

Review article

Psycho-Social Constraints of Maharashtra Women Participation in Games and Sports

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Abstract

National school-based Youth Risk Behavior Surveys (n=55,734). Logistic regression analyses were conducted to test for significant linear time trends among the total student population and demographic subgroups (gender, race/ethnicity, and grade). Although PE enrollment in the total student population did not change from 2009 (48.9%) to 2010 (48.8%), the prevalence of students who attended PE daily, and the prevalence of students who were physically active >20 minutes in an average PE class both decreased significantly among nearly all demographic subgroups. The prevalence of students who were physically active >20 minutes in daily PE classes increased from 34.2% in 2010 to 21.7% in 2015 ($p < 0.001$). To reverse current trends, high schools should implement daily PE classes that emphasize participation in lifelong health-related physical activity for all students.

Keywords:

Physical Education & Sports, Trends in Health

Introduction

Pupils from primary school through junior colleges are required to have 2 hours of PE every week, except during examination seasons. Pupils are able to play games like football, badminton, captain's ball, and basketball during most sessions. Unorthodox sports such as touch ball, fencing, and skateboarding are occasionally played. In more prestigious secondary schools and in junior colleges, sports such as golf, tennis, shooting, and squash are played. A fitness exam, is conducted in every school once every year to assess the physical fitness of the pupils. Pupils are given a series of fitness tests (Pull-ups/Inclined pull-ups for girls, standing broad jump, sit-ups, sit-and-reach and 1.6 km for primary [10-12 year-olds]/2.4 km for secondary and junior college levels [13-18 year-olds]). Students are graded by gold, silver, bronze or fail. NAPFA for preenlistees serves as an indicator for an additional 2 months in the country's compulsory national service if they attain bronze or fail. Pupils from primary schools to secondary schools are expected to do 2 periods or 1 hour of PE throughout the year except a week before examination. In most secondary schools, games like badminton, sepak takraw, football, basketball and tennis are available. Pupils are allowed to bring their own sports equipment to the school with the authorization of the teacher. In most secondary schools, physical exams are rarely done, but schools record pupils' height, weight

and number of pushups they can do. Students ranging from Kindergarten to High School have PE integrated with their curriculum. Kindergarten until Grade 3 of Elementary students have gymnastics, starting from Grade 4 of Elementary School, students will be introduced into traditional martial arts Pencak Silat and some team games such as badminton, tennis, soccer, futsal, rounders, basketball, etc. Starting from Junior High School, Both gender are separated during PE class. PE find its place in extracurricular forms, where students can specialize themselves in one kind of sports they choose. Sport Festival can be held during vacuum period, usually after examination. At this time students can compete each other by bringing own class' flag. Some universities such as ITB include PE in curriculum for freshmen. Many games such as Basketball, volleyball, cricket, tennis, badminton, kho kho, kabaddi etc are played. Several drills and physical training are taught.

Physical education programme in high school and senior secondary school

In our country, majority of the schools have Physical Education teachers at the secondary level (Classes 6-10) and physical education is not taught at the primary level whereas Sport and Play is one of the most distinctive features of early childhood. Some fitness experts say, physical education has not lived up to its name in school curriculum. Our traditional physical education classes provide too little activity for few students only to participate and it offers little or no guidance for maintaining a healthful lifestyle. Only Two HPER (Health Physical Education and Recreation) periods in a week, are not sufficient for the high school and senior secondary school students. Rather, every day thirty minutes moderate physical activities with two days high intensity activities programme should be introduced in both high school and senior secondary school. The amount of physical activity for the children and students has declined in and out of school in recent years. The school students have become more overweight and less fit. To help reverse that trend, physical education classes should be revamped so there is less emphasis on team sports and more on lifelong fitness activities. The physical education programs like fitness, health awareness, and lifelong exercise habits should be emphasised in their course curriculum apart from competitive sports programme. Physical education not only contributes to create healthy individual but also a healthy society. Sports culture can best contribute in the nation building process. Compared to other countries,

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Recommendations

- All the schools, colleges and universities authorities should encourage physical education and they should also provide exclusive programme for health, fitness, recreation and wellness.
- All the physical education teachers working in the school, college and universities must be encouraged and awarded for their excellent job.
- Qualified physical education teachers and coaches should be appointed in the education institutes and more programs on fitness and health should be promoted apart from coaching and training.
- The National Physical Efficiency Scheme which was prevalent during 1958 to 1978 should be revived and introduced for boys, girls, men and women of all different ages.
- Latest infrastructure and clear cut plans should be introduced in schools to popularise physical education and sports activities among children.
- The government needs to play an important role by allocating appropriate budget for physical education and sports in India and proper implementation of it.
- A monitoring council is required consisting of Physical education and sports professionals to monitor the physical education programme of every school.
- The mindsets of the people also needs to change, so that physical education classes are not considered as a burden on children but rather a way out to perform well in the academics and an important component for the all round development of children.
- Every school should conduct a seminar for all the parents in the topic importance of health,

fitness and wellness

The future of physical education: we must change now

The following are some recommendations for change which we can make NOW:

1. We must adopt the philosophy that physical education is- for all people, regardless of ability. We must recognize that skills and fitness are important only as they help students to become fully functioning healthy individuals.
2. We must put every effort into requiring elementary school physical education in every school (with a qualified physical education teacher). If physical education is important at any level it is most important here. The 1990 goals for the nation support this contention. We must become activists on this issue.
3. At the middle, junior, and senior high school level we must provide problem solving courses in fitness which teach all students to become good fitness and exercise consumers. Such courses must be based on personal needs, interests and abilities (Corbin, 1978).
4. We must modify middle, junior, and senior high school programs to allow students to make personal choices of skills and activities. For too long our students have been turned off to activities which they know they will never do after they get out of school. We need to ask students what they want to learn.
5. We must modify classes so that longer periods allow longer dressing time to allow students to have time to dry their hair and get ready for the remainder of the school day. We must put an end to the military type locker room. Many locker room experiences are what produce feelings about physical education. As adults we would not put up with common dress

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codes and locker room policies. Why should we ask kids to? Would you join a health club which was run like many physical education classes?

6. We must realize that physical education does not stop after the school years. Those who will work in fitness centers, hospitals and other similar settings are teachers even though they will not teach in schools. They are NOT exercise scientists or exercise physiologists as they would like to call themselves! If we do not teach these professionals to realize that they are teachers who must meet the needs of their clients, we will lose out to less qualified "exercise" enthusiasts.

Benefits of Physical Education

We know that physical activity can benefit participants in many ways. These benefits are not however, natural by-products of random participation. Physical education programs must be designed specifically to reach selected objectives. Some of the beneficial outcomes which can be achieved through participation in the appropriate kinds and amounts of physical activity are:

Reduced risk of heart disease:

Physical education can counteract major risk factors of coronary heart disease: obesity, inactivity and high blood pressure.

Improved physical fitness:

A good program improves children's muscular strength, flexibility, muscular endurance, body composition (fat-to-muscle ratio) and cardiovascular endurance.

Stronger bones:

Regular physical activity increases bone density to create a sturdy skeleton.

Weight regulation:

A good program can help children regulate their weight by burning calories, toning their bodies and improving their overall body composition.

Health promotion:

Appropriate physical activity prevents the onset of some diseases and postpones the debilitating effects of the aging process.

Improved judgment:

Quality physical education can influence moral development. Students have the opportunity to assume leadership, cooperate with others and accept responsibility for their own behavior.

Self-discipline:

A good program teaches children to follow rules and established procedures and to be responsible for the own health-related fitness.

Skill development:

Physical education develops skills which allow enjoyable and rewarding participation in physical activities. New skills become easier to learn.

Experience setting goals:

Physical education gives children the time and encouragement they need to set and strive for personal, achievable goals.

Improved self-confidence and self-esteem:

Physical education instills a strong sense of self-worth in children. They can become more confident, assertive, emotionally stable, independent and self-controlled.

Stress reduction:

Physical activity is an outlet for releasing tension and anxiety.

Strengthened peer relationships:

Physical education can be a major force in helping children socialize with others more successfully. Being able to participate in games and sports is an important part of fitting in, especially for those in late childhood and early adolescence.

Reduced risk of depression:

Physical education is effective in the promotion of mental health.

More active lifestyles:

Physical education promotes a more positive attitude towards physical activity.

Conclusion

A clear conclusion drawn from all the evidence thus far is that, perhaps along with music and MFL, a subject specialist should be introduced into primary schools nationally. It is therefore suggested that specialist primary PE teachers are trained, and that this be introduced as a national strategy. These should still be primary teachers with the knowledge and understanding of the holistic nature of this profession, not 're-badged' secondary teachers. As such, the HE sector needs to embrace this vision and perhaps, a) create a structure where there are appropriate, and specific, undergraduate programmes in primary PE which feed into an existing route, and b) create better cross subject links between the subjects of primary education and PE provision to enable this creation. This may also help to alleviate the problems created by the governments current drive away from the traditional college based undergraduate

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teaching degrees towards the more post graduate, classroom based education being mooted by Gove (2010). Finally, better CPD for the existing primary sector will be needed in the interim period specifically for those who would want to take on this role until the first specialists are trained. Although much evidence gathered for this study indicated that this could 'de-skill' primary teachers of their ability to deliver curriculum PE, the vast majority of those involved in this research believed it would result in the best learning experience for the child, and this must surely be the most important factor in the development of children.

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