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### RESEARCH ARTICLE

## A COMPARISON OF DIFFERENT MIDDLE SCHOOL PHYSICAL EDUCATION PROGRAMS OF KASHMIR DIVISION

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#### Abstract

The objective of the present study was to access the “comparison of different middle school physical education programs of kashmir division”. The paper endeavors to examine the Adoption of Physical educations program in different schools of Kashmir. The data was collected from various schools of Jammu and Kashmir state. A Standard questionnaire was followed and the collected data was analyzed. During the present study it was concluded that during the females were more interested in physical education than that of males. It is pertinent to mention here that in all the schools the students were more eagerly taking part in physical educational programs.

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#### Introduction:-

The physical education has gained immense importance in the 20th century, with the introduction of physical education as a subject in school and colleges, a large number of physical education teachers are employed in these institutes. Unlike other teachers in the school, the physical education teachers have the extra responsibility of teaching physical education subjects, selection of teams and coaching, accompanying various teams for the tournaments and maintaining discipline in the school. These natures of the job make physical education teachers a unique position in the school and colleges with huge responsibilities and expectations. Sports and games are integral part of human life as well as important for human resources development. They are also effective way of channeling the energy of youth for productive and meaningful purpose. The State Govt. has therefore accorded a high priority to the promotion of sports in the State.

Sport is a fair play domain in which everyone got equal chances and full enjoyment. Nowadays, sports and physical activities lead to the sportsmanship, brotherhood, and leadership qualities. In modern era, Sports Participation bridge the gap of social inequality and gaps and also think beyond caste, creed, religion, tradition and customs. There are different types of sports and physical activities which imply social differences and social inequity. Sports activities are not merely the reflection of the modern society, but it also leads to remove social inequality and bring change in society. Experts believe that sports popularity may be effective to attract the youth towards urban and rural sports programmes and reduce youth crime. Concluded in their study that sports and physical activities can be used as an effective tool/ instrument/ method to reduce youth crime (juvenile delinquency) through involving the disadvantaged groups.

According to the agenda for Sustainable Development (2030), sport is a tool that emphasizes the growing sports contribution in terms of peace of tolerance and respect. This agenda also emphasizes the sports contribution that would lead to empowerment of community, for the individual and for education, health and social inclusion. Sports

provides wide opportunity in terms of build-up life skill among youth who are at risk and allow them to cope up in better way from daily life challenges, also help them to keep away themselves from involvement in various bad practices such as drug use, violence and criminal activities.

### **Review of Literature:-**

The research scholar has gone through the available related literature, which are relevant to the present study

Macintosh and Albinson (1982) compared the attitudes of two groups of 8th-grade students (13–14 years of age): those taking a physical education class and those not taking one. They found that students who choose not to take physical education reported having a less positive attitude toward physical education and as having less fun.

Lakshmi and Singh (1991) examined potential determinants of male and female high school students' attitudes toward physical education. They identified five main determinants of attitude: curriculum content, teacher behavior, class atmosphere, student self-perceptions, and facilities. Both male and female students identified these determinants in the same order. Singh et al. also identified related factors contributing to negative feelings toward physical education. These factors included boredom with activities, not wanting to get sweaty, not wanting to dress out, and the perception that athletes received preferential treatment.

Stewart and Green (1991) examined the attitudes of 1,049 males and 1,081 females' from junior high and high school students in physical education. Participated in the study were selected from two middle and high schools in the Midwest. Students completed a 66-item survey created by Edgington (1968) representing attitudes toward physical education in fitness development, skill development, cognitive development, affective development and social development. Students were given four Likert Scale (1-4) response options: strongly agree, agree, disagree and strongly disagree. Many similar studies allow students to respond with a neutral feeling, however, this was eliminated to force students to make a positive or negative choice.

Campbell (2002) studied the attitude of 199 students of the Texas Austin University to Hudge. The attitude of students (women) towards physical education by employing wear attitude inventory. A questionnaire having 30 statements was administered on a JBM answer sheet. Result suggested that the subject had favorable attitude towards physical education.

### **Significance**

The attitude is one of the significant factor that influence not only teachers but also students behavior in the classroom. Even though teachers are believed to be the most important persons in the school with all their acts, it is obvious that students' attitude and manners are also vital for success. For most teachers or curriculum designers, distinguishing what are needed by students is a regular process of curriculum development. The study may be helpful in formulating measures to educate the teachers/coaches to positive approach and accurate planning to implement the programmes of physical education in the schools/colleges and universities for balanced development of the students personality. The study will help in popularizing physical education programmes to some extent and helps the teachers/coaches to motivate the students towards physical education.

### **Hypothesis**

In the light of the objective of the present study, it was hypothesized that Attitude of students is positive towards Physical Education.

### **Sampling**

Eight hundred students (500 male and 300 female) studying in high and higher secondary schools of North Kashmir were randomly selected from Kashmir division of Jammu and Kashmir. The ages of subjects range from 16 years to 20 years, with mean age of 18 years.

### **Description of Questionnaire**

Attitude towards physical education questionnaire developed by Claudia Cockburn (1999) was used to find out the attitude of subjects towards physical education and sports programme run in the state schools of North Kashmir division of Jammu and Kashmir. The Questions were designed to cover the following areas:

1. Enjoyment of and feelings towards physical education class.
2. Effort made in physical education class.

3. Factors that encourage or put students off physical education class.
4. Participation in lessons and extracurricular activities.
5. Activities liked and disliked within physical education class.
6. Any long term illness or disability that affects the students in their physical education class.

### **Results, Discussion and Findings:-**

The analysis revealed that in previous session only 58% male and 48% female students enjoyed the physical education classes and 15% male and 17% female did not enjoyed the classes. Students were asked to add their reasons for enjoying and for not enjoying the Physical Education classes; gave different reasons for enjoying the Physical Education classes. 30% male and 20% female students who enjoyed Physical Education classes reasoned it “to love for sports”; 15% male and 15% female students wanted “to gain knowledge” about Physical Education; 17% male and 30% female students wanted “to learn skills” and 13% male and 5% female students enjoyed the classes because of the “way of teaching” of their teacher. Students gave different reasons for not enjoy the Physical Education classes during last session the main reason were (i) Physical Education a boring subject 25% male and 14% female; (ii) it causes injuries 25% male and 29% female; students said that they did not enjoy the classes because of the (iii) way of teaching of their teacher 8% male and 29% female and 17% male attributed to some other reasons for not enjoying the Physical Education classes.

The data pertaining to regularity in class indicated that 75% students took part in most or all of their Physical Education classes, and only 10% students missed about half, or more of the classes. Near about half of the students (40% male and 50% female) missed the classes because of injuries or illness; one third missed it because they forgotten the playing kit and rest of the subjects (20%) deliberately avoided the Physical Education classes.

Students were asked to add their feelings about Physical Education classes, 520 students added positive feelings and only 80 students added negative feelings. In positive feelings 20% male and 18% female students felt that Physical Education is an interesting subjects; 20% male and 29% female students felt that it provides knowledge about various games; 14% male and 32% female students felt that it keeps them psychologically fit and 6% male students gave some other positive feelings.

### **Conclusions:-**

Within the limitations of present study following conclusions may be drawn

1. Only half of the sampled students enjoyed the physical education classes during last session, the reasons given were-“to gain new knowledge and new skills”. Students also felt that physical education is “an interesting subject” and they “love sports”.
2. Rest half of the students sometimes or never enjoyed physical education, because they felt that it is a boring subject and may cause injuries to them.
3. Less than half some were 40% of the sampled students made positive effort in physical education because they felt that it as an interesting subject and it also helps in maintaining health.
4. More than half 60% of the sampled students did not try hard because they felt it as a boring subject and thought that it is just wastage of time.
5. Female students were discouraged by the presence of the male students in their classes and exercising the playing kit hesitates them to perform activities in front of others.
6. High school and higher secondary school students agreed that it keeps them fit and healthy and teaches how to keep their bodies fit and healthy.
7. Lack of motivation is one of the reasons for poor participation of students in physical education programme as they felt it as a new subject for them thus expressed less interest in physical activities. Most of the female students felt shy in presence of male teachers which discouraged them and affected their participation in physical education classes.
8. The games like Cricket, Football, Volleyball and kho-kho were the activities especially liked by the students, because such games are very popular in Jammu and Kashmir State.

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