UNIT 9  MEANING AND CONCEPT OF PHYSICAL EDUCATION

STRUCTURE

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9.0  INTRODUCTION

Physical education has existed since the earliest stages of human society, in forms as simple as the transmission of basic survival skills, such as hunting. Physical education is a course which utilizes a play or movement exploration setting for the transmission of physical knowledge and skills to an individual or a group, the application of these skills, and their results.

The physical education curriculum is that integral part of the total school
curriculum which, through human movement, concentrates on the development of individuals’ maximal physical potential and their related social, emotional, and intellectual growth. The discipline’s primary purpose is to assist the learner in developing the following competencies:

- total fitness and a lasting desire to maintain it
- movement abilities ranging from functional life skills to those needed for successful participation in leisure activities
- appreciation and understanding of specific sports, including their origins, cultural impact, and aesthetic values.

### 9.1 LEARNING OBJECTIVES

After reading the chapter, one should be able to –

- Define Physical Education and its importance.
- Understand aims and objectives of physical education.
- Develop basic knowledge about development of different components of personality.
- Design a physical education program.
- Understand and appreciate the relationship of Physical Education to the total educational process.

### 9.2 MEANING AND IMPORTANCE OF PHYSICAL EDUCATION

In the Present World of Space age and automation era, all human beings appear to be living a more and more inactive life. They ride instead of walk, sit instead of stand and watch instead of being participants. Such type of inactivity or sedentary life is detrimental to mental and physical health. Thus, there is great need for physical education as a part of healthy living.

Physical education is an integral part of the education process. Through physical education, students learn to incorporate physical activity into their daily lives and they come to understand that an active, healthy lifestyle fosters personal growth and enables them to meet the challenges of society. Regular physical education encourages a positive attitude toward self and others. It also helps in creating a healthy learning environment.
Meaning and Concept of Physical Education

There is a positive effect of link between regular physical activity on self-concept and quality of life. Through physical education programs in schools, teachers can educate and excite students about pursuing active and healthy lifestyles. Teachers can help students realize the benefits of fitness activities and understand the concepts while developing their own institutional and personal programs. In addition, teachers can guide students to develop the skills they will need to maintain healthy lifestyles. Through physical education programs, students will understand the importance of healthy living.

The purpose of physical education is much more than training the body or developing physical fitness. It also focuses on the development of social, mental and emotional aspects of Individual’s personality. For young children play has been recognized as a valuable, even essential, component of learning. Students who participate in regular physical education will enjoy enhanced memory and learning, better concentration and increased problem-solving abilities.

The benefits of physical education include:

- increased fitness levels
- improved motor development
- tendency toward more active lifestyles
- positive correlation between the learning of physical mental and social skills
- increased performance in other subjects, even though less time is spent on those subjects
- increased attentiveness and alertness throughout the school day
- long term improvement in personality image

(Source: www.tamilnet.com)
Check your progress-1

1. What do you understand by physical education?

2. What is the significance of physical education?

9.3 AIMS AND OBJECTIVES OF PHYSICAL EDUCATION

Aim of physical education, like general education, is to develop human personality in its totality through well planned activity programs. In other words, physical education aims at the all round development of the personality of an individual or wholesome development of human personality. It includes physical, mental, social, emotional and moral aspects of personality to make an individual a good citizen who is able to make contribution in the development process of nation. Thus, physical education means making an individual physical fit, mentally alert, emotionally balanced, socially well adjusted, morally true and spiritually uplifted.

Objectives are steps considered towards the attainment of the aim. They are the particular and precise means employed to realize an aim.

The main outcomes of physical education programme are -

1. **Physically fit** – It refers to that state where an individual has developed great endurance, speed, strength etc. Physical fitness is essential to leading a happy, vigorous and abundant life. During participation in various physical activities, all the major muscles of the body are exercised which helps developing all the components of physical fitness.

2. **Socially efficient** – It concerns with one’s proper adaptation to group living. Physical education activities provides ample opportunities to develop traits such as cooperation, respect to others, loyalty, sportsmanship, self confidence etc. All these qualities help a person to make him a good citizen.

3. **Emotionally balanced** – It means being able to control and regulate your emotions so that life is more balanced or being able to access resourceful
emotional states when you need them. Physical education makes a person emotionally balanced.

4. **Mentally strong** – It aims at developing memory, decision making and reasoning power. If a person is mentally strong, his confidence will automatically increase. Through participation in various games, one can develop all these qualities.

5. **Spiritually enlightening** – It’s about the practice of deep insight into the meaning and purpose of all things, communication with or understanding of the mind of God, profound spiritual understanding or a fundamentally changed consciousness whereby everything is perceived as a unity.

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**Check your progress-2**

1. What is the aim of Physical Education?
   
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2. Explain the five main outcomes of Physical Education.
   
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**9.3.1 INTEGRATED DEVELOPMENT OF PERSONALITY**

“Personality” can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviors in various situations. It is the collection of characteristic thoughts, feelings, and behaviors that are associated with a person.

Personality Development means enhancing and grooming one’s outer and inner self to bring about a positive change to his life. Each individual has a distinct persona that can be developed, polished and refined. This process includes boosting one’s confidence, improving communication and language speaking abilities, widening ones scope of knowledge, developing certain hobbies or skills, learning fine etiquettes and manners, adding style and grace to the way one looks, talks and walks and overall imbibing oneself with positivity, liveliness and peace.

In the following sections, we will discuss how Physical Education helps in holistic development of one’s personality.
9.3.1.1 PHYSICAL DEVELOPMENT

Through his participation in physical activities, a child develops his physique and becomes physically fit. ‘Fitness’ can be defined as the ability to carry out effectively and efficiently some particular activity. A sound standard of fitness is conductive to a productive life and enhances the possibility of reaching your full potential. You do not have to be trained to the level of a champion athlete to appreciate the benefits of fitness. To students, like all of us, fitness could mean an energetic state that helps us to achieve. More technically speaking, ‘fitness ‘ consists of five components, namely: stamina, strength, suppleness, speed and neuromuscular coordination.

(i) When we do physical activities for a reasonable length of time sustaining the intensity, we make our lungs to work hard and the heart to pump efficiently. This trains our stamina. Stamina training is important, as it helps protect the heart against heart disease. The ability to perform exercise with minimum effort makes stamina the most important of the components of fitness.

(ii) When we do physical activities, more or less we have to use our muscles to provide efforts against resistance, either to swing a baseball bat or to swim. As we do so, we increase our strength especially when we undergo weight lifting training. Strength makes our life easier. Pushing a heavy shopping trolley uphill, pulling a garden roller will be much easier if you have enough strength. Not to mention, strength helps to score in most sports.

(iii) Before actually going into the field, we usually do some kind of ‘warm up’ exercise. This is when we improve the maximum range of movements of our limbs i.e. extending our suppleness. Apart from that, we increase our suppleness whenever we feel the stretch in our muscles when doing sports like badminton and volleyball.

(iv) It is possible to increase your running speed by a combination of training to improve technique, style and reaction time, together with strength training, aimed to give a greater power.

(v) ‘Practice makes perfect’. The more we do sports, the more skilful we become. When we want to gain in skills to perform such parts, we can intensively train ourselves on such parts. When you gain in skill, you also gain pleasure in playing that sport.
Meaning and Concept of Physical Education

Check your progress-3

1. How Physical Education helps us gain physical fitness?

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2. Give details about the five components of physical fitness.

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9.3.1.2 SOCIAL DEVELOPMENT

For children, the social benefits of physical education can be particularly valuable, and provide necessary life skills. Participating in sporting events provide the opportunity to build new friendships and learn how to manage oneself in a social and group environment.

Many sports are centered on the idea of teamwork. A child may be a far better football player than his peers, but unless he learns to pass the ball sometimes, his team probably will not be the champions. Conversely, a youngster who is not a star player can learn that dedicated playing and assisting teammates can take a team to victory. Often a team whose players are of average skill but above average teamwork will beat those who is the other way around. This is often the case off the court as well.

Playing with a team teaches children how to work with and get along with peers and how to have positive interactions with coaches and other adults. A meaningful and influential relationship with a coach encourages children to seek out other beneficial mentorships throughout their life. Sports often force people to work with others that they would not otherwise get along with very well. This is an extremely valuable skill, since you rarely get to pick who your boss will be. The ability to work with people with whom you differ may eventually translate to keeping your job in a situation where others may have lost it.

Physical Education can also be a way to learn how to deal with success and failure. It’s better to learn how to pick yourself up from defeat on the ball field before having to deal with it in the office later. Kids who play sports learn that defeat is not permanent. Likewise, learning how to win graciously is a valuable
skill. No one likes an arrogant winner, and sports teach people how to celebrate a win without alienating the losing opponent.

**Check your progress-4**

1. What are the social benefits of getting engaged in a physical activity for children?

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**9.3.1.3 MENTAL AND EMOTIONAL DEVELOPMENT**

Physical activities such as sports, exercise and yoga not only affect our physical health and well-being, but our mental and emotional health as well. Explanation for the mental and emotional benefits of physical activities is that physical activity makes the brain produce increased levels of serotonin and norepinephrine. These are neurotransmitters in the brain that are shown to reduce depression.

The following are common mental and emotional benefits gained through involvement in physical activities.

- Improved mood
- Improved memory
- Reduced stress as well as an improved ability to cope with stress
- Improved self-esteem
- Pride in physical accomplishments
- Increased satisfaction with oneself
- Improved in confidence in your physical abilities
- Decreased symptoms associated with depression

**Check Your Progress-5**

1. How physical activities help in mental and emotional development of child’s personality?

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9.3.1.4 SPIRITUAL DEVELOPMENT

The real meaning of our life is not working everyday or achieving our success, but is rather to understand the meaning of our existence. Spiritual awakening, this is what is meant by spiritual enlightenment, the true meaning of our life. Spiritual enlightenment is something which one has to experience and not learn from books. It is a self realization that you, as an individual, are eternal and will live life till the end. In simple words, you through your soul will never die. If one wants to define spiritual enlightenment then it can be defined in many ways because it is all about feeling. Spiritual enlightenment, in other words can also be defined as creating your identity without the slightest trace of greed, ego or selfishness.

Spiritual enlightenment is a process of opening to the innermost being, it helps to meet your eternal being. It allows you to set free, you will stop expecting anything from others and once you stop expecting means you can remain happy forever. Physical activities help bring you to that state of mind.

Sports are mainly a physical activity. For those, however, who practice sports in such a way that they are always steadfastly fighting for maximal consciousness, righteousness and absolute devotion to the divine force within them, sports are a spiritual event and a training of the highest order. For such people neither goals nor goalkeeper exist, neither winner nor loser - all this is just … wonderful.

Check Your Progress-6

1. What do you mean by spiritual enlightenment?
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2. How sports help in the process of spiritual enlightenment?
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9.4 PHYSICAL EDUCATION PROGRAM

Physical education programs endeavour to equip all students, regardless of gender, race, cultural background or ability, with the physical skills and social attitudes
necessary to reach their maximum potential. Physical education prepares students to participate in activities they can perform when they are adults. All students must feel successful if they are expected to enjoy and value physical activity.

The purpose of a quality physical education program is to guide students in the process of becoming physically active for a lifetime. Physical education is a component of education that takes place through movement. In physical education, as in all academic areas, students must learn the basic skills which require practice and refinement in the physical education setting.

Students integrate and apply the skills learned in physical education to their everyday life. In addition, numerous benefits result from participating in a quality physical education program such as: learning how to live an active and healthy lifestyle, proper nutrition, skill development, improved physical fitness, reinforcement of other subjects, goal setting, self-discipline, leadership and cooperation, stress reduction, enhanced self-efficacy, and strengthened peer relationships.

Through regular participation in physical education, students will have the opportunity to develop a pattern of life-enhancing and self-rewarding experiences that contribute to their potential to be healthy New Age Students.

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<th>Check Your Progress-7</th>
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<tr>
<td>1. What is a physical education program?</td>
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<td>2. What are the advantages of a quality physical education program?</td>
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9.4.1 NATURE OF PHYSICAL EDUCATION PROGRAM

The physical education program must empower the learner to take advantage of participation in future physical activities even though such opportunities may not be evident or known at present. The conceptual approach will enable learners to participate successfully in a physical activity even though it may not have been specifically included in the program.
Meaning and Concept of Physical Education

In physical education, the conceptual approach is based on the how and, as importantly, the why of movement. Instead of looking at each activity as a separate entity, concepts are introduced which stress the commonalities among them. This serves to enhance the students’ understanding of movement and its underlying principles. Students come to understand the workings of their bodies in all three domains (affective, cognitive, and psychomotor).

It is an obvious statement that, in a physical education class, the psychomotor domain is of primary importance; however, we want our students to grow into adults who react quickly and decisively (cognitive domain) and display such traits as sportsmanship and teamwork (affective domain). The use of a variety of teaching methods attends to all three domains and shows promise of producing skilled performers who move with meaning and understanding.

Educators know that students learn at different rates and in different ways. The conceptual approach recognizes learning as an evolutionary process. This means that, from birth, human beings have the ability to process information, beginning with rudimentary skills and progressing to higher, more complex levels of thinking. Infants, children and adults all have the ability to select and use higher ordered thinking skills.

Use of a conceptual approach allows teachers to plan for the learning outcomes of students. It is possible to prepare lessons in such a way that one learning outcome is planned to lead into the next. Many educators assume this to be an automatic occurrence. For example, a teacher may assume that once the students understand the benefits of fitness, they will choose lifestyles that display their knowledge in this area. Yet, all we have to do is look at the number of knowledgeable but unfit and unhealthy adults in our society to see this is not so. Such outcomes do not simply happen. They must be planned and then practiced.

This is not to say that there is no room in a physical educator’s teaching repertoire for the explanation/demonstration/practice or traditional method. Such a teaching method is a definite asset when presenting students with a knowledge base from which to begin learning. Used in isolation, however, the traditional approach (where the teacher explains and demonstrates and the students attempt to mimic the teacher) encourages passive activity on the part of the students, which means activity with little purpose or ownership.

A teacher working in the conceptual realm is a facilitator, focusing on the students and their needs while preparing objectives stated in terms of behavioural outcomes. Students who are working at a beginner’s level may do so without fear of keeping more able students from pursuing higher skill levels. The converse is also true. Fortunately, with the conceptual approach, students may work and
achieve success at various levels during any class period, regardless of the teacher’s skill level.

The conceptual approach gives students the freedom to explore and discover action/consequence relationships independently. They discover that winning and losing are not the only consequences of physical activity. They reach the conclusion, by themselves, that there is much to be learned about one’s ability to control and predict certain aspects of the environment.

Inclusion of alternate teaching methods in order to accommodate students’ varied learning styles in no way challenges the fact that the study of human movement is largely through an activity program; nor does it deny that physical education is more concerned with the motor domain than is any other subject area. Instead, it recognizes that attention to the individual learner’s emotions, feelings and inherent personality will produce the best result: a meaningfully physically educated individual.

Check Your Progress-8

1. How is conceptual approach towards physical education program different from classical approach?
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2. What are the advantages of conceptual approach towards PE program?
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9.4.2 CHARACTERISTICS OF A PHYSICAL EDUCATION PROGRAM

Quality physical education programs are structured so that the duration, intensity and frequency of activities motivate students and meet their individual needs. When appropriate, students participate in the selection of activities from all activity areas. All students are given equal opportunity to participate in a balanced physical education program. A quality physical education program has the following characteristics:

- promotes the development of positive attitudes
Meaning and Concept of Physical Education

- encourages active participation
- requires problem-solving skills
- recognizes the differences in students’ interests, potential and cultures
- develops personal skills

Promotes the development of positive attitudes

Students are exposed to experiences that encourage them to enjoy physical activity and value its effect on lifelong health and well-being. They are encouraged to explore, take risks, exhibit curiosity, work with others cooperatively and achieve a personal health-enhancing level of physical fitness. All movement experiences provide opportunities for the development of positive personal and social behaviours.

Encourages active participation

Learning experiences in the physical education program provide maximum activity and participation time for every student. During group work, every opportunity is made to ensure that each student has an active role in the learning activity.

Requires problem-solving skills

In order to develop decision-making and problem-solving skills, the program challenges students to identify and investigate problems, find active ways to solve them and represent solutions in a variety of ways.

Recognizes the differences in students’ interests, potential and cultures

Selection of learning activities, equipment and materials reflects students’ diverse characteristics. Cultural heritage, gender, special needs and a variety of interests are considered when planning learning opportunities.

Develops personal skills

Wherever possible, the physical education program connects students to what is happening in the community. Students develop basic social skills, including teamwork, problem solving, leadership and effective communication that will be valuable to them in the future.
Check Your Progress-9

1. What are the various characteristics of a quality physical education program?

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9.4.3 INTRAMURALS

Intramural sports or intramurals are recreational sports organized within a set geographic area. The term derives from the Latin words *intra muros* meaning “within walls”, and was used to indicate sports matches and contests that took place among teams from “within the walls” of an ancient city.

Intramural sports are used to promote wellness and allow students who do not compete on a national level an opportunity to be active. Intramurals is about people playing with people. Participation in intramurals should not threaten egos, or make students look silly or feel uncomfortable. Intramurals can be about competition, but it is always about mass participation and fun.

Intramurals should be an opportunity to learn new skills or practice an existing skill learned in physical education. It should be an opportunity to play with friends and enrich friendships, and to make new friends. Intramurals is an opportunity to develop character, leadership and sportsmanship in students. In short, an intramural program is tremendous tool for enhancing students’ lives.

Put simply, people who are physically active are higher achievers academically. Skill development, which is a large part of any intramural activity has also been shown to improve achievement.

The following steps, taken in order, will lead you through the development of a comprehensive and effective intramural program.

1. Determine the structure of the program.
2. Define the leadership requirements for the program.
3. Determine how to recruit and train the leaders to run the program well.
4. Formulate policies that will make the program fair for all.
5. Formulate policies that will make the program safe for all.
6. Develop promotional strategies to attract participants.
Meaning and Concept of Physical Education

7. Determine how to celebrate participant success and achievement,
8. Consider financial resources and create a budget.
9. Devise activities that accomplish the program mission.
10. Become proficient at the use of leagues and tournaments.
11. Plan the details of each event.
12. Develop evaluation tools to assess and improve the program.

Check Your Progress-10

1. Define intramurals.

2. How intramurals benefit students?

3. What are the steps to organize an effective intramural program?

9.4.4 EXTRAMURAL

Extramural activities would take place “outside the walls” of a school. Typically, extramural activities involve informal competition between schools. Extramurals help youngsters learn to deal with stress and competitiveness in a structured environment, but it is vital that a caring adult be on hand to assist the child to make sense of these feelings and issues and to mediate between the experience and the child’s responses to the experience.

Some of the merits and demerits of extramural activities are discussed in the following table –
### Merits

- It helps to create patriotism and unity within the students of same institution.
- It provides a particular role to each player of a team which makes them responsible.
- It helps students to get exposure to sports team and coaches of other institution.
- It provides various career opportunities for students in the field of sports.

### Demerits

- Students may use non ethical means to win.
- They may develop unnecessary feelings of revenge and jealousy.
- Too much of psychological stress may appear on them.
- Large amount of money and time needs to be spent.

### Check Your Progress-11

1. What are extramural activities?
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2. Discuss about the merits and demerits of extramural activities.
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### 9.5 LET US SUM UP

Healthy active living involves a combination of physical activity and appropriate lifestyle choices. Students should begin early on to acquire basic knowledge about a wide variety of health-related topics and to develop relevant skills. They need to understand how their actions and decisions affect their health, fitness, and personal well-being, and how to apply their learning to make positive, healthy decisions in all areas of life and personal development. The school environment can profoundly influence students’ attitudes, preferences, and behaviours.
Teaching physical education to children is based upon their innate urge to play and move. Physical Education should also invoke the childhood traits upon which good teachers capitalize in other parts of the curriculum—curiosity, experience, interest, cooperation, knowledge, enthusiasm. In one sense the teacher’s job here is uncomplicated; it is to help a youngster to throw and catch a ball, to do a handstand, or the many time-honoured ways that children learn physically, and to understand the “how” and “why” of these activities. Of course this task is complicated by the diversity of play forms and physical activities and also by the technocentric language and practice that now mystifies physical education to many. It is further complicated and distorted by the fact that physical education has been trivialized in the reductionist process which sees many programs comprising merely relays, group games and fitness activities.

Students’ involvement in physical activity can take many forms, ranging from individual, non-competitive activity through to competitive team games. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance. Students progress from the development of basic motor skills to the performance of complex movement patterns that form part of team games. They learn how developing physical capacity in areas such as strength, flexibility and endurance is related to both fitness and physical performance.

We all need to review and reframe what we do in education and in life as time goes by. In teaching students in physical education this is equally true. We need to ask ourselves what is the big picture that we see for children and the place that movement should occupy in their lives? What is our job in this context? How can we help students to make important connections between what they learn through their senses and their intellect? How can we help youngsters to understand themselves better, and the world in which they live, through the medium of physical education? If such questions are kept at the forefront of our day-to-day work in physical education, and if we find even partial answers to these questions, we will have done much to enhance learning.

9.6 SUGGESTED READINGS AND REFERENCES

- Physical Education, a Curriculum Guide for the Middle Level, June 1995 - Saskatchewan
- The meaning and significance of family health, Pg 133, Marriage and Family Living © 1957 National Council on Family Relations
9.7 UNIT-END EXERCISE

1. Choose the correct option –

   (i) Objectives of Physical Education are:

      (a) to develop child physically
      (b) to make child socially efficient
      (c) to make child emotionally sound
      (d) All of these

   (ii) What among these is NOT a characteristic of a quality physical education program:

      (a) it encourages active participation
      (b) it promotes the development of positive attitudes
      (c) it teaches students to take revenge
      (d) it develops personal skills

2. Write a short note on following -

   (a) Significance of Physical Education.
   (b) Conceptual approach to PE program.
   (c) Role of teachers in Physical Education.

3. What are the aims and objectives of physical education?

4. Write a note on integrated personality development.
5. What are the characteristics of a quality physical education program?

6. What is the difference between Intramurals and extramural activities? Also mention merits and demerits of each.

Answers

1. (i) – (d)
   (ii) – (c)