

To Study of Role of Physical Education for the Development of Students of Government and Private ETE Institute

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Abstract:

The purpose of the research was to study the background of the students about the physical education activities, to study the health habits, to check the available resources and physical facilities for training and conditioning, to check the regular physical education activities conducted in the institutes, to study the perception and attitude of govt. and private ETE students about the Physical education activities, to find out to what extent the activities are undertaken by the ETE institutes, to find out the constraints and problems faced by physical education students. Revealing the nature of the research, for collection of data researcher had used a self-made questionnaire containing 57 questions. Survey method was conducted in all 9 govt. ETE institutes and 9 private ETE institutes which were randomly selected. The sample comprised of 360 students [20 (10 students from first year and 10 students from 2 year) students from each ETE institute]. Collected data from the sample was analyzed using frequency and percentage. Table No. 1.1 to 1.13 presents the background of the students about the physical education. 2. The available resources and physical facilities for training and conditioning. 3. The regular physical education activities conducted at the institute,

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I. INTRODUCTION

Physical Education is the combination of two words – Physical and Education. The word physical refers to body, and indicates bodily characteristics such as strength, speed endurance, flexibility, health, coordination and performance. It generally contrasts the body with the mind. The term education when used in conjunction with physical, refers to a process of education that develops the human body especially fitness and movement skills. In olden days, body was considered a distinct entity separate from mind, intellect and spirit. But today, it has been realized that man is to be taken as a whole and Physical Education is not merely concerned with his physical strength. Therefore, Physical Education is not only a physical activity but a process of development of man as a whole. It develops courage to stand against odds and to face life squarely. It moulds man's personal and group relations. Physical Education is now-a-days connected with biological, sociological, psychological, philosophical, political and cultural aspects of life. It deals with totality of human behavior which makes man different from other species.

II. STATEMENT OF RESEARCH PROBLEM

To study of role of physical education for the development of students of government and private ETE institute

III. OBJECTIVES OF THE STUDY

The objectives of the study are:

- 1) To study the background and Health Habits of the students about the physical education activities.
- 2) To check the available resources and physical facilities for training and conditioning.

- 3) To check the regular physical education activities conducted in the institutes.

IV. DELIMITATIONS OF THE STUDY

- 1) The present study will be confined in all the nine govt. ETE institutes and nine private ETE institutes these will be randomly selected.
- 2) Physical Education Activities: Mass PT, Marching, Calisthenics, Warm up Exercise, Drill, Combative.
- 3) Self made questionnaire.

V. LIMITATIONS OF THE STUDY

The life style, environment and some unavoidable factors are considered as the limitations of the study to overcome such limitations there was large sample size.

VI. HYPOTHESES OF THE STUDY

- 1) It was hypothesized that there will be physical education activities background of the students
- 2) It was hypothesized that there will be good the health habits.
- 3) It was hypothesized that there will be good resources and physical facilities available for training and conditioning.

VII. METHODOLOGY

The objectives of the study were to analyze the Attitude toward Physical Education activities among the students of Government and Private ETE institutes. Therefore, survey method was adopted to conduct the relevant data for the research work. The study was conducted in all the 9 govt.

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ETE institutes and 9 private ETE institutes which were randomly selected by the researcher.

Therefore the sample comprised of 360 students (20 Students from each ETE institute)

Sample

Govt. DIET		9	Private Institute	9
Students	First Year	10 each	First Year	10 each
Students				
	Second Year	10 each	Second Year	10 each
Total		20 X 9 = 180	Total	20 X 9 = 180
Grand Total			360 Students	

The data was collected using interview schedule.

VIII. STATISTICAL ANALYSIS

The data for the present study was collected through administration of interview schedule. After collecting the data it was analyzed by computing the following statistic stepwise:

1. Data was coded in the numerical form for the statistical analysis.
2. Percentage along with the suitable pie diagrams were used for assessing the objectives of the study.

Table No. 1.1: Game is Played by Government & Private ETE Students to Maintain Physique

S. No.	Do you play any game to maintain your physique	Total Students (in numbers and %)
1	Yes	255 (71%)
2	No	73 (20%)
3	Can't Say	32 (9%)

On the basis of responses indicated in table 1.1 regarding whether any game is played by the students to maintain their physique 3 categories were formed. The first category (yes) recorded 255 (71%) students who play games to maintain their physique. The second category (No) recorded 73 (20%) i.e. they do not play any game to maintain their physique. The third category (Can't Say) recorded 32 (9%) students i.e. they can't say whether they play any game to maintain their physique.

Table No. 1.2: Game Played by Government & Private ETE Students

S. No.	If yes, what type of game	Total Students (in numbers and %)
1	Minor	242 (67%)
2	Major	28 (8%)
3	Both	90 (25%)

As a matter of analysis the result indicates that 242 (67%) students responded that they play minor games, 28 (8%) students responded that they major games and 90 (25%) students responded that they play both games i.e. minor and major games.

Table No. 1.3: Games and Sports are The Main Part of Physical Education According to Government & Private ETE Students

S. No.	Do you think that games and sports are the main part of Physical Education	Total Students (in numbers and %)
1	Yes	344 (96%)
2	No	16 (4%)

The result indicates that 344 (96%) students responded that games and sports are the main part of physical education and 16 (4%) students responded that games and sports are not the main part of physical education.

Table No. 1.4: Source of Knowledge about Physical Education of Government & Private ETE Students

S. No.	From where did you get knowledge about physical education	Total Students (in numbers and %)
1	Lecturer of Health and Physical Education of Institute/DIET	191 (53%)
2	Physical Education teachers of Senior Secondary	116 (32%)
3	Family Members	20 (6%)
4	Coach/Professionals	9 (2%)
5	Any other source	25 (7%)

The result indicates that 191 (53%) students responded that they came to know about physical education from the lecturer of health and physical education of institute/DIET, 116 (32%) students responded that they came to know about physical education from their senior secondary physical education teachers, 20 (6%) students responded that they came to know about physical education from their family members, 9 (2%) students responded that they came to know about physical education from their coach/Professionals and 25 (7%) students responded that they came to know about physical education from sources other than the above mentioned sources.

Table No. 1.5: Provision of Playing Games for Government & Private ETE Students

S.No.	Do you play games in your Institute/DIET	Total Students (in numbers and %)
1	Yes	160 (44%)
2	No	200 (56%)

The result indicates that 160 (44%) students play games in their DIET/Institute and 200 (56%) students responded that they don't play games in their DIET/Institute.

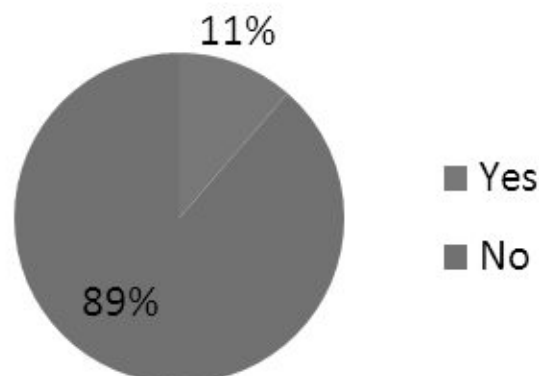
Table No. 1.6: Level of Sports Participation of Government & Private ETE Students

S. No.	If Yes, Which level you have performed	Total Students (in numbers and %)
1	District	25 (7%)
2	State	0 (0%)
3	National	5 (1%)
4	International	0 (0%)
5	None of the above	330 (92%)

The result indicates that 25 (7%) students responded that they had participated at District level, 5 (1%) students responded that they participated at National level and 330 (92%) students responded that they have not participated at any level.

Table No. 1.7: Representation of Diet/Institute in Competitive Sports By Government & Private ETE Students

S. No.	Do you represent the Institute/DIET in any competitive sports	Total Students (in numbers and %)
1	Yes	41 (11%)
2	No	319 (89%)

**Figure 1.1** Illustrates analysis of representation of diet/Institute in competitive sports by government & private ETE students

The result indicates that 41 (11%) students responded that they have represented their DIET/Institute in competitive sports and 319 (89%) students responded that they have not represented their DIET/Institute in competitive sports.

Table No. 1.8: Interest of Government & Private ETE Students in Type of Games

S. No.	If, Yes, in which game they take interest	Total Students (in numbers and %)
1	Indoor	71 (20%)
2	Outdoor	37 (10%)
3	Both	252 (70%)

The result indicates that 71 (20%) students parents provide support for participation in indoor sports, 37 (10%) students parents provide support for participation in outdoor sports and 252 (70%) students parents provide support for participation in both type of sports

• Available Resources & Physical Facilities for Training and Conditioning

Table No. 1.9: Provision of Proper Time of Play for Government & Private ETE Students

S. No.	Do you have proper time to play	Total Students (in numbers)
1	Yes	39 (11%)
2	No	321 (89%)

The result indicates that 39 (11%) students get proper time for play and 321 (89%) students responded that they do not get proper time for play.

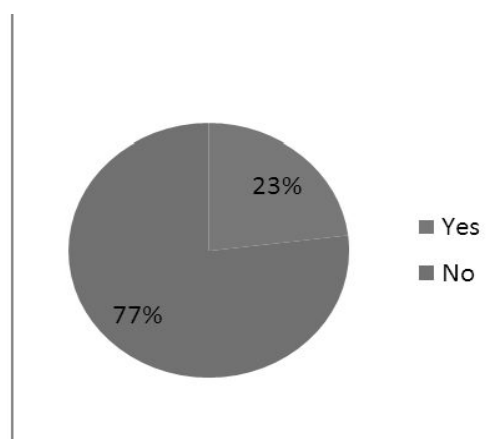
Table No. 1.10: Provision of Intramural Activities for Government & Private ETE Students

S. No.	Is Institute/DIET provides intramural activities from time to time	Total Students (in numbers and %)
1	Yes	182 (51%)
2	No	178 (49%)

The result indicates that 182 (51%) students responded that their DIET/Institute organize intramural activities for them and 178 (49%) students responded that their DIET/Institute do not organize intramural activities for them.

Table No. 1.11: Provision of Extramural Activities for Government & Private ETE Students

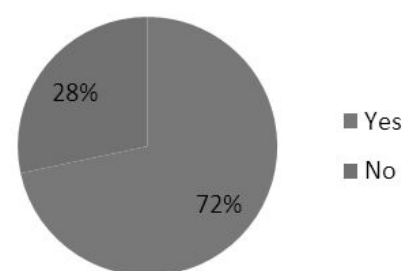
S. No.	Is Institute/DIET provides extramural activities from time to time	Total Students (in numbers and %)
1	Yes	83 (23%)
2	No	277 (77%)

**Figure 1.2** illustrates analysis of provision of extramural activities for government & private ETE students

The result indicates that 83 (23%) students responded that their DIET/Institute organize extramural activities for them and 277 (77%) students responded that their DIET/Institute do not organize extramural activities for them

Table No. 1.12: Provision of Books Related to Games/ Sports For Government & Private ETE Students

S. No.	Do you have sufficient books related to games/sports (literature) in the library of Institute/DIET	Total Students (in numbers and %)
1	Yes	258 (72%)
2	No	102 (28%)

**Figure 1.3** illustrates analysis of provision of books related to games/sports for government & private ETE students

The result indicates that 258 (72%) students responded that their DIET/Institute had provision of books related to games/sports and 102 (28%) students responded that their DIET/Institute had provision of books related to games/sports.

Table No. 1.13: Analysis of Level at Physical Education is Taught to Government & Private ETE Students

S. No.	Is Physical Education taught to the student at	Total Students (in numbers and %)
1	Individual level	0 (0%)
2	Group Level	360 (100%)

The result indicates that 100% students responded that physical education is taught at group level.

IX. MAJOR FINDING

- 71% students responded that they play games to maintain their physique, 20% students responded that they don't play any game to maintain their physique and 9% students responded that they can't say whether they play any game to maintain their physique.
- 67% students responded that they play minor games, 8% students responded that they major games and 25% students responded that they play both games i.e. minor and major games.

- 96% students responded that games and sports are the main part of physical education and 4 % students responded that games and sports are not the main part of physical education.
- 53% students responded that they came to know about physical education from the lecturer of health and physical education of institute/DIET, 32% students responded that they came to know about physical education from their senior secondary physical education teachers, 6% students responded that they came to know about physical education from their family members, 2 % students responded that they came to know about physical education from their coach/Professionals and 7 % students responded that they came to know about physical education from sources other than the above mentioned sources.
- 44% students play games in their DIET/Institute and 56% students responded that they don't play games in their DIET/Institute.
- 7% students responded that they had participated at District level, 1 % students responded that they participated at National level and 92% students responded that they have not participated at any level.
- 11% students responded that they have represented their DIET/Institute in competitive sports and 89% students responded that they have not represented their DIET/Institute in competitive sports.
- 20% students parents provide support for participation in indoor sports, 10% students parents provide support for participation in outdoor sports and 70% students parents provide support for participation in both type of sports
- 11% students get proper time for play and 89% students responded that they do not get proper time for play.
- 51% students responded that their DIET/Institute organize intramural activities for them and 49% students responded that their DIET/Institute do not organize intramural activities for them.
- 23% students responded that their DIET/Institute organize extramural activities for them and 77% students responded that their DIET/Institute do not organize extramural activities for them.
- 72% students responded that their DIET/Institute had provision of books related to games/sports and 28% students responded that their DIET/Institute had provision of books related to games/sports.

X. RECOMMENDATIONS

In light of the conclusion drawn from the present study the following recommendations are made:

1. Each and every aspect of sports facility and infrastructure should be taken care to fill the deficit requirements of any nature by the government/any other agency.
2. Sports participation and achievement status should be promoted to utilize the facilities in optimum manner.
3. A policy should be framed for the regular coaching and providing required quantity of various sports articles and sports goods, development and maintenance of other facilities and infrastructure and to provide the financial assistance for this purpose.
4. The decisions and guidelines of National Sports Policy and State Policies for sports and education should be taken into consideration for planning various purposes including curriculum/sports as the regular phenomena.
5. The policy for incentive awards and scholarships in adequate numbers may also be implemented so as to promote the achievement status and mass participation level.
6. A policy for the regular assessment of sports facilities and sports achievements/participation may be observed periodically in inter-college, inter-university, state-level, senior-national, international etc.
7. The extension lecture clinics may be organized on different aspects of sports on time at different levels.
8. The similar nature of study may be conducted on other games.
9. The similar nature of study may be conducted on other universities and colleges in various parts of India.
10. A comparative study of different Universities may also be conducted to observe the status of facilities and the relative achievement level in different sports.
11. The outcomes of the present study may be utilized for future planning, modification in existing policies/facilities systems to save the National (Wastage).

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