66) has rightly remarked “There has been a tendency in recent government schemes of physical education to emphasis only the physical fitness values of physical education and ignore its educational Values.” Physical education must include both physical and mental development of an individual. National policy on education (1986) has aptly suggested,
"Sports and physical education is an integral part of learning programmes 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."

The review of the literature highlights that a number of studies have been conducted on "personal and social adjustment, physical fitness, academic achievement, and sports performance in India, some studies have conducted in Kashmir valley on adjustment and academic achievement, but no study on physical fitness and sports performance have been conducted in J&K as yet. In Kashmir valley the rural children are almost cut off from the modern Society and live a socially backward life. The present study will go a long way in developing an awareness of problem faced by the students from adjustment point of view so that certain remedial measures could be taken. The study will be significant the society in the awareness of physical fitness and importance of physical education and sports. The study will also be significant for the students to evaluate their own knowledge and performance in games and sports. The study will help the rural area students to work hard to get good percentage in examination, and to achieve goal in the academic field as well as in sports. The study also helps the authorities and policy makers to provide better infrastructure and facilities in sports and to endow with modern techniques for better education. This study will also help the students to improve their performance in games and Sports and in academic field.
It is with this background that the investigator has made a humble attempt to find out the personal and social adjustment, physical fitness, academic achievement and sports performance of rural and urban students of district Srinagar.

STATEMENT OF THE PROBLEM

The problem proposed for the study is:

"PERSONAL AND SOCIAL ADJUSTMENT, PHYSICAL FITNESS, ACADEMIC ACHIEVEMENT AND SPORTS PERFORMANCE OF RURAL AND URBAN STUDENTS OF DISTRICT SRINAGAR".

DEFINITION OF TERMS AND VARIABLES

A. PERSONAL AND SOCIAL ADJUSTMENT:

i. Social adjustment: "Social adjustment for the present study refers to the total number of scores gained by the sample subjects on all the six dimensions of Social adjustment on California test of personality questionnaire."

ii. Personal adjustment: "Personal adjustment for the present study refers to the total number of scores gained
by the sample subjects on all the six dimensions of Personal adjustment on California test of personality questionnaire.

B. **PHYSICAL FITNESS:** "Physical fitness refers to the total number of scores gained by the sample subjects on all six items of AAHPRE youth fitness test battery."

C. **ACADEMIC ACHIEVEMENT:** Academic achievement refers to the total number of marks obtained by the sample subjects in metric examination conducted by the state board of school education Kashmir.

D. **SPORTS PERFORMANCE:** Sports performance is the performance showed by the subjects in some particular sports events. "Sports performance for the present study refers to the total number of scores gained by the sample subjects in all three events viz. 100mt race, shot put and long jump."
OBJECTIVES OF THE STUDY

The following objectives have been formulated for the present study:-

1. To study the personal and social adjustment, physical fitness, academic achievement, and sports performance of rural and urban students of District Srinagar.

2. To compare the personal adjustment of rural and urban students of District Srinagar.

3. To compare the social adjustment of rural and urban students of District Srinagar.

4. To compare the personal adjustment of rural and urban girls of District Srinagar.

5. To compare the social adjustment of rural and urban girls of District Srinagar.

6. To compare the personal adjustment of rural and urban boys of District Srinagar.

7. To compare the social adjustment of rural and urban boys of District Srinagar.

8. To compare the physical fitness of rural and urban students of District Srinagar.

9. To compare the physical fitness of rural and urban girls of District Srinagar.

10. To compare the physical fitness of rural and urban boys of District Srinagar.

11. To compare the academic achievement of rural and urban
students of District Srinagar.

12. To compare the academic achievement of rural and urban girls of District Srinagar.

13. To compare the academic achievement of rural and urban boys of District Srinagar.

14. To compare the sports performance of rural and urban students of District Srinagar.

15. To compare the sports performance of rural and urban area girls of District Srinagar.

16. To compare the sports performance of rural and urban boys of District Srinagar.

HYPOTHESES

The following hypotheses have been formulated for the present study:

1. Rural and urban students differ significantly in personal adjustment.

2. Rural and urban students differ significantly in social adjustment.

3. Rural and urban girls differ significantly in personal adjustment.

4. Rural and urban girls differ significantly in social adjustment.
5. Rural and urban boys differ significantly in personal adjustment.
6. Rural and urban boys differ significantly in social adjustment.
7. Rural and urban students differ significantly in physical fitness.
8. Rural and urban girls differ significantly in physical fitness.
9. Rural and urban boys differ significantly in physical fitness.
10. Rural and urban students differ significantly in academic achievement.
11. Rural and urban girls differ significantly in academic achievement.
12. Rural and urban boys differ significantly in academic achievement.
13. Rural and urban students differ significantly in sports performance.
14. Rural and urban girls differ significantly in sports performance.
15. Rural and urban boys differ significantly in sports performance.
DELIMITATIONS

The delimitation of the study is as under:

1. The study has been delimited to a randomly selected Sample size of 2000 subjects has drawn from both rural and urban areas of district Srinagar.