

# Physical Education and Sports: Its Formative Role in Education, Recreational and Sinogenic Purposes

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**Abstract-** The fact that physical education and sports represent an important element of education and training firms its purpose is to formulate strong perceptions in the minds of the young generation. The paper intends to emphasize and elaborate on the relevance of physical education, with special regard to its educational and recreational purpose. Physical education is representative of a branch of education that's deemed permanent or compulsory. In biological and physical terms, it aims at creating a balance in the personalities of the youth. In education it is greatly emphasized that apart from learning through textual provisions, sports, recreation, yoga and other physical activities collaborate to form the perfect balance, altogether manifesting a bright future for the respective child. The paper delves into such aspects to realize the importance of Physical Education.

**Keywords:** Physical education, health, sports, leisure, child development, welfare schemes.

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## I. INTRODUCTION

**Introduction-** Several components of globalized education are reflected through physical education. It's influential to health, child development, their growth in formative years, mental state and the ability to socialize. "In this context, the functions of physical education and of extracurricular activities are of a biological, movement, psychological and social nature, which are connected to the concept of a balanced and integrated development of personalities". Physical activities/sports are somewhat cultural, as traditions have valued the importance of physical activity since centuries across the world. From the very beginning, the appropriate ways to maintain sound health to formulate a character has been valued. In other words, it represents.

the valuing element in the symbiosis with physical education, both activities becoming permanent during the entire period of education of the young generation.

“Physical education represents a component of general education which disposes of rules, forms of organization and development for the optimization of an individual’s psychic potential, in order to increase the quality of life” (Dacica, L., 2012).

“Physical education represents a form of education that values moments through body development, communication, the learning of movement abilities and skills that are favourable to the practicing of physical exercises and moments during an entire lifetime” (Dacica, L., 2013).

“The fact that the formation of modern humans supposes his development from a physical, social, intellectual, ethical and aesthetical points of view must be kept in mind, in connection to the demands of the society and according to his aptitudes, thus leading to an increase of his standard of living and of a social development” (Dacica, L., and colab., 2012). A real support in the didactic activity is represented by a modern orientation of physical education towards the educational system, in which Olympianism becomes a component of an educational act, and this cannot be fulfilled if family doesn’t offer the proper support.

A pupil’s sportive education in schools represents an integrated part of the system of physical education, a modern form of teaching physical exercises (during all lessons of physical education and of extracurricular activities), according to nowadays demands in this field. “The efficiency of a physical education lesson is influenced by the mastery and by the creation of each teacher.” (Scarlat, E., (1981).

The intense educational process described cannot be realized without a harmonization of the school – pupil - family relations. The idea of free will is intended more towards the democratization of attitudes. This feature is also observed in a training plan when seeing that the appetite for a methodical and organized activity is decreasing, when indifference or the finding of new ways to spend free time is developing. “The lack of physical activity leads to an excess weight, thus favouring the beginning of obesity and of chronic illnesses that affect the children’s health from early years” (Dacica, L., and colab., 2012). The lack of movement and a nutritional disequilibrium represent the main causes for an increased number of obese children and young in our country. Unfortunately, young people tend to forget nature and sports arenas. The fact that more pupils “practice” today different branches of sports on the computer, while being “exempted” from physical education classes held in schools represents a real social phenomenon and an extremely dangerous one. This reality represents an alarm signal for all factors involved in the development process of this young generation.

In these conditions, the entire educational endeavour becomes a more complex one, because it deals not only with the pupil, the young, but also with all that gravitates around him. Regardless, all these sport activities were not resumed only to physical education classes, it has extended in the pupils’ participation to extracurricular or occasional sports activities. “The cultivating of the custom of practicing different sports and physical education must be realized by school” (Colibaba-Evuleț, D., and colab., 2011). Research in this case was realized under the

shape of an inquiry, represented by a questionnaire, considered by the author a proper instrument for gathering opinions for the optimization of activities from a high school level. The main point was represented by the establishment of favourite sports branches among young, regarding extracurricular activities, in order to form and enlist representative teams from different schools to their favourite sports branches. Lesson programs will thus be formulated by keeping in mind the desires of these pupils.

Thus, the objective of this study followed the discovery of high school pupils' opinions regarding their options for physical education and sports activities classes, in order to increase their attractiveness and to form a strong concept regarding movement, on one hand, and on the other side, to increase successful participation in the National Olympics of School Sports and other sports competitions.

**Methods used-** The methods used in this study are represented by: the method of a specialty literature study, the method of explanation and exposure, the observation method, the conversation method, the questionnaire method, the data collection method and tabular representation.

**Results obtained-** The study was realized at the level of the 9th and the 10th grades, during the school year 2013- 2014 and would be applied during the following school year, which is 2014- 2015. The number of girls and boys was counted from the groups involved in the study and the number of exempted pupils was underlined. The participants were aged between 15 and 17 years.

**Table 1: The subject's characteristics**

Grade	No. pupils/ grade	Boys	Girls	No. of pupils exempted	Boys Exempted	Girls exempted
9th A	28	12 43%	16 57%	3 11%		3 19%
9th B	29	15 52%	14 48%	5 17%	2 13%	3 21%
10th A	27	14 52%	13 48%	2 7%		2 15%
10th B	29	11	18	4		4

		38%	62%	14%		22%
TOTAL	113	52 46%	61 54%	14 13%	2 4%	12 20%

**Discussions-** The data gathered were analysed and processed for each question of the questionnaire and every answer was processed in the same manner, the latter being presented in a percentage value according to the total number of pupils (113) or according to the number of boys (52), respectively of girls (61).

#### **Case findings based on questionnaire**

**Do you practice sports during your spare time?** For this question a number of 26 positive answers were counted: 19 boys and 7 girls. The percentage of 23% is a small one for the 133 pupils participating in this study, thus proving that young people don't practice sports. A number of 11 pupils gave basketball as their favourite sports, 42% of the total number that practice sports (first graphic), 7 pupils play football (27%), 2 swimming (8%), 4 fitness (15%) and 2 jogging (8%). These answers are important because these will be introduced in school programmes according to the disciplines that are already present.

Pupils' answers are influenced by the content of the physical education classes. Thus, sports games were expected to be popular among the pupils' choices. Other sports are insignificant in comparison to sports games that are practiced at a level of performance. When taking into consideration basketball, it has to be mentioned that 67 pupils are boys and only 23 are girls. Thus, it must be admitted that the town doesn't offer possibilities to practice basketball at a professional level. The girls' answers that choose basketball represented a reason to enjoy the author of the study, because they desire to practice sports, still it was concerning that they don't refer to gymnastics or athletics, sports that represent the basis of sports branches. Acrobatics elements and jumps suppose specific efforts that are not in the top preferences of high school students. Athletics is perceived by pupils as being interactive.

In the development of didactic projects of classes and lessons, there are no inconveniences when it comes to talking about sports games, because the school holds a sporting basis and sufficient resources to satisfy the pupils' desires. Other elements from gymnastics and athletics will also be used, even if these were not chosen by pupils. The content of lessons will be worked on, in order to make classes more attractive, to apply all sports games during the two-year semesters and to use proper means in the realization of themes and lessons.

#### **What are the sports that you wish to practice, if the high school teams would select new pupils?**

Most pupils choose football and basketball. The numbers are the following:

- Football – 29 pupils – 26%

- Basketball – 38 pupils – 34%
- Chess – 7 pupils – 6%
- Ping-pong - 28 pupils – 25%
- Other sports - 11 pupils – 9%.

The other questions are not presented because they aren't quite significant for this paper. Still, it's worth noting that sports most watched on TV are football, with a detached score, followed by basketball, by extreme sports and motoring. The two questions regarding medical exempted pupils are concerning for teachers, if it is taken into consideration that from the 113 pupils, 14 are exempted, 2 boys and 12 girls, which don't necessarily have real medical problems.

**Conclusions-** The study represents a real instrument that helps the teachers of physical education in order to formulate school programs and to establish sports groups inside the school. The project of physical education classes and other sports activities must keep in mind the pupils' preferences.

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