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**"A STUDY ON SCHOOL CULTURE & PHYSICAL ACTIVITIES IN
SECONDARY SCHOOLS OF BALANGIR DISTRICT"**

**MISS MARY KAMOLINA EKKA
PH.D SCHOLAR, DR PMIASE SAMBALPUR, ODISHA, INDIA**

**DR NIBEDITA GURU
GUIDE, PRINCIPAL, CTE BALANGIR, ODISHA, INDIA**

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ABSTRACT

I mean the whole creation of the best of childhood, mind and spirit by education. With regard to the concept, I thought that physical education education improves the overall growth of the child's body, mind and spirit. To date, physical and physical education has become a demonstration of a future education society in the 21st century. In this perspective, the researcher conducts the analysis by descriptive study method in 170 high-school students in the Bolangir district and five students and PET instructors of each school.

Introduction:

According to NASPE, an instructional programme of high quality improves the physical, emotional, and emotions of every child and offers health evaluation to help children recognise, develop and/or preserve their fitness. In other words the all-round development of a child is possible through physical activities. That's why it is said that - "Sound mind resides in a sound body". So regular physical activities in schools are an integral part of the students' full and total education curriculum and a way of making a positive effect on health and well-being in their lives. For health, psychological, and academic reasons, student involvement in school physical activity is significant. School culture covers the academic element of students, practical habits, such as physical activity at school, etc.

This present study intends to study the relationship between the physical activities and academic aspects of students. Evidence indicates that efficient school culture has beneficial academic and behavioral results for schools and their members (Deal & Kennedy, 1983, Dewit, Mckee, Fjeld& Kajoria 2003, De witetal,

2000). It is therefore possible that schools will also affect the levels of physical activity of students. Schools usually present physical activity opportunities;

- 1) Education courses such as exercises etc. Outdoor and Physical education.
- 2) Entry to fields of play, sports and recreational activities
- 3) Link to recreational facilities and community services
- 4) The practises of self-defense
- 5) District, State or National Inter School Sports Competitions

For fitness, psychology and academic reasons, involvement of students in school physical activities is therefore essential. Academically, children who are successful during school days find themselves more excited to learn (strong et al, 2005), better retain knowledge (Field, Diego & Scanders, 2001), have a greater focus (Sibley & Etnier, 2003) and have positive physical activity focused on classrooms, which can lead to the overall success of the school's wellbeing as well as academic success.

RATIONALE OF THE STUDY:-

Day events in the national schools are an important part of the holistic, comprehensive curriculum programmed by students and serve as a way to favour health and well-being over a lifetime. The best physical activity fosters a healthier lifestyle. Regular physical activity involves a healthy, longer life and decreased risk for heart disease, high blood pressure, diabetes, obesity and some cancers. Adolescent students of secondary schools are facing problems of obesity and its associated disease at younger stage. Health is wealth. If health of youth is in danger then the nation will not develop. Thus educational institutions needed to foster youth potentiality appropriately for optional development to occur. Physical activities are widely recognized as symbols of social, health and economic benefits. Education does not mean only scholastic aspect; it involves the health concept also. Sports and physical activity programmes can be used as platform to provide girls and boys with life skills education. Indeed, education is not complete unless sports and physical education are included in the main stream of educational curriculum in a way that makes our youth more cohesive and coherent. Therefore, the school culture must be structured which can make the education as a thrusting force in delivering all round development and empowering today's youth to face future challenges.

Hence, there is rationale behind the selection of problem. Bolangir is one of the most backward district of Odisha. The youth of Bolangir district have excelled in sports and athletics. Moreover, they have put the milestone in the national and international level for their games and sports. Education of students are shaped in schools. Hence, it is found that students with regular physical activities can perform successfully in academic level. This study will focus the relationship between academic achievement and physical activities.

STATEMENT OF THE PROBLEM:

The Problem selected for investigation is titled as “A Study On School Culture & Physical Activities In Secondary Schools Of Balangir District”.

OPERATIONAL DEFINATION:

SCHOOL CULTURE-

The term "school culture" refers broadly to beliefs, perceptions, relationships, behaviours, and written and written rules that affect any aspect of how a school operates, but also more specific issues such as student physical and emotional security. The term "school culture" The culture of the school often refers to the organisational nature of the classrooms and of the public spaces or to the extent to which the school promotes racial, ethnical, linguistic or cultural diversity.

School culture in general can be divided into two fundamental types, positive cultures and negative cultures. Many scholars, educators and authors have tried to describe important characteristics of the positive and negative culture of schools.

PHYSICAL ACTIVITIES:

Physical activities in a school must be included in the school curriculum and in its timetable. Specific period and time should be allotted for physical activities. Equipment like discuss,javelin, shot put, hammer,high desk, badminton, volleyball, football etc. must be provided to the students. Qualified PET teachers must be appointed in the schools.The outdoor physical activity facilities with sports courts or field to be provided. Physical exercises make a significant contribution to developing healthy and active children (NASPE& AHA 2012). Physical exercise is crucial for healthy living and for students to consider the changes in fitness and behaviour. Physical activity helps create the ability to sequence, memorise and concentrate, which leads to the skills required for school and life success.

A physical activity is characterized as "the physical movement caused by skeletal muscle contraction and significant increase in energy costs." The word thus covers the whole spectrum of people moving from competitiveness and exercise to hobbies or everyday activities. During frequency period and strength of exercise, physical activity can be further categorised. Frequency and length refers to the time and duration of an operation. Intensity refers to how much a person works or how much an operation takes.

OBJECTIVES OF THE STUDY:

The main research objectives of this thesis are as follows:

1. To identify the components of Secondary School Culture for Physical activities in Balangir District of Odisha.
2. To categorize the types of Physical activities provided in Secondary Schools of Balangir District.
3. To study the hindrance factors of School Culture on Physical activities and classify them as institutional and teacher related barriers.
4. To ascertain the hindrance factors affecting the Physical activities.
5. To analyze the data on School culture and Physical activities in government secondary school of Balangir district.
6. To make an analysis of all the factors of School culture and physical activities in government secondary schools of Balangir district.
7. To compare the barriers on Physical activities and achievements in sports and games of students in Secondary Schools of Balangir district.

SCOPE &LIMITATION OF THE STUDY:

Everything that exists on the earth has some pros and cons. There are various

limitations and scope to apply our rights while performing duties. Despite this, we achieve our goals within that areas of activity. In the same way, research activity is also connected and the researcher has also some limitations while conducting research activity. He/She limits the activity within certain areas which is called scope due to various reasons for instance time constraints, financial constraints, communication trade up, long term physically presence on the field etc. It is also necessary to specify before initiating research activity so that, the started research objectives can be met and unbiased inferences can be drawn. It is very difficult, expensive and time consuming to study the entire population selected that is why research draws samples which is representing the population.

The present study is confined to Balangir district because this district is coming under KBK district. There is another limitation, it only focuses on secondary school culture for physical activities available to Youth Mass. The future of today's youth is constantly anxious. Problems such as delinquency, drug use and shifting social forces such as working parents, single-parent homes and girls in particular, have an unhealthy atmosphere and also endure inequality, even sexual harassment. This way, physical activity for teens encourages healthy growth in young people and decreases problem behavior in young people. Girls can feel empowered through physical activities to face the unseen situation with boldness and courage. The sample will cover 170 government secondary schools of Balangir district reflecting 50% from urban & rural areas.

DESIGN OF THE STUDY

METHOD OF STUDY:

Descriptive survey method will be adopted for the research project. It is meant to investigate, to study, to describe and to interpret the nature of schools culture on physical activities in secondary school of Balangir District. Hence descriptive survey design will make a thorough analysis of the school climate for physical activities provided to youth adolescents at secondary school level. It is designed to obtain pertinent precise information to draw valid general conclusion from the facts investigated.

POPULATION:

In the present study all the physical education teachers teaching in Govt. Secondary school of Balangir District constitute the population.

SAMPLE :

In this analysis, the investigator adopts the purposeful method of sampling. The objective sampling can be regarded as a type of stratified sampling, since the collection of individual cases, each subject to a particular criterion, acts as a secondary control. A targeted sample of 170 secondary schools from rural and urban areas of government is being used in this report. For convenience the following samples have been taken for example: 01 Headmaster, 01 P.E.T Teacher, 05 Students and 03 representatives from every school.

TOOLS FOR RESEARCH STUDY:

The researcher has used following tools for data collection.

- i. School profile
- ii. Self made questionnaire for P.E.T

iii. Self made questionnaire for students on physical activities

iv. Interview schedule for community members will be used.

The researcher has prepared an open ended questionnaire keeping in view, the above maintained problems of physical education teacher. The questionnaires consist of 170 numbers of items. The teachers are also requested to give suggestion if they have any.

ANALYSIS AND INTERPRETATION OF DATA

TABLE – 1 TYPE OF GOVERNMENT SECONDARY SCHOOL

SL. NO.	TYPE OF SCHOOL	NO. OF SCHOOL	PERCENTAGE
1	Boy's	17	10%
2	Girl's	08	04.7%
3	Co-Education	145	85.29%

The above table shows that out of 170 Government secondary schools, there are 10% Boy's secondary schools, 4.7% Girl's secondary schools, 85.29% Co-Education secondary schools in Balangir district.

TABLE – 2 LOCATION OF SCHOOL

SL. NO.	AREA OF SCHOOL	NO. OF SCHOOL	PERCENTAGE OF SCHOOL
1	Rural	135	79.42%
2	Urban	35	20.58%

Out of 170 government secondary school 79.42% government secondary schools are in rural area and that of 20.58% government secondary schools are located in urban area.

TABLE – 3 AVAILABILITY OF PLAY GROUND

SL. NO.	AVAILABLE PLAY GROUND	NO. OF SCHOOL	PERCENTAGE
1	Field	114	67.05%
2	Indoor	56	32.95%

Above table indicates that only 67.05% of Government secondary schools have play ground and only 32.95% school have facility for indoor games.

TABLE –4 SPECIALIZATION IN PHYSICAL EDUCATION

SL. NO.	TYPE OF TRAINING	NUMBER OF SCHOOL	PERCENTAGE	NO SPECIALIZATION	PERCENTAGE
1	Pre-School	130	76.40%	40	23.50%
2	In-Service	125	73.50%	45	26.40%

The above table indicates that only 76.4% PET have specialization and 23.5% PET have no specialization on pre-school training. Only 73.5% PET have specialization and 26.4% PET have no specialization in in-service training.

TABLE – 5 BENEFITED THE PROGRAM

SL. NO.	NUMBER OF	PERCENTAGE	NOT	PERCENTAGE
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	TEACHER		BENEFITED	
1	161	94.7%	09	5.20%

Above table is indicating that 94.7% PET teacher are benefited and only 5.2% physical education teachers are not benefited in any physical education programme.

TABLE – 6 GIVE PHYSICAL EDUCATION TRAINING TO THE STUDENTS

SL. NO.	NUMBER OF SCHOOL	PERCENTAGE	NOT NEED TRAINING	PERCENTAGE
1	160	64.10%	10	5.80%

Table is indicating that 94.1% PET are giving physical education training to students and only 5.8% PET are not need to give physical education training in the school.

TABLE – 7 ARRANGE THE DRILL CLASS

SL.NO.	NO. OF PET	PERCENTAGE	NOT ARRANGING DRILL CLASS	PERCENTAGE
1	162	95.20%	8	4.80%

Table is indicating that 95.2% PETs arrange drill class in the school but only 4.8% PETs do not arrange any drill class in the school every Saturday.

TABLE – 8 ARRANGE THE ANNUAL SPORTS

SL.NO.	ORGANIZE	PERCENTAGE	NOT ORGANIZE	PERCENTAGE
1	161	94.70%	9	5.30%

The above table indicates that 94.7% PETs organize annual sports and only 5.3% PETs do not organize annual sports event in the school and give award to the winners.

TABLE – 9 SPORTS MATERIAL AVAILABLE

SL. NO.	AVAILABLE	PERCENTAGE	NOT AVAILABLE	PERCENTAGE
1	138	81.1%	32	18.8%

The above table is indicating that 81.1% schools have sports equipment available and 18.8% schools have insufficient amount of sports equipment for sport in the school.

TABLE – 10 FIELD AVAILABLE

SL.NO	FIELD AVAILABLE	NUMBER OF STUDENT	PERCENTAGE
1.	Play ground	405	79.42

This table reflects that the 79.42% student say that play ground available in the school.

MAJOR FINDINGS OF STUDY:

The followings are the major findings of the study:

1. Out of the total 170 school, .04% school are girls' secondary school.
2. Only 18.80% schools are urban and 81% are rural.
3. 67% schools have playground.
4. 72% schools have sports section.
5. Only 35% trained P.E.T are working in the secondary school.

6. Only 23.50% P.E.T have specialization in physical education.
7. 73% P.E.T attend in service programme.
8. 94% P.E.T benefited in in-service programme.
9. Only 64% P.E.T give physical education training to the students.
10. 89% P.E.T present in the field and playing with the students.
11. 95% P.E.T arrange the drill class in the school.
12. 94% P.E.T teachers organize annual sports in the school.
13. 95% P.E.T go to play outside to Block / Districts / State with the students.
14. Only 81 school have sports materials available.
15. Only 76% P.E.T purchase sports materials every year.
16. 91% school arrange game period in the school.
17. 78% students play during the game period.
18. 93% students participate in the drill class.
19. 82% students go to play outside the school.
20. 94% P.E.T award prize for winners in sports.
21. 79% P.E.T take for treatment to the injured student.
22. 70% parents encourage their children to play.
23. 78% schools give sports related expenditure to the students.

SUGGESTIONS OF RESEARCHER:

Play ground should be there in all the school. Game period should be there for each class in the school. Appointment of P.E.T should be there in every schools. Game materials should be purchased every year in the school. Give game materials should be made available to the student in the game period. Coaching for games should be given to the students in separate class. Co – curricular activities should be organized regularly in the school. Government should supply more sports materials to the every school. In-service training should be given to the P.E.T. Physical education should be given special importance in the secondary school. Arrangement of physical education equipment for the students. Game class to be compulsory and marks to be allotted and be added in annual examination (may be 10 marks). Motivate and encourage students for participating in the sports / games. Arranged audio – visual class in the sports programmed. Provide sport shoes/jacket etc. to the students.

CONCLUSION

Following conclusions are drawn based on the main results presented above. There were considerable contributions to academic accomplishments of students through school culture and school activities (school vision, mission and values). The encouragement of students was also a suitable variable for improving academic achievement of students. For the efficiency of the application of all educational developments the position of teachers is very important. The most important commitment was established in the sense of school success, initiative, loyalty and teaching participation. However, in the present study the position of teachers has a moderate impact on the improvement of academic performance of students. Teachers are drawn to their career and feel that they contribute to the success of their schools and the academic achievement of their students. Teachers should also conduct mild deliberations in order to boost or improve academic performance of students. However, a quantitative finding was found of the contribution of teachers

to the academic achievement of students. The key issue which still remains to be addressed in future studies is the contribution of school culture, the dedication of teachers and students to their academic achievement.

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