

MODERN LIFESTYLE FITNESS TOOL: YOGIC EXERCISES

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ABSTRACT

Yoga is a science of healthy living and for everyone yoga is a fashion for keeping himself healthy and fit. While for some others it's a boon for developing their concentration, memory and creativity. Yogic exercise helps to improve muscle strength, muscular flexibility, stamina, immune system, perceptual sharpness, intelligence, memory, emotional stability and overall maintain a positive physical and mental health. Most of the common health and social problems cannot be solved through germ theories, antibiotics, vaccines or surgeries. The fascinating diagnostic tool has started pointing to the role of mind on matter. Biochemical, psychological, neuro-physiological and immunological researchers are recognizing the role of lifestyle, stress, suppressed emotions and so on as the cause of many of the challenges faced today. Hence health professionals are forced to accept the paradigm shift in the approach of understanding human health problems. The frustrated patients are now moving towards alternative non-scientific therapies for a better living. Yoga with its multifold advantages, is gaining popularity in all parts of the world. For a common man yoga is a fashion for keeping himself healthy and fit. While for some others it's a boon for developing their concentration, memory and creativity. Yoga is the best way to get relieved from mental stress and tensions practice of yoga makes a human being free from all mental tensions. Yoga is an easy way of keeping up health and mental peace.

Keys: Yoga, Fitness, modern lifestyle, Physical Fitness

1. INTRODUCTION

Yoga is an ancient Indian art of exercise which literally means ‘union’ in Sanskrit. This union refers to the unison of body and soul, physical body and the mental processes along with the spirit. Yoga is a science not less than 5000 years old which can help a human life to move towards higher states of harmony and peace both as an individual and a social being. Yoga is done through several breathing exercises, postures and meditation. Although mankind has entered an era of well advanced hi-tech medical facilities which makes life more comfortable, the expected quality of life still seems to be far from reality. Problems like stress, anxiety, restlessness, nervous breakdown, other stress related ailments, fatigue breaking up of families, suicides are all on an exponential rise.

The word “Yoga” originates from Sanskrit and means “to join, to unite”. Yoga exercises have a holistic effect and bring body, mind, consciousness and soul into balance. In this way Yoga assists us in coping with everyday demands, problems and worries. Yoga helps to develop a greater understanding of our self, the purpose of life and our relationship to God. On the spiritual path, Yoga leads us to supreme knowledge and eternal bliss in the union of the individual Self with the universal Self. Yoga is that supreme, cosmic principle. It is the light of life, the universal creative consciousness that is always awake and never sleeps; that always was, always is, and always will be.

The basics of yoga, asana, pranayama, and meditation all work to improve your health, but there’s more in the yoga toolbox. Consider chanting. It tends to prolong exhalation, which shifts the balance toward the parasympathetic nervous system. When done in a group, chanting can be a particularly powerful physical and emotional experience. A recent research study from Sweden’s Karolinska Institute suggests that humming sounds—like those made while chanting *Om*—open the sinuses and facilitate drainage.

2. YOGA IS SCIENCE OF BODY, MIND, CONSCIOUSNESS AND SOUL

To live in harmony with oneself and the environment is the wish of every human. However, in modern times greater physical and emotional demands are constantly placed upon many areas of life. The result: more and more people suffer from physical and mental tension such as stress, anxiety, insomnia, and there is an imbalance in physical activity and proper exercise. This is why methods and techniques for the attainment and improvement of health, as well as physical, mental and spiritual harmony, are of great importance, and it is exactly in this respect that “Yoga in Daily Life” comprehensively offers an aid to help one’s self.

Throughout the many years that I have been active in western countries, I have become familiar with the modern lifestyle and the physical and psychological problems faced by the people of today. The knowledge and experience I gained led me to develop the system of “Yoga in Daily Life”. It is systematic and graduated, integrating all areas of life and offering something valuable for each phase of life. Regardless of age or physical constitution, this system opens the classical path of Yoga to all. In developing this system to accommodate the needs of today’s people, much consideration was given to the conditions within modern society, without losing the originality and effect of the ancient teachings.

From these experiences and insights a far-reaching and comprehensive system known as Yoga originated and gave us valuable, practical instructions for the body, breath, concentration, relaxation and meditation. The practices that this book offers have therefore already proven themselves over thousands of years and have been found to be helpful by millions of people.

The system “Yoga in Daily Life” is taught worldwide in Yoga Centres, Adult Education Centres, Health Institutions, Fitness and Sports Clubs, Rehabilitation Centres and Health Resorts.

It is suitable for all age groups - it requires no “acrobatic” skills and also provides the unfit, as well as handicapped, ill and convalescent people, the possibility of practicing Yoga. The name itself indicates that Yoga can be and should be used “in Daily Life”.

The exercise levels were worked out in consultation with doctors and physiotherapists and can therefore - with observation of the stated rules and precautions - be practiced independently at home by anyone. “Yoga in Daily Life” is a holistic system, which means it takes into consideration not only the physical, but also the mental and spiritual aspects. Positive thinking, perseverance, discipline, orientation towards the Supreme, prayer as well as kindness and understanding form the way to Self-Knowledge and Self-Realisation.

3. YOGA FOR MODERN LIFE

With yoga for modern life my mission is to help you find some time to reconnect with yourself in this busy world. I have an inclusive, straight forward approach to yoga that simply helps you to feel good in body and mind.

Yoga postures for the body, combined with simple breathing exercises and some time for guided relaxation at the end. As a teacher I share what I enjoy, what I have experienced and explored in my own body and that which has spoken to me in some way and I feel will benefit others. I believe that making even a small amount of time in your life for yoga can be hugely rewarding whatever your age, fitness level, shape or size. Yoga for everyone and yoga is the perfect antidote to the stresses and busyness of modern life. It strengthens the body, improves flexibility and range of motion whilst clearing the mind and helping relaxation and sleep.

Today, yogic exercises are the best tool for healthy life style. It's play important role to maintain fitness and cultivates awareness, relaxation, concentration and meditation. Scientific research has proved that yogic practices prevent disease, promote health and have curative abilities therefore many professionals use them to manage psycho-somatic stresses and disease. Yogic exercises are the one of the most important tools in developing body fitness and overcome over weight and obesity.

Modern thinkers is education emphasis that best individuals is one who is physically fit, mentally sound, emotionally balanced and socially well adjusted. Yoga is an ancient Indian practice, first described in Vedic scriptures around 2500 B.C., which utilizes mental and physical exercises to balanced your body fitness.

3.1 BENEFITS

As we know importance of yoga in our daily lives to lead a healthy life. Yogic exercises help in the development of the mind, body and soul. Our body becomes disease free and helps in the development of an individual. Health is not only related to body but one should have a peaceful soul, mind and perfect toned for leading a good healthy life. In the modern age of technology, man aspires to earn more in a short span of time.

In modern lifestyle everyone have to focus on fitness. Based on the yogic exercises help the mind, body and soul is feeling free from any illness. Yoga improves health by improving how you see the world, which calms the spirit and decreases stress. Today, people have practice yogic exercise to improve their physical, mental and spiritual wellbeing.

Yoga has a lot of definitions floating around in today's world. The term 'yoga' has its origin in Sanskrit. It means to 'unite' yoga helps the body to unite with the other vital metaphysical aspects of the mind and spirit. It is also defined as a lifestyle which aims to have a healthy mind within a healthy body. Yoga aims to calm and compose our minds and help us focus clearly on what really matters good health and the happiness that accompanies it. The

practice of yoga was first developed on India and has evolved over thousands of years. You already know that yoga can increase strength, improve flexibility, and ease aches and pains.

3.1.1 INCREASE SELF-ESTEEM

Move more, eat less—that's the adage of many a dieter. Yoga can help on both fronts. A regular practice gets you moving and burns calories and the spiritual and emotional dimensions of your practice may encourage you to address any eating and weight problems on a deeper level. Yoga may also inspire you to become a more conscious eater. One of the benefits of yoga is how the practices resonate through other areas of your life.

Many of us suffer from chronic low self-esteem. If you handle this negatively—take drugs, overeat, work too hard, sleep around—you may pay the price in poorer health physically, mentally, and spiritually. If you take a positive approach and practice yoga, you'll sense, initially in brief glimpses and later in more sustained views, that you're worthwhile or, as yogic philosophy teaches, that you are a manifestation of the Divine. If you practice regularly with an intention of self-examination and betterment—not just as a substitute for an aerobics class—you can access a different side of yourself. You'll experience feelings of gratitude, empathy, and forgiveness, as well as a sense that you're part of something bigger. While better health is not the goal of spirituality, it's often a by-product, as documented by repeated scientific studies.

3.1.2 BOOSTS IMMUNE SYSTEM FUNCTIONALITY

Asana and pranayama probably improve immune function, but, so far, meditation has the strongest scientific support in this area. It appears to have a beneficial effect on the functioning of the immune system, boosting it when needed (for example, raising antibody levels in response to a vaccine) and lowering it when needed (for instance, mitigating an inappropriately aggressive immune function in an autoimmune disease like psoriasis)

3.1.3 INCREASE LUNGS CAPACITY

Yogis tend to take fewer breaths of greater volume, which is both calming and more efficient. A 1998 study published in *The Lancet* taught a yogic technique known as “complete breathing” to people with lung problems due to congestive heart failure. After one month, their average respiratory rate decreased from 13.4 breaths per minute to 7.6. Meanwhile, their exercise capacity increased significantly, as did the oxygen saturation of their blood. In addition, yoga has been shown to improve various measures of lung function, including the maximum volume of the breath and the efficiency of the exhalation.

Yoga also promotes breathing through the nose, which filters the air, warms it (cold, dry air is more likely to trigger an asthma attack in people who are sensitive), and humidifies it, removing pollen and dirt and other things you'd rather not take into your lungs.

4. DISCUSSION

Yogic exercises promote the good health, physical fitness and self-concept of the people. Yogic exercise has good effect on mental health and also improved healthy life.

Yogic practices are a kind of workout style, which enhances both physical and mental health. Yogic exercise in modern life style as important as other things it helps us in different ways and different levels in modern lifestyle.

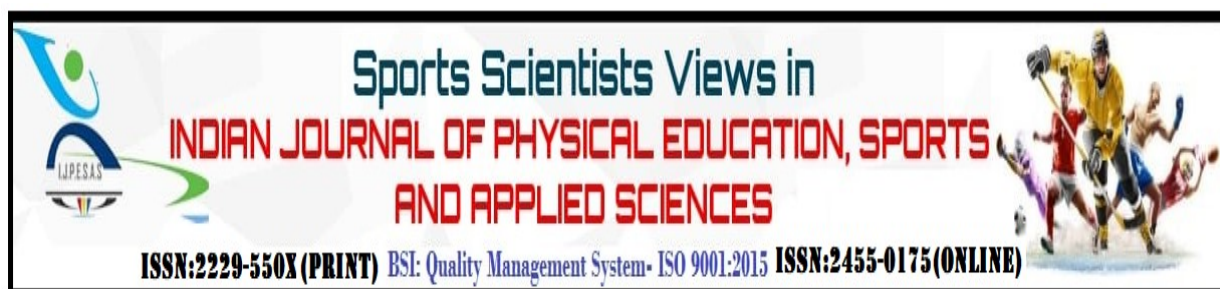
5. CONCLUSION

The result of the study that yogic exercise can be a helpful for modern lifestyle, which could help them to enhancing overall mental health, physical fitness and state of wellness. Yoga is the important fitness tool for the modern life style and its helps in improving and increasing

the mental and physical strength. It is found in various researches that the people who do yogic exercises daily remain healthier than others do.

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A STUDY OF CORELATION BETWEEN AMONG INDIVIDUAL PLAYERS ON MENTAL IMAGERY

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ABSTRACT

The Objective of study was to investigate the correlation between mental imagery aspects of swimmers and runners. A total of 50 players (runners =25, swimmers=25) selected randomly through sampling method. The players who had participated in inter collegiate competition (W. B.), were selected as the subjects for this study. The data was collected by through test items for mental imagery components for runners and swimmers. The questionnaire was prepared by Dr. M. Raja mamik chand. To find out the correlation between the variables, product moment co-relation coefficient method was computed at 0.05 level of confidence. The significant relationship was found between visual- auditory followed by touch variables between swimmers The significant relationship was not found between auditory - touch among swimmers. between auditory – touch; visual- touch; auditory - visual among runners. Runner and swimmers did not differ significantly in their mental imagery items.

Key Words: Runner, Swimmer, Imagery, Auditory, Touch, Visual.

1. INTRODUCTION

Imagery is generally stated as imageries in plural form in literary works for symbolic representations. Imagery means images in groups. When we wanted to state images collectively, we state it by the concept imagery. Therefore, a group of collective images is called imagery. Imageries are the materials involved in the general process of imagination. Imagery is the distinctive type of mental images formed by a particular individual., Imagery also refers to the mental experience of something that is not immediately present to our senses. The objects of past sensory experiences exist in the memory. A series of mental images may be also called as imagery such as visual images, auditory images, olfactory images, gustatory images, tactual images and so on. It becomes a mental image drawn from our memory. We are forming images of persons, objects, places, events and experiences. Apart from what we have already experienced about many things, we are also experiencing everyday many new thing.

The objects of once sensitive experiences exist in the memory. A series of internal images may be also called as imagery similar as visual images, audile images, olfactory images, gustatory images, tactual images and so on. A internal image is a particular experience of a person about a person, an object or an event that he has formed. These internal images may be pertaining to visual, audile, olfactory, gustatory sensations or the sensation of touch. Apart from what we've formerly endured about numerous effects, we're also passing everyday may new effects (Manickam, 1985).

Anderson(1980) stated the propositional theory is presently the most popular in terms of understanding the representation of imaginable information in memory, it too isn't without its critics. The major question appears to be whether mortal memory is simply propositional or if it's possible that three separate codes live.

Weinberg(1981) explained that internal imagery gets the musculature into action and can prepare an athlete for the factual physical competition. These internal preparations can be helpful to a wide range of sport conditioning, especially for elite athletes who feel to engage in a great deal of internal imagery before competition.

Mantens(1982) reviewed the imagery exploration related to sport and motor behaviour from 1970 to 1982. He concluded that imagery is an effective fashion to ameliorate performance and proved enhancement in the following sport skills through imagery practice, basketball free throw firing, football place remonstrating, swimming thresholds, drat throwing, alpine skiing, karate skills, running techniqueetc.

Clark(1994) compared the effect of internal practice with that of physical practice in learning of the pacific seacoast one hand basket ball foul shot. showed that internal practice was nearly as effective as physical practices was far superior to internal practice for the newcomers.

Housner(1984) handed support for the that visual imagery may play a part in the recall or modeled motoric stimuli.

Olia(1986) examined the influence of internal imagery in the individual learner's field dependent/ field independent cognitive style. The statistic revealed a high degree of significance in the three main goods. still there was no significant interaction effect among the three factors.

Ragle(1985) studied significance of imagery as a vital attendant of the literacy process in the developing psyche has largely been ignored by present- day preceptors. nonetheless, it was believed by the investigator that relaxation styles, guided imagery and dream work as regular.

Duane(1986) determined the goods of internal imagery practice upon the enhancement of pitching skills. He indicated that all three practice groups made significant enhancement between

the pre-test and post-test scores at the .05 position. still, the analysis of variance yielded data that set up no group significantly superior to the other groups.

2.METHODOLOGY

The test was administered on all selected subjects for the study after seeking permission from the manager and coach of the participating teams as well as team members were requested to cooperate with the investigation for the study. The questionnaires were distributed to the subjects. Necessary instructions were provided before the administration of the test for all the subjects. The purpose of the study was clearly explained to understand the player’s mental imagery.

The subjects were asked to respond as quickly as possible without brooding over any questions and statement, once the instructions were understood clearly by them, None of the subjects encountered any serious problem in understanding the questions/statements which were invariably in English .The mental imagery questionnaire contained 45 items and assess the auditory ,touch, visual components of mental imagery.

Total number of subjects were fifty (Runners=25, Swimmers= 25). The age ranged of subjects was 18 to 27 years. Mental imagery questionnaire prepared and validated by M. Rajamaniekam (1985) was used. Simple random sampling method was used to select the sample. The Pearson’s Product Moment Co-efficient of correlation was computed by using the below formula -

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Scoring: This test items were visual, auditory and tactual. The norms of collecting information were selected are as follows.

No.	Range of Scores	Degree of Mental Imagery	Weight
A	67.5 – 75.0	Very clear & vivid image	5
B	52.6 – 67.5	Fairly vivid image	4
C	37.6 – 52.6	Just clear image	3
D	22.6 – 37.6	Some what clear image	2
E	7.6 – 22.5	Dim image	1
F	0 – 7.5	No image	0

3. RESULTS AND DISCUSSION

On the basis of the norms established by Dr. M. Rajamaniekam, the responses were compiled and tabulated accordingly to find out the percentage of responses and as a whole. The responses were also taken into consideration to find out its relationship by using Product Moment Correlation and data pertaining to this have been presented in Table 1 to 3.

TABLE 1
RELATIONSHIP BETWEEN THE SELECTED VARIABLES OF THE SWIMMERS

Variables correlated	coefficient correlation
Auditory V/S Visual	0.618*
Auditory V/S Touch	0.184*
Visual V/S Touch	0.658*

Table 1 reveals that the significant relationship was found between auditory – visual; auditory – touch and visual - touch components of mental imagery among swimmers, as the

obtained Correlation Coefficients (r) values of .618, .184 and .658 respectively were higher than the required value to be significant.

TABLE 2
RELATIONSHIP BETWEEN THE SELECTED VARIABLES FOR THE RUNNERS

Variables correlated	coefficient correlation
Auditory V/S Visual	0.011*
Auditory V/S Touch	0.146*
Visual V/S Touch	0.298*

Table 2 reveals that the significant relationship was also found between auditory – visual; auditory – touch and visual - touch components of mental imagery among runners , as the obtained Correlation Coefficients (r) values of .011, .146 and .298 respectively were higher than the required value to be significant.

TABLE 3
RELATIONSHIP BETWEEN THE SELECTED VARIABLES FOR THE SWIMMERS AND RUNNERS

Variables correlated	Coefficient correlation
Runner visual V/S swimmer visual	0.169*
Runner auditory V/S Swimmer auditory	0.099*
Runner touch V/S swimmer touch	0.070*

Table 3 reveals that the significant relationship was found between runners and swimmers in their visual, auditory, and touch components of mental imagery, as the obtained Correlation Coefficients (r) values of .169, .099, and .070 respectively were higher than the required value to be significant.

4. CONCLUSIONS

It was concluded that the significant relationship was found between auditory and visual variables of mental imagery among runners and visual and touch variables of mental imagery aspect among swimmer . Insignificance relationship was found between runners and swimmers in their visual, auditory and touch aspects of mental imagery.

5. RECOMMENDATIONS

Mental imagery may be used by the coaches and the trainers as prerequisite quality among players in selected sports. The study of similar nature may be undertaken by selecting the subjects of national levels. The similar study may be undertaken with the larger sample size. The similar study may be undertaken by selecting the subject of different age groups and different level of performance. The similar study may be undertaken by selecting subjects from both the sexes.

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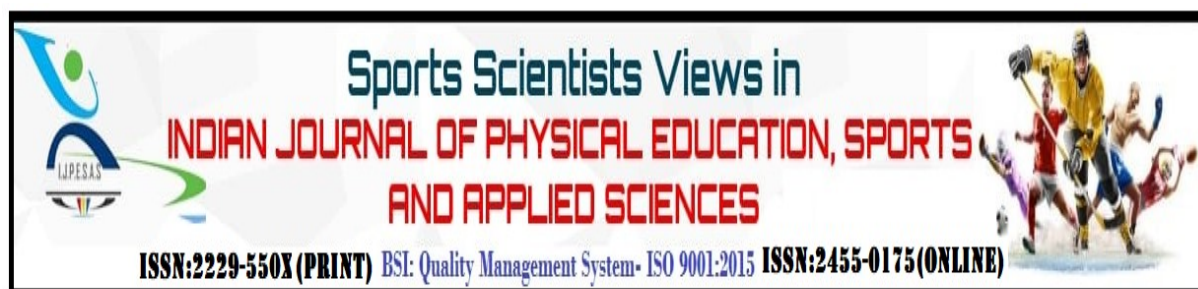
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FROM PHYSICAL EDUCATION TO SPORTS SCIENCE AS A CAREER PATHWAY: ASSESSING OUR READINESS

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ABSTRACT

Since education is a vehicle for economic and social change, it is imperative that a country's education curriculum is constantly reviewed to keep it abreast with the globalization of labour market and demand for acquisition of the twenty first century skills. Many countries globally, have shifted from content based curricula to competency based teaching learning approaches. The implementation of competency based teaching-learning approaches can be traced to teacher education in the United States of America in the 1970s. Since then, competency based learning approaches have been developed and implemented in a range of professional areas and learning institutions in various countries. UNESCO (2015) views Competence Based Curriculum (CBC) as a vehicle through which a country can empower its citizens with skills, knowledge and values that will help them fit in the global village which is characterized by advancing technology. Further, IBE-UNESCO (2017) highlighted that CBC enables learners to perform practically and measurably, using the skills acquired through learner centered pedagogy. Curriculum is the means through which a nation endows its people with essential skills, knowledge, values and attitudes that enable them to be fortified for individual and national progression. Curriculum, thus, must fulfill the desires of the intended citizens and the country as envisaged. The Kenya Institute of Curriculum Development (KICD) embraced a Competency Based Curriculum (CBC) in the quest for reforms informed by the findings of needs assessment report sanctioned in the year 2016. The three decades' implementation of the 8-4-4 education structure has faced many challenges leading to failure to realize its noble philosophy of "education for self-reliance". As the third major reform in Kenya's education, the implementation of the CBC in Kenya, is an effort to adopt an international fit reform and is a viable decision to ensure its citizens' move to the attainment of global competence. Unlike the 8-4-4 system that was touted as theoretical and exam oriented, the CBC is concerned more with competencies and learners skills. In fact it identifies and sets out Arts and Sports Science as one of the three career pathways at the Senior Secondary School level. The school is positioned to identify and nurture talents as the first academy of the stars, since it can discover the talents of the athletes at an early age. Through the healthy and sound school atmosphere, every young person can practice his/her physical hobbies. Therefore, The sports activities at school can then become a fundamental component in the formation of an integrated personality of the individual. In addition, they can modify the faulty behaviors of the students to reach the highest levels, as it is the basic structure for the sports movement. However, judging from how Physical Education has been taught and implemented under the 8-4-4 curriculum where it is compulsory albeit non-examinable, critics are skeptical about the success of the Sports Science as a career pathway at Senior Secondary School Level. As a complex system of education, the CBC has flourished in the vocational and training levels as opposed to basic education. However, it is believed that it can also flourish and the basic education level and serve the needs of the learners as well as the needs of the country to become a middle level economy by 2030.

Key word: Physical Education, Curriculum, Colonization , African, Activities

1. INTRODUCTION

The 21st century ushered in a new dawn and a new era in doing things. The proliferation and growth of ICT, the development of efficient transport systems as well as the growth in social media for both work and leisure activities has seen an unprecedented percentage of the population develop obesity and other related health complications. This has largely been attributed to so much of passive activity or the lack of any physical activity at all. As the society advances towards a very complex and technology driven system with varied challenges to be solved, the review of the education curriculum in a country becomes an imperative. This ensures that a country's citizens are able to access and attain a standard and quality education to meet the country's aspirations.

Kenya inherited a racially segregated colonial system of education at independence. This was a bottle neck to the nation's desired development trajectory. In 1985 following the presidential declaration, the country overhauled its education curriculum where it adopted the 8-4-4 system of education. The 8.4.4 curriculum has been implemented for three decades. The graduates at every level were envisaged to attain skills that would enhance self-reliance. However, its' philosophy of "education for self-reliance" has not really been accomplished. The practical subjects which were the essence of the reform were made optional. This gave loophole to teachers not to teach the subjects. The curriculum ended up being too academic and exam oriented.

The 8-4-4 curriculum ended up experiencing challenges ranging from insufficient infrastructure and resources, inadequately trained teachers, a large number of learners in the classrooms, unskilled graduates, and increased dropouts. The noble intent faced challenges that prompted reform changes in 1992, 1995, and 2002. Issues on overloads within and across the subjects, unnecessary overlaps within topics and subjects, and emerging issues were changed. Nevertheless, fundamental issues on the curriculum were not resolved. Consequently, the government conducted a national education needs assessment in 2009. The National Educational Needs Assessment report in 2009 proposed the adoption of a Competency Based Curriculum (CBC). This was in order to align the education sector with the Kenya Constitution 2010, East Africa Community harmonization treaty agreement, and Vision 2030 goals.

The Competency Based Curriculum (CBC) was implemented in 2017 in a phased manner in both lower and upper primary grades. The pioneer CBC class will be undergoing their final primary school assessment in December 2022. Under the Competency Based Curriculum (CBC), it was envisaged that learners would develop competencies and skills as well as nurture talents that would allow them to pursue different career pathways at Senior Secondary School level. The career pathways would include Arts and Sports, Social Sciences and STEM. This would be a departure from the 8-4-4 system where learners could only choose their career paths after completion of Secondary School.

Competency Based Curriculum (CBC) has been implemented in developed countries with commendable successes especially at the vocational education and training level. However, the implementation in African countries is struggling to make it a reality. The World Bank (2011) observed that CBC emphasizes on competence development among learners rather than the acquisition of content knowledge. The curriculum entails a change in paradigm from content-based approaches to learner-based approaches. Further, the KICD (2017) states that CBC involves the use of learner-centered teaching methods like role plays, discussion, problem-solving, projects, case study and study visits. In the use of such methods, the teachers' role change to a facilitator, coach and mentor who guides the learning process. The learners engage

and interact with the learning content taking responsibility for their own learning through direct exploration of knowledge which results in desired experiences. According to KICD (2017), this approach enhances the preparation of students for their future careers. In addition, Waweru (2017) posits that CBC incorporates core competencies as unique elements in the curriculum. CBC learners are allowed to learn at their own pace and move to more advanced content demonstrating mastery of desired competences.

Sports have been redefined in the Competency Based Curriculum (CBC) in Kenya by placing it on an equal rating as other disciplines that are both academic and career pathways that learners pursue. The non-examinable Physical Education in the curriculum has been upgraded into an academic and career pathway. There is therefore need to examine the implications of this shift so as to ensure effective implementation of the reform. This paper reviews the history and current status of Physical Education, examines the new curriculum reform that redefines sports as an independent academic and career pathway, discusses the significance of sports as a career pathway and finally underscore the implications of this reform in terms of the requisite paradigm shift, preparedness and partnerships. The paper holds that through the theory and practice of sports within the concept of basic education, learners will be able to gain competencies that can thrust them beyond sporting talent into successful sporting careers. This would also offer an easier transition from basic education into sports academies for nurturing of young sport talent, as established under the Sports Act of 2013 (Republic of Kenya, 2013).

2. HISTORY AND CURRENT STATUS OF PHYSICAL EDUCATION AND SPORTS IN KENYAN SCHOOLS

The history of sports in Kenya has been traced by Njororai (2013) in his study, to the precolonial period. He argues that prior to the coming of the Europeans, informal education was practiced to impart cultural knowledge and customs to all and sundry. Mwisukha et al. (2003) contend that this indigenous education had a component of sports, but only to a less extent as sports were generally regarded as a pastime activity. However, Sifuna (1990) asserts that sports and play were not a pastime activity, but the actual conduit through which the young were taught to emulate the actions of elders, as well as received training that informed their character and identity.

During the pre-colonial period, sports and play were basically interwoven into the very fabric of African culture to help children and youths in acquiring cognitive, social and physical skills critical in adulthood. In the various indigenous communities, people actively participated in traditional sports such as dancing, hunting, wrestling matches, shooting with bows and arrows among others. Rintaugu et al. (2011) explain that the activities that people engaged in for basic survival were related to these early forms of sports and games. For instance, Hunting and the need for defense was related to spear throwing; to meet the need for food through hunting was helped by running; fishing and communication across large rivers and lakes used swimming; To defend their communities during attacks by enemies, wrestling was as away of identifying gallant fighters who would be relied upon.

During the colonial period (1895- 1963), the Europeans introduced most of the modern sports such as tennis, cricket, rugby, football and basketball in Kenya. The traditional sports were set aside and were viewed as crude, primitive, barbaric and obsolete. The modern sporting activities got infused into the educational activities bit by bit. However, Mahlmann (1992) argues that sport was introduced and used as a weapon of colonialism, and that some of the sports were played along racial lines. For example, rugby and tennis were strictly for whites, and hockey was played by Kenyans and Indians. He further opines that the main aim of the sporting culture was

to dominate the social conversation of the community by making Africans feel inferior in all aspects of life, having been defeated in sports competition. This made Africans have a negative attitude towards sports and especially European sports right from the onset. According to Mwisukha, *et al.* (2003), the colonialists laid emphasis on the inclusion of Physical Education and sports in the School Curriculum as an extra-curricular activity. In the Phelps-Stokes Commission Report of 1924, it was observed that there was need for official inclusion of recreation in school curriculum, with the main focus on Physical Training (PT). Rintaugu, Mwisukha & Munayi, (2011) have observed that the commission's concern was followed by the development of a PT curriculum for schools whose key focus was on the teaching of the modern sports as well as introduction of competitive sports in schools, communities and international levels.

Upon gaining independence in 1963, the government put in place several educational commissions with a mandate to restructure the system of education with a view to make it relevant to the needs and interests of her indigenous people. The Kenya Education Commission (also known as the Ominde Commission) of 1964 made several recommendations. Among the recommendations was emphasis on the inclusion of Physical Education as a co-curricular activity in the school curriculum (Ominde, 1964). As a co-curricular activity, Physical Education was to complement the regular curriculum. In 1967, the first Physical Education syllabus for primary schools was drafted, and in 1979, the first expert was appointed as a teacher of the subject. The development of Physical Education syllabus for secondary schools then followed in 1980 and was published in 1985 (Mwisukha, Rintaugu, Kamenju, & Mwangi, 2012). In 1980, following a Presidential decree, Physical Education became a compulsory subject in basic education (Gitonga, Andanje, Wanderi & Bailasha, 2012). However, it was to be non-examinable. Consequently, little effort was made to contribute to Physical Education as a subject despite it being compulsory.

3. COMPETENCY BASED CURRICULUM: STRUCTURE AND CAREER PATHWAYS

According to Esau & Mpofu (2017), a national curriculum that is consistent with the evolving needs of a nation and its citizens is one of the key drivers of socio-economic development. Therefore, the curriculum must be reviewed from time to time in order to meet the dynamic needs of learners and society. In Kenya, the need to re-align the Education Sector to Vision 2030 and the Constitution of Kenya 2010 led to the setting up of Prof. Douglas Odhiambo Taskforce in 2011. Vision 2030 singled out Education and Training as the vehicle that would drive Kenya into becoming a middle-income economy. Otieno, (2016) observes that in addition, free and compulsory Basic Education as a human right to every Kenyan child is provided for in the Constitution of Kenya 2010. This implies that education in Kenya has been considered as a key factor that would expedite socio-economic growth, provide skilled manpower, stem population explosion, lower crime rates and improve life expectancy.

The impetus for curriculum reform in Kenya, was that, the 8-4-4 system was too rigid and had limited opportunities to align basic education with children's career interests, aptitudes, and abilities (Warrio, 2019). Kabita and Ji (2017) assert that the 8-4-4 system ignored many children whose aptitude, interests, and abilities lay in vocational education, arts, and sports while favoring the few who scored high grades at the traditional subjects at the end of secondary education, before proceeding for higher education and taking up white-collar jobs. The introduction of CBC was meant to close this identified gap. Its implementation in Kenya was hinged on the report of the "The Task Force on the re-alignment of the education sector to the Constitution of Kenya

2010” released in 2012 (Republic of Kenya, 2012). The Task Force recommended a 2-6-3-3-3 education structure which stood for, 2 years of Pre-primary, 6 years of Primary (3 years lower and 3 years upper), 6 years Secondary (3 years junior and 3 years senior), and 3 years minimum University education (2-6-3-3-3).

The rationale for the revised structure was to ensure learners acquire competences and skills that would enable them to meet the human resource aspirations of Vision 2030, ensure the attainment of 100% transition rate from primary to secondary, thereby reducing wastage by introducing automatic progression to the junior secondary phase based on the acquisition of core skills and competences (literacy, numeracy and communication skills) and focus on early identification and nurturing of talent in individual learners. This was also meant to align the Kenyan structure with international best practices and provide a system that is not examinations oriented.

According KICD (2017) Competency Based Curriculum (CBC) is a systems of instructions, assessment, grading, and academic reporting that are based on students demonstrating acquisition of competence. The focus is on the set of specific competence (knowledge, skills, values, attitudes) associated with successful academic performance. It is a knowledge application-oriented type of education that requires competent teachers. The competencies to be achieved by learners include communication and collaboration, critical thinking and problem solving, imagination and creativity, citizenship, learning to learn, self-efficacy, and digital literacy. These are transferred to learners through learning areas (subjects). In addition, Gruber (2018) posits that Competency Based Curriculum (CBC) is based on learners demonstrating the ability to apply the knowledge, skills, attitudes and values they acquire as they progress through their education. Competency Based Curriculum (CBC) is an approach in which students work at their own pace to demonstrate mastery in the competencies necessary for their chosen field of study. Further, Jallow (2011) states that when students demonstrate a competency, they are demonstrating their ability to do something. One of the strongest outcomes of CBC is increased students’ engagement which results from students’ ownership of the learning process. CBC also promotes individualized learning and accommodates a variety of learning styles, making it a truly personalized experience.

Competency Based Curriculum (CBC) has tentatively dominated the developed countries' education system since the early 1950s. The first adoption of Competency based training education (CBTE) was in 1970 in Vocational teacher training college in the USA. The trainee teacher students were expected to demonstrate mastery of behavioral objectives to indicate their progress. The knowledge, skills, and techniques were the major emphasis. The CBTE has over the years been adopted in many countries like UK, Australia, and Asian Nations and gradually in Africa. In Africa, the Competency-Based Curriculum was pioneered by South Africa in 1998 as a result of an acute shortage of professionals such as engineers, technicians and artisans. The adoption of CBC was meant to change the attitudes of all South Africans and equip them with employable skills to cope with challenging issues in the 21st century (Mulenga and Kabombwe, 2019).

In Rwanda, the competency-based curriculum (CBC) was launched in April 2015. The new curriculum has been lauded for being less academic and more practical oriented, more skills-based and tailored to a working environment and daily life (REB, 2015). In schools where teachers used CBC techniques, learners enjoyed learning; attendance improved and pass rates increased. In 2013, the Zambian education system revised its curriculum from a knowledge-based one to a skills based one in a bid to prepare learners for future challenges in the rapidly

changing world (MoGE, 2013). According to Zulu (2015), the aim was to produce self-motivated, life-long learners, confident and productive individuals, holistic, independent learners with the values, skills and knowledge to enable them to succeed in school and in life.

3.1. The Kenyan Competency based Curriculum

As from 2019, Kenya took a substantive shift from the system of eight years in primary; four years in secondary; and four years in university (8-4-4) to two years in preprimary; three years in lower primary; three years in upper primary; three years in junior secondary and three years senior secondary. The duration for university and tertiary training institutions will be contingent upon each course offered, for instance, certificate courses will take a shorter period as compared to diploma or degree courses. Furthermore, university degree courses will not take the same time to complete; however there will be a minimum for all courses (UNESCO, 2018).

3.1.1 Pre-Primary & Primary Level

At the Pre-Primary level learners will cover seven basic learning areas which include: Language Activities, Mathematical Activities, Environmental Activities, Psychomotor and Creative Activities, Religious Education Activities and Pre-Braille Activities. On the other hand learners in lower primary level will cover nine learning areas. These include: Literacy Activities/Braille Literacy Activities, Kiswahili Language Activities/Kenya Sign Language for learners who are deaf, English Language Activities, Mathematical Activities, Environmental Activities, Hygiene and Nutrition Activities, Religious Education Activities, Movement and Creative Activities (KICD, 2017).

In Upper Primary, learners will continue with the Lower Primary learning areas with addition of a few others. The Upper Primary learning areas as outlined by KICD (2017), will include: English, Kiswahili or Kenya Sign Language, Home Science, Agriculture, Science and Technology, Mathematics, Religious Education, Creative Arts, Physical and Health Education and Social Studies. Arabic, French, German, Mandarin will be offered as optional foreign languages and the learners can also learn indigenous languages, Kenyan Sign Language and Braille literacy.

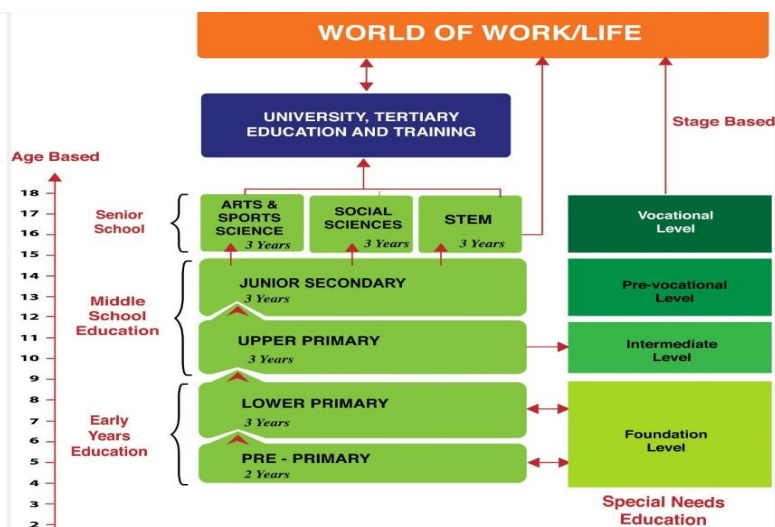


Figure 1: Structure of Organization of Basic Education of Kenya’s New Curriculum (Source: Republic of Kenya, 2017)

3.1.2 Junior Secondary School

This level will give learners a chance to achieve their potential, as in aptitudes, interests and abilities whereas gaining from comprehensive curriculum. This is purposed to prepare the learners to choose a suitable pathway and track at Senior Secondary School level that is associated with their career of concern. In the Junior Secondary School, the Learners will be required to take the 12 core subjects provided. These will include: English, Kiswahili or Kenyan Sign Language, Mathematics, Integrated Science, Health Education, Pre-Technical and Pre-Career Education, Social Studies, Religious Education, Business Studies, Agriculture, Life Skills, Sports and Physical Education (KICD, 2017).

3.3.3 Senior Secondary School

The Senior Secondary School marks the end of Basic Education as defined in the Education Act, 2013. It lays the foundation for further education and training at the tertiary level and the world of work. This level of education comprises of three years of education and the targeted learners are the 15 to 17 age bracket. Learners exiting this level of education are expected to be “empowered, engaged and ethical citizens” ready to participate in the socio-economic development of the nation (Republic of Kenya, 2017).

The learner entering this level are expected to have had opportunities at lower secondary and to have explored their own potential, interests and personality. They are therefore expected to be ready to begin specialization in a career path of choice. The specialization entails choosing to pursue studies in one of the three pathways available in Senior Secondary School. There will be three career pathways to choose from at the Senior Secondary School Level under the Competency Based Curriculum. These will include: Arts and Sports Science, Social Sciences and Science Technical Engineering and Mathematics (STEM). Each of the pathways will have various individual subjects attached to it. Under the Arts and Sports Science Pathway we will have Sports Science, Performing Arts, and Visual Arts. Under the Social Sciences Pathway, learners will have to choose between Languages and Literature and Humanities and Business Studies. Under STEM, learners will choose from among Pure Sciences, Applied Sciences, Technical and Engineering and Careers and Technology Studies (KICD, 2017).

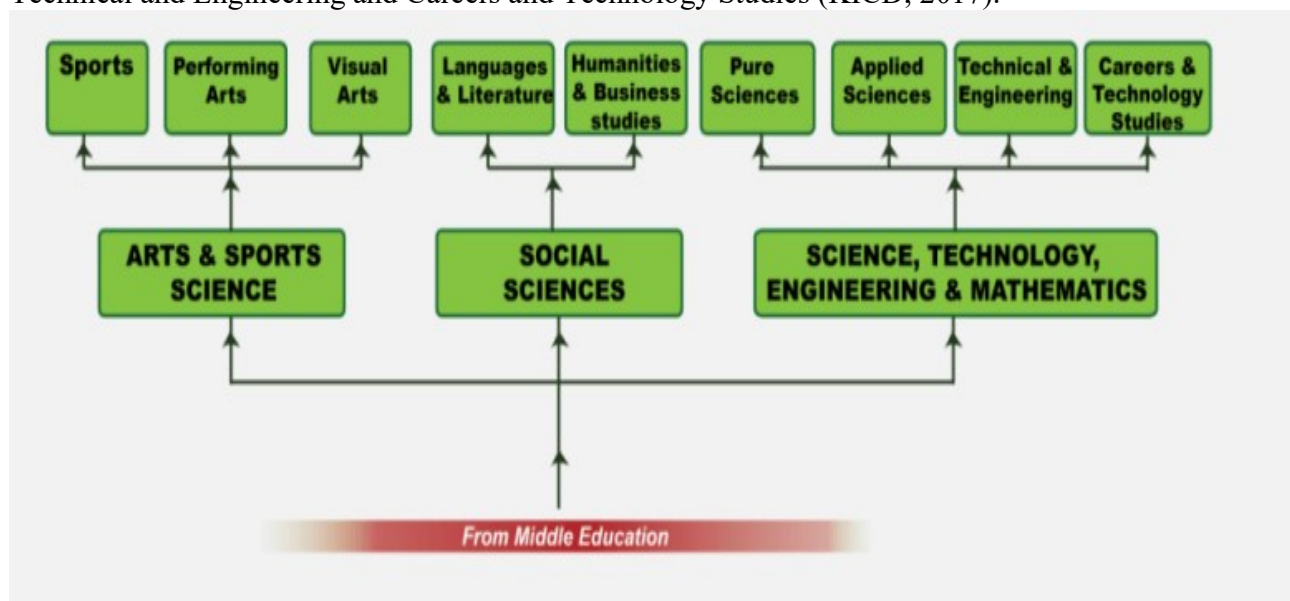


Figure 2: Career Pathways in Senior Secondary School in Kenya’s New Curriculum (Source: Republic of Kenya, 2017)

A learner progressing from Lower Secondary to Senior Secondary can select and pursue any pathway depending on their personality, ability, interest and career choice. Each Senior Secondary School is expected to make informed decisions with regards to the pathway of choice based on availability of the requisite infrastructure that would ensure development of the competencies identified in that pathway. Schools can also decide to offer one or more pathways depending on the ability to acquire the infrastructure necessary for acquisition of the identified competencies (Republic of Kenya, 2017). The Senior Secondary Schools will be specialized institutions that will provide opportunities for learners to focus on a field of their choice as well as form a foundation for further education and training and gain employable skills. Senior Secondary Schools will be required to organize open days to enable learners and parents to glean the information necessary for effective decision-making. Additionally, a robust parental empowerment and engagement programme will be necessary to strengthen the involvement of parents in this process.

In every track, learners have to select learning segments on the basis of their abilities, aptitudes, and career concerns. Community Service Learning and Physical Education are compulsory for all students. Emphasis in each track and pathway is not only on the learning field, but similarly on entrepreneurship opportunities after senior school and careers. Further, there is stress on mentorship from efficacious personalities in the relevant tracks and pathways. Community Service Learning is obligatory as it assimilates classroom learning and community service which empowers students to connect and apply their classroom experiences to the community service, while on the same breath augmenting their citizenship through service delivery (Republic of Kenya, 2017).

4 ARTS AND SPORTS SCIENCE AS A CAREER PATHWAY

According to Republic of Kenya (2017), learners pursuing sports science are expected to learn particular core subjects as well as some elective subjects. Sports Science core subjects are Human Physiology, Anatomy and Nutrition, and Sports Ethics. In addition, the learner shall choose a minimum of one and a maximum of two of the following optional subjects: Ball Games, Athletics, Indoor Games, Gymnastics, Water Sports, Boxing, Martial Arts, Outdoor pursuits and Advanced Physical Education. This is to be guided by the learner's personality, interests, ability and career choice. Students graduating from this pathway may join middle level colleges or universities to pursue careers in the sports industry depending on their interests, abilities and personality. They shall also be able to join the world of work.

The African Union (2008) defines sport as a “physical activity that is governed by a set of rules or customs involving specific administration, governing body, organization and an historical background and often engaged in competitively”. This includes all forms of physical activity that contribute to physical fitness, mental well-being and social interaction, such as play, recreation, organized or competitive sport and indigenous sports and games. Thus a sport can be seen as “a game, competition, or activity needing physical effort and skill that is played or done according to rules, for enjoyment and / or as a job.” On the other hand Physical Education can be seen as an “instruction in physical exercise and in the care and hygiene of the human body”. In relation to the school set-up, physical education can be seen as “a statutory area of the school curriculum, concerned with developing pupils’ physical competence and confidence, and their ability to use these to perform in a range of activities” (Bailey, 2005). Such development of physical competency and skill majorly involves sports and games. Consequently, as observed by Holt, Streat and García (2002), sporting activities form a major part of most Physical Education programs. In an evaluation of the relationship between Physical Education and sport, Bailey

(2005) explains that Physical Education focuses on learning the skills and understanding that are requisite for participation in physical activities such as sports. Unfortunately, Physical Education lessons are rarely taught in most public schools in Kenya (Kariuki, 2017). According to Quay (2014), in cases where teachers make an effort to engage students during the Physical Education lesson, they instead teach other subjects that they consider to be “academic”, as Physical Education and sports are considered co-curricular activities which students can engage in after classes. Going by this finding, it is imperative to question whether the country is ready for sports science as a full scale career pathway.

Over the years, countries that have excelled in international sports and sporting competitions have used university education to nurture and develop students’ talents in elite sports. For instance, top American and European sport performing nations and their universities have collaborated to nurture talents in elite sports through university education. Capranica & Guidotti (2016) argue that these countries employ prudent management strategies and structures to integrate both academics and elite sports for the talented students’ career pathways. However, universities in Kenya have not integrated academics with students’ talent development in elite sports. Aquilina and Henry (2010) have advised that, in order to integrate academics in university education and students’ talent in elite sports, talented students must be nurtured in a developmental process and supporting environment. They recommend that, to accommodate special delivery processes in education for the talented students, universities should operate a flexible academic schedule to facilitate examinations, sports training and competitions.

5. IMPORTANCE OF SPORTS AND SPORTS SCIENCE AS A CAREER PATHWAY

The importance and benefits of sports as an academic and career pathway for individuals cannot be underestimated. Learners pursuing sports as a career pathway will be equipped in theory and practice for career openings such as self-employment, or employment opportunities connected to sports (Cola, 2006). These include becoming instructors, physiotherapists, sports coaches, sports nutritionists, sports massage therapists, personal trainers, gym attendants, fitness program coordinators, swimming pool attendants, sports researchers, public relations officers. Others career opportunities are refereeing, coaching, lifesaving, teaching, athletics trainers, stadia management specialists, sports masseurs, aerobics and anaerobic trainers, sports journalism, and many more. These are careers that not only benefit the individual, but also contribute to the country’s socioeconomic development.

As a major enhancer of economic and social development of individuals and nations, sport has enabled many youth to rise to stardom, affluence and influence as well as contributing to development of their nations through pursuit of the sporting careers. Despite this major contribution, the scope of this achievement in sports as a career pathway in most African countries, still remains curtailed by the perception of sports as a co-curricular activity that only complements the regular school curriculum.¹The general attitude of indifference towards sports and Physical Education in schools does not make the situation any better. Physical Education and sports in the school is given less priority and has inadequate funding and inadequate essential resources. For an effectively launched trajectory of sports as a career pathway in the new curriculum, there is a great need for a societal paradigm shift, government’s preparedness and

¹ Hoogkamer, W., Snyder, K. L., & Arellano, C. J. (2019). Reflecting on Eliud Kipchoge’s marathon world record: an update to our model of cooperative drafting and its potential for a sub-2-hour performance. *Sports Medicine*, 49, 167-170.

multi-sectoral partnerships that can create synergies among the relevant stakeholders in Education and Sports. The government has to strategically professionalize sport talent development towards realization of the Sports Pathway.

In addition to employment opportunities, sport provides opportunities for self-realization and expression as well as individual development and fulfilment (Meyer & Roche, 2017). The learning environment for sports is experiential and participatory giving learners the opportunity to think critically and articulate their thoughts through creativity and collaboration. Participation in sports encourages the learners to relate positively to others and engage in movement experiences that promote and support the development of social skills. Sport fosters critical thinking, decision- making and problem solving. The rules and penalties in sport enables the learner to understand the role and the significance that sport plays in promoting a fair and just society. This is strongly supported by the social constructivist theory that highlights the fundamental role of social interaction in learning. Involvement in indoor games will build those social skills in the learner associated with team sports such as reliability, conflict resolution, confidence and positive self-image, and teamwork. Fraile (2017) who investigated the feasibility and possible benefits of indoor games in primary school found that kinesthetic perception, rhythm perception, hard work, dedication to task, self-control, and more skills were developed and strengthened as the learner solved problems, interacted with others and accomplished set goals.

Furthermore, the broader goals and interests of education and socio-economic development of nations are met through sports. Sports has been tailored as one of the main means to achieve Kenya's national goals of education. For example, according to Mwisukha, Njororai and Onywera (2003), there are several aspects by which sports has contributed towards national development in Kenya. These include: provision of opportunities for advertising and marketing; production industry for sporting goods such as sportswear and equipment; creation of employment opportunities for the local people and trade between Kenya and other countries; income to the government through taxes levied; enabling people to engage in recreational activities after routine work; promotion of the tourist industry especially when hosting major international sport events, which also stimulates the local economy particularly for hotels, bars and restaurants, taxis and other retail businesses.

Through sports, the goal of promotion of individual development and self fulfilment is achieved by athletes earning a living directly from match allowances and provision of employment opportunities in public and private sectors. Learning about and / or participating in international sport events enhances promotion of international consciousness and fostering positive attitudes towards other nations. Sports can also be used to foster nationalism, patriotism and promote national unity.² Lim (2019) observes that leisure in the form of spectator sports acts as an entry point to, a promoter of, an educator of, a symbol of, an initiator of conversations and dialogs on, and a unifying mechanism for national unity in Malaysia. This is also seen when Kenyan teams compete on the international arena. Kenyans, regardless of ethnicity race or religion come together in solidarity to support their teams, which promotes peace and harmonious existence.

² Currie, J. (2016). Using sporting themes to engage young males in health education lessons. *Education and Health*, 34, 25-30.

6. OPPORTUNITIES AND CHALLENGES IN SPORTS AND SPORTS SCIENCE AS A CAREER PATHWAY

Despite the inclusion of sports and Physical Education as a career pathway in the Competency Based Curriculum (CBC), the implementation is bound to face enormous challenges. This can be inferred from the challenges that the teaching of Physical Education has faced over the years despite it being a compulsory subject albeit non-examinable at the basic level of education. For instance, in a study to examine the implementation of Physical Education curriculum in secondary schools in Kitui County, Muinde (2014) found that: there were inadequate facilities and equipment in schools hindering effective implementation of Physical Education curriculum; there was a shortage of trained Physical Education teachers in schools; funds for running Physical Education programmes were inadequate; Physical Education was not examined by Kenya National Examination Council (KNEC) hence students were not motivated to take it seriously; Physical Education required allocation of more time on the timetable for effective implementation of curriculum. These maybe the same challenges that may plague the implementation of the CBC when it comes to sports and sports science career pathways. There is need for training and regular servicing of Physical Education and sports teachers. Making Physical Education a core and academic subject in schools with learners' competencies evaluated as proposed by Muinde (2014), and as also envisaged in the new curriculum reform may solve this problem. However, turning sports into an academic subject may again introduce another challenge, in view that sports needs to be enjoyed.

Further, Quay (2014) concurs that there has been an inadequacy of trained and qualified Physical Education teachers in most schools. This is because, rarely will a school request for a Physical Education teacher when the examinable subjects are still understaffed. Consequently, the physical component of basic education has remained least developed, and Physical Education persistently treated as a lesser subject than others. Studies have also shown that most sports and Physical Education departments in schools struggle with inadequate funding and chronic lack of basic resources. Professional development of sports and Physical Education teachers has similarly not been prioritized. Furthermore, the experiences of teachers posted from the universities to teach sports and Physical Education as one of the teaching subjects have been devastating. As Wanyama (2011) in Quay (2014) explains from personal experience:

“My teaching subjects were PE and Kiswahili.... Since I was allocated a full teaching load in Kiswahili, a compulsory and examinable subject, it took precedence over PE classes. At my second school the situation was the same: I was Head of Games Department but PE was ignored. In a third school, when the Principal introduced me at the school assembly as the new PE teacher, the students burst out laughing. Sports and PE teachers in Kenya face many challenges in their work, the biggest of which is to convince students and colleagues that sports and PE is an important subject and worthy of support. Often, I would go to take my PE class only to find a colleague using my allocated PE time to keep the class in for more work in an “academic” subject. In such instances I would have no choice but to let the teacher continue because, in Kenya, examinable subjects are given priority. Whenever I complained I would be reminded that there was enough time in the evening for students to “go out and play.” Noteworthy also is that some of my colleagues and some students too, were amused at the thought that one could study PE at university level as I did.”

This clearly shows that sports and Physical Education in Kenya has been widely viewed as not sufficiently academic and not a necessary subject. This attitude has contributed to its

devaluation and lack of status in schools. For sports to take root in the education system under the new curriculum, just as other “academic subjects” like Mathematics or Biology, a radical change in the way of thinking and behaviour of all stakeholders is inevitable. When a paradigm shift occurs, preparedness for change can be easily undertaken.

The Physical Education and sports teachers’ inadequacy problem can be addressed by the government channeling more financial resources toward the training, employment, and remuneration of the teachers so as to drive Physical Education and sports programs in the country. To , Expansion of the teacher training institutions by the government would ensure adequacy of Physical Education and sports teachers in the country. Further, institutions that train Physical Education and sports teachers will need to focus more on Physical Education pedagogy, skill development, and the content related to health. This Physical Education teacher preparation approach will empower potential teachers to assist youth in preventing and managing the emerging problem of obesity and overweight.

In view of the current status of sports and Physical Education in schools, a paradigm shift is necessary for sports pedagogy to be perceived as needful and useful. A paradigm shift is “a time when the usual and accepted way of doing or thinking about something changes completely”. It is basically a fundamental change in approach or underlying assumptions about something; a radical change in the way of thinking and behaviour.³ Research has shown that sports and Physical Education lessons are rarely taught in most public schools. In a study on attitudes and practices of primary school pupils, teachers and head teachers in Physical Education in Kiambu County, Kariuki (2017) found that very few public schools were practically teaching Physical Education. In addition, the attitude of pupils and teachers towards Physical Education were negative. In cases where teachers made an effort to engage students during the Physical Education lesson, they instead taught other subjects that they considered to be “academic”, as Physical Education and sports were considered co-curricular activities which students could engage in after classes.

Curriculum support materials play an important role in the curriculum implementation stage at the classroom level. In Kenya, Physical Education textbooks are published by independent authors and private publishing firms. The Kenya Institute of Curriculum Development is a publisher of the last resort, and as such, it is expected to publish books that all other authors have failed to publish. This, in a way, explains the prevailing limited opportunities that are available for publishing a variety of reference materials that are required for effective learning and teaching of Physical Education. The implementation of any curriculum is highly dependent on the availability of the requisite curriculum materials. For teachers to effectively implement the new curriculum, schools need the relevant teaching / learning materials. These are teaching-learning inputs like: syllabi, textbooks, charts, posters and maps. They by and large constitute the subject matter content that should be taught in schools. The production of the teaching learning materials such as textbooks should be adequate, and distribution should get to the remotest of areas of the country on time. Syomwene (2017) opines that one resistance to educational change is lack of resources and facilities. The need for these materials in schools is higher now than it was ever before, because an overhaul of an entire curriculum makes most of the curriculum materials that were in place obsolete or partially obsolete.

A lot of new programs normally suffer a setback at the point of implementation. The first key variable in successful implementation of a sports curriculum is the human resource and

³ Ornstein, A. C & Hunkins F. P. (2009). *Curriculum Foundations, Principles and Issues*. New York: Pearson Education, Inc.

capacity. In a study to establish the influence of teacher-related factors on the implementation of Physical Education syllabus in public primary schools in Manga sub county, Zipporah, Kadenyi and Maithya (2016) found that majority of the teachers were not adequately prepared for the implementation of Physical Education syllabus. The study recommended that the Ministry of Education needed to put in place mechanisms for teacher training, and enforcing of regular supervision of the implementation of the Physical Education syllabus in schools. In another study in Bomet County, Kipng'etich and Osman (2016) found that most of the teachers who had been assigned responsibility of teaching Physical Education were not trained in the pedagogy of Physical Education. Furthermore, none of the Quality Assurance and Standards Officers (QASOs) in the county was an authority in Physical Education. Due to heavy workloads, teachers who were assigned Physical Education lessons only dropped students off and returned at the end of the lesson, leaving them to do "their own thing" in the field. Training and professional qualification of adequate sports teachers should thus be at the top of the priority list when we are thinking of implementing the new curriculum at the Senior Secondary School level. Sports science, being a new entry in the school curriculum does not have already existing trained and qualified teachers. With new and different subjects being offered to pupils, teachers will need to be prepared to adapt to this new curriculum so as to meet the requirements, interests and talents of every child.

The content competency-based curriculum has been designed with a view of equipping the learners with relevant knowledge that emphasizes on technology, innovation and entrepreneurship (Republic of Kenya, 2017). The new curriculum therefore requires schools to provide infrastructure like, classrooms, ICT labs, resource centers, sporting fields, water equipment and electricity. The relevant infrastructure should be provided sufficiently so as to maximize delivery quality and interaction with the learning environment. Adequacy of instructional materials and physical facilities has a direct effect on quality of teacher preparation and subsequent delivery (Likoko, Mutsotso, & Nasongo, 2013). However, research has shown that many schools lack the requisite sports equipment and physical facilities. Where present, the facilities are not proportional to the school enrolment (Muthima, Udoto, & Anditi, 2016). Most schools concentrate on infrastructural facilities that have a direct link to school's examination results, such as school library, science laboratory and school agriculture farm at the expense of non-examinable subjects. It is high time that Senior Secondary Schools hoping to enroll students for careers in Arts and Sports Science to start making the requisite arrangements to acquire requisite facilities and equipment that will aid them in offering and delivering the subjects in the most efficient and standard manner.

Curriculum reform is an expensive exercise that requires continuous funding. Mkandawire (2010) argues that inadequate funding is a serious impediment to curriculum implementation in learning institutions. Workers have to be paid. Resources and facilities have to be purchased and maintained. The curriculum implementation process should thus be sufficiently funded to secure the relevant resources adequately and timely. Limited funding often waters down the quality of an otherwise good curriculum. Such need for securing funding, and the view of leveraging on the capabilities, resources and experiences of others in order to create a successful program is what necessitates partnerships. McQuaid (2000) as cited in Houlihan and Lindsey (2008) identifies three main reasons for promoting partnerships. First partnerships create increased pool of resources such as finance, expertise and administrative capacity. Secondly partnerships improve effectiveness and efficiency. Lastly partnerships enhance legitimacy through involvement of a broader range of stakeholders. These justify the need for partnerships and linkages between

stakeholders in the fields of education and sports in implementation of sports career pathway in schools.

Partnerships and linkages between stakeholders in the fields of education and sports would be necessary in the designing and / or fine-tuning of the curriculum for learners. According to Mwisukha, Rintaugu, Kamenju and Mwangi (2012), the sports and Physical Education curriculum in Kenya's educational institutions under 8-4-4 system lacked uniformity and progression of activities. In addition, public primary and secondary schools did not have a standard or uniform criterion for Physical Education evaluation, since it was a non-examinable subject. Such gaps require that the Ministry of Education and that of Sports, together with sports state corporations such as Kenya Academy of Sports (KAS), which is already engaged in the theory and practice of sports, partner with the Kenya Institute of Curriculum Development (KICD) to develop and / or fine-tune the sports curriculum for learners. This would ensure that the curriculum is relevant, standard, uniform, practical and realistic.

Additionally, stakeholders in fields of education and sports would need to partner with universities and teacher training colleges for effective teacher training. Mwisukha, *et al*, (2012) observed that Kenya lacked uniform national standards for preparing professional teachers to teach sports and Physical Education starting from pre-primary to secondary schools in Kenya. This points to the need of developing a uniform sports science curriculum to be used in universities and all teacher training institutions. Sports organizations equipped and involved in identifying, nurturing and developing sports talent among youth would be needed to partner with teacher training institutions for effective integration of talent development into the teacher-training curriculum, in order to enable teachers to identify, nurture and develop sports talent among the learners. In a study to investigate how partnerships for Physical Education worked between primary schools and sports coaches in north-west England, Smith (2015) found that sports coaches were used to deliver aspects of Physical Education in state primary schools in England by accommodating the coaches within the existing curricular arrangements. Similar arrangements would go a long way in ensuring that teachers are appropriately equipped by practicing experts in the fields of sports. This would further help to impart and / or improve the teachers' technical skills, which are very key in sports. Nationally recognized sports agencies may also liaise with teacher training institutions to administer and co-ordinate sports courses.

7. RECOMMENDATIONS

While the Competency Based Curriculum (CBC) has embraced sports in the academic talent pillar in both the Senior Secondary School and the university education curriculum, the challenges that have been identified should be addressed to prepare for the implementation of this curriculum. The structures that should be in place include: flexible academic schedule to accommodate sports training and competitions; remedial classes to cover academic content missed during international sports training and competitions; scouting for talents for admission; and provision of sports scholarships and involvement of the Ministry of Sports and other external agencies in financing elite sports in the universities. Sports structures in the universities need to hire and train competent and qualified personnel in management and training in elite sports before the implementation of Competency Based Curriculum (CBC) in both the Senior Secondary School and the university education system in Kenya.

A new educational innovation requires continuous research to avoid unnecessary mishaps due to implementation of ill-researched policies. McNeal, *et al*, (2014) opine that the entire curriculum process from conceptualization to implementation and evaluation must be guided by research. Research would also ensure that there is a seamless transition of learners from class to

the world of career / work, linking the young graduates into existing career opportunities. The Ministry of Education thus needs to partner with national sports organizations, institutions of higher learning, and other stakeholders to carry out continuous research in sports and education in order to stimulate sport transformation and development.

Mkandawire (2010) indicated that inadequate funding was the major impediment to curriculum implementation in learning institutions. Therefore, partnerships are also necessary for funding. Funds are very necessary in effecting any curriculum change. Workers have to be paid, and resources and facilities have to be purchased and maintained. Research also requires funding. With increase in demand for manpower, most of the funds allocated to the education sector is channeled to salaries and very little is left for other important aspects in the curriculum implementation such as in-service training, and the continuous professional growth. There is thus need for partnerships with local and international finance institutions in order to create an adequate pool of financial resources. A well-researched, designed, implemented and funded educational program is bent on achieving unprecedented success.

Over the years, sports and Physical Education have been viewed as comparatively non-intellectual and non-essential, co-curricular or extra-curricular activity that only complements the regular school curriculum. Hence, they receive minimal attention, resources, infrastructure, professional development and funding. The new curriculum reform however, has sports not as a co-curricular activity, but as an integral part of the main curriculum and a career pathway for Kenyan children. Thus, there is need for a paradigm shift, preparedness and partnerships among stakeholders. Successful implementation of the new curriculum reform requires creation of a combined effect among the stakeholders in the education and sports fields in order to effectively focus sports as a career pathway in the school curriculum. There is need to create a multi-sectoral partnerships between Ministry of Education (MoE) and all key stakeholders in Sports, so as to actualize realization of the Sports Pathway. This will not only provide a solid pillar for supporting development, implementation and evaluation of the new curriculum for the Sports Pathway, but will also provide a seamless transition of learners into the career marketplace. The Kenyan government should also create strategies geared towards attitude change of learners, teachers and the larger society, so as to enhance perception of sports pedagogy as needful and useful. It should further work towards timely and adequate mobilization and acquisition of physical, financial, instructional and human resources in readiness for implementation of Senior Secondary Education curriculum. Lastly, the government should strategically position the Kenya Academy of Sports (KAS) as a strategic entity to professionalize sport talent development by availing finance and technical resources.

8. CONCLUSION

Physical Education and sport is a very important aspect of the educational and teaching processes, as it has many positive effects on the individual. However, in many countries including Kenya, the teaching of Physical Education has faced many challenges including reduced teaching time, severe shortage in equipment, negative view of the subject by teachers as well as students and guardians among others. The implementation of the new education curriculum in Kenya that identifies sports as a career pathway can easily face similar challenges if corrective mechanisms are not put in place to ensure that the challenges are countered. Time is running out and soon we will have the first cohort of learners joining Senior secondary Schools ready to take on Sports Science as a career pathway. The government needs to move fast and ensure that this transition will be seamless and that the Senior Secondary Schools will be equipped in both personnel and infrastructure to absorb and cater for the needs of these learners.

To address the anticipated challenges before implementation of sports programs in the talent pillar as envisioned by Competency Based Curriculum in the university education in Kenya, academic, financial, sports training, competition opportunities and management structures should be addressed. The academic structures must put in place with flexible academic schedules to accommodate training and competitive sports opportunities for the talented students. The financial structures must be in place so as to provide adequate sports funds to support sports programs in the universities. Further, training and competition in elite sports must be supported through adequate facilities and equipment, qualified trained personnel in elite sports, and creation of competition opportunities. The management structures must address admission policies for talented students, sports scholarships and support system for both academics and sports programs in the university education in Kenya.

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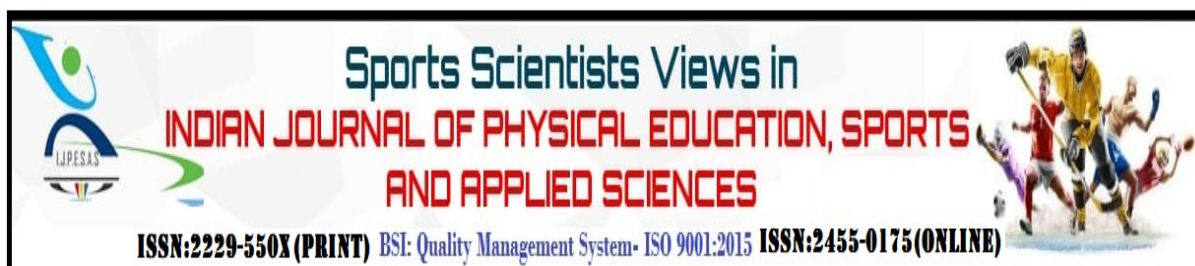
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THEORETICAL CONCEPT OF ANXIETY AND SPORT PERFORMANCE: REVIEW BASED CONCEPT

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ABSTRACT

The purpose of this study was to investigate the correlation between performance and anxiety in sports. This study also includes a discussion of the theoretical concept of anxiety and its relationship with sports performance. This concept of research conducted on the correlation between performance and anxiety in sports is discussed. The anxiety has an effect on performance of athletes during a competition. A review of related literature of cognitive-behavioral treatments, is used for reduction of anxiety and increase the sports performance in sports. Athletes can achieve the top performance through psychological states i.e. depression, anger, fatigue, confusion, high levels of vigor and low level of tension. It is therefore necessary to consider all aspects of psychological functioning of an athlete if sport psychologists are to have a maximum impact.

During the symptoms like short of breath, sweating, shaking or high heart beat rate, an athlete can lose his concentration in his task in competition. Athlete can lose his confidence. He did not able to complete his task or for the success. During this moment, he will have to understand that how anxiety is affecting his performance and what is the relationship between them. Anxiety can affect his performance in many ways i.e. physiological, cognitive and behavioural ways. When the body of an athlete is in tension and under high blood pressure, then he can not coordinate with his action of skill. In this situation movements may be jerky which will affect the performance in a negative way.

Keywords: Anxiety, stress, tension, sport performance, psychological factors

1. INTRODUCTION

Hardy, Jones, & Gould, (1996) and Orlick & Partington, (1988) expressed that the capability to manage with pressure and anxiety is an integral part of sports, particularly among elite athletes

Experiments have reported that over 50 of consultations among athletes are related to stress or anxiety related problems. A great deal of exploration has been conducted examining the inter-relationship between sports performance and anxiety of athletes.

This paper will review the applicable exploration from a cognitive- behavioral perspective. A discussion of the exploration findings of correlation between the two constructs is included. In addition, the exploration that has examined the efficacy of cognitive- behavioral treatments is also bandied. So, it is very essential that conceptualization of anxiety should be examined at first.

2. THEORETICAL CONCEPT OF ANXIETY

Preliminarily numerous experimenter have conducted study relating to anxiety and performance in calisthenics which has been delicate to synthesize for a variety of reasons including methodological excrescencies similar as a lack of clear functional delineations and a clear theoretical construct. This section will establish functional delineations for the terms that will be used throughout the rest of this paper.

In addition, it'll give an overview of the concept of anxiety which has been used by experimenters who have tried to clarify the inter-relationship between performance and anxiety of an athlete.

The main problem of experimenters is to explore the inter-relationship between performance and anxiety that the adequately defined the construct of anxiety. rather, terms similar as stress, anxiety, thrill and activation have been used interchangeably. In this paper, the following functional delineations will be used for the terms anxiety and stress.

Jones, (1990) defined the stress as a state that results form the demands that are placed on the existent which bear that person to engage in some managing geste

Hardy etal., (1996) defined the arousal which is a signal to the existent of a stressful state which indicates the physiological symptoms

Anxiety -It is the results of individual doubts,when he.she manage the his/her capability with the present situation that create stress (Hardy et. al. 1996).

Spielberger, (1966) indicated an important point that the clarification about the difference between types of anxiety i.e. state anxiety and trait anxiety which is needed essentially. .

State anxiety-It is more situational in nature and associated with thrill of the body system i. e. Autonomic nervous system.

Trait anxiety- It can be allowed of as a world view that an individual uses when managing with situations in his or her terrain (Spielberger, 1966).

Particularity traits anxiety influences performances in that individualities with high particularity anxiety will attend further to information related to state anxiety (Hardy et.al., 1996).

Former exploration outside of sport psychology has indicated that individualities with high particularity trait anxiety who are state anxious attend to trouble affiliated information, while individualities with low particularity trait anxiety who are state anxious will attend down from trouble affiliated information(MacLeod, 1990). Within the environment of sports, those individualities who are low particularity anxious and witness high state anxiety would find it facilitative to a peak performance; but, those individualities with who are high particularity anxious and experience state anxiety will find it debilitating to athletic performance (Hardy et.al., 1996).

. In other words, as stress began to make an existent still felt confident in their capability to control it and performance would improve. still, once a stressor came so great that the existent started to misdoubt the capability to manage with, performance began to decline. When the individuals feels stress, inverted U-hypothesis model by Broadhurst and Hebb provided some facts that why the performances decreased. It didn't regard for the differences in the performance of athletes who are exposed to the same stressor.

Experimenters tried to regard for the in the performance differences of individuals through IZOFs. According to this theory, each existent has an optimal state of anxiety before performance resulted in highest performances. nonetheless, if the tension earlier than overall performance lies outdoor the region of the IZOF, whether or not too excessive or too low, additionally overall performance will deteriorate. IZOFs may be decided through continuously measuring tension and overall performance or via athlete's bear in mind of hysteria conditions preceding to top performances. Indeed, experimenters installation that IZOFs are higher predictors of overall performance additionally the reversed U- Hypothesis. Although that is a higher version additionally the reversed U- Hypothesis. thesis, it nonetheless fails to provide an explanation for the elements that regard for the man or woman variations in overall performance amongst athletes. The variations determined among a hit and unprofitable athletes can be the end result in their cognitive interpretation in their tension countries.

According to reversal theory, thrill is interpreted else depending on their present state. In telic countries athletes are concentrated on a thing and therefore interpret their thrill as anxiety. still, in paratelic countries players are concentrated on their geste and thus interpret their thrill as excitement. individualities can flip from one state to another quickly and thus change their interpretation of the thrill that they witness which in turn affects their performance(Hardy et.al., 1996). This proposition attempts to incorporate both physiological and cognitive factors in its explanation of the relationship between performance and anxiety but fails to explain their relationship with performance adequately.

Multidimensional anxiety theory (Burton,1988) expanded the cognitive and physiological factors. In this version, cognitive tension has been installation to have a poor direct courting with

overall performance. Burton, (1988) is additionally . defined that the self- self belief is a separate cognitive element, has been installation to have an instantaneous courting undoubtedly with overall performance. Eventually, bodily tension(physiological symptoms) has been installation to have an inverted- U formed courting with overall performance(Burton, 1988). Although this version includes severa rudiments of hysteria. The coming version that arose checked out the interplay among of those 3 factors.

The catastrophe model of anxiety and overall performance appears on the interactive items of physiological thrill and cognitive tension upon overall performance(Fazey & Hardy, 1988; Hardy, 1990). Physiological thrill can effect overall performance because of existent's interpretation in their physiological symptoms. According to the model as cognitive anxiety increases it'll be salutary to performance at low situations of physiological thrill but a mischievous effect at high situations of physiological thrill (Hardy et. al. 1996). likewise, when cognitive anxiety is at a low position, changes in physiological thrill have little effect upon performance. still, as cognitive anxiety increases physiological thrill can have either a positive or negative effect on performance depending on how important thrill there's(Hardy etal., 1996). Once physiological thrill situations are too high there's a steep drop in performance which can only be reversed by a reduction in physiological thrill (Hardy etal., 1996). Although the model fails to include a tone- confidence variable, its interactive approach seems to be the stylish explanation for observed facts.

Now that we've a good understanding of the commerce of these variables, the question still remains, how do you operationalize these constructs? Two scales have been developed for this purpose. The CSAI- 2 developed Martens, et.al, (1990) seems to be the most extensively used. It consists of three subscales cognitive anxiety (fear of anxiety and negative prospects), physical anxiety(comprehensions of physiological thrill) and tone- confidence. Although tone- confidences not included in the catastrophe model, it has been set up to be a separate reality from cognitive anxiety and will be bandied latterly in this paper. The Sport Anxiety Test was developed by Smith, Smoll, and Ptacek(1990). It measures particularity cognitive anxiety, physical anxiety, and attention dislocation. Although it isn't used as frequently, it's still a dependable instrument that also fits within the catastrophe model of anxiety and performance. Use of either of these scales by experimenters would be a step in the right direction towards creating applicable functional delineations. Let us now turn our attention to the exploration conducted on the correlation between anxiety and performance.

3. RELATED LITERATURE REVIEW

Simon & Martens find out the effect of nervousness on athletic performance. Experimenters found that the state anxiety during competition is advanced for beginner players in individual games compared with players in team games.

Lowe & McGrath indicated that players in individual non-contact sports reported lower situations of state anxiety than players in individual contact sports.

Krane, Joyce, & Rafeld described that the cognitive anxiety has an important influence on performance. This statement holds true anyhow of the existent's skill level. Players in a college level softball event were found in high anxiety situation or low anxiety situation . While physical anxiety didn't differ in the two situations, those athletes in the high criticality condition had significantly advanced situations of cognitive- anxiety.

Jones, Hanton, & Swain investigated that athletes of elite group are successful interpret arousal to be facilitative. The subjects who interpreted their anxiety as weaken than being advantageous The same findings were reported among gymnasts as well as basketball players.

Gould, et.al. reported that the strongest predictor of cognitive anxiety was times of experience similar that the further experience an existent had the lower the state of cognitive anxiety. This was supported by exploration conducted with a group of tennis players. Advanced subjects reported further facilitative interpretations of their anxiety than beginners. The similar results were observed among a group of elite players (Jones et,al, 1994). It May be due to former experience with arousal and its management. This tudy is supported by Jones, et.al.1990).

Perry & Williams reported that quantum of self- confidence differed among nobility and neophyte athletes. exploration with a group of players in the game of tennis indicated that the elite players had significantly more in self - confidence which was true in case of gymnasts (Bejek & Hagyet, 1996) as well as insensibility (Jones, Hanton, & Swain, 1994). The predictors of self- confidence linked by exploration are perception of preparedness, and external conditions (Jones, et.al. 1990).

Wiggins & Brustad focused on cognitive anxiety and self- confidence provides some sapience into their effect on athletic performance, the commerce of these variables in confluence with physical anxiety provides a better understanding of the anxiety among 91 athletes from in the game of soccer, swimming, and track and field, age ranging from 14- 36 years The individuals with advanced scores on self- confidence and lower scores on cognitive anxiety and somatic anxiety perceived their overall anxiety situations for further enhance athletic performance.

Kirby & Liu compared basketball athletes and track and field, athletes. The subjects contending in individual sports athletes reported significantly lower self- confidence and more somatic anxiety than team sport athletes.

Martin and Hall's demonstrated that skaters endured grater cognitive and physical anxiety in an individual event than team event during competition. It may be due to a responsibility occurs in the team sport event but not in an individual sport event. Gender differences were obtained in the relationship between cognitive anxiety, self- confidence, and somatic anxiety. Females had lower self- confidence and advanced physical anxiety scores than males on the CSAI-2 (Thuot, Kavouras, &Kenefick., 1998).

Thuot et al. found that the adolescents, endured significantly advanced state of cognitive and physical anxiety and lower state of self-reliance as the capability of opponents increased. This is incompletely supported on the factors of anxiety as well as gender. The cognitive and

physical anxiety was more explosively affected among males, by their perception of opponent's capability and probability of winning. Female's cognitive nervousness and self-reliance is antecedent by readiness to perform and the significance they personally placed on doing well (Jones, Swain, & Cale, 1991).

4. THERAPY OF ANXIETY IN SPORTS

Butler clearly indicated that it is important for athletes to be able to control their anxiety if they are to produce peak performances at important times. A large discrepancy between performance in practice and in competition is indicative that the athlete is having a hard time achieving an appropriate level of arousal or may over aroused .

Advances in the field of anxiety reduction in general have transferred over into athletics. Research in the field has identified the following strategies used by elite performers to control their anxiety: goal setting; though control strategies such as positive thinking, progressive Muscle relaxation techniques, diaphragmatic breathing, imagery, and muscle relaxation; and focusing on the task at hand (Gould et.al., 1993; Jones & Hardy, 1990; Orlick & Partington, 1988).

Applied treatments for anxiety reduction

In the past,. Early research in the field was based on work for anxiety reduction in clinical settings. Research conducted with two female collegiate basketball players who received training in relaxation, imagery, and cognitive restructuring had significant improvements in concentration problems and in-game anxiety. (Meyers, Schleser, & Okwumabua, 1982).

Holm, Beckwith, Ehde, & Tinius indicated that the treatment group showed decreases in anxiety .

Savoy demonstrated that after a cognitive-behavioral intervention there was a significant decrease in cognitive and somatic anxiety as well as an increase in self-confidence. This is supported by other research conducted with collegiate basketball players who were treated in either a group or a combination group/individualized program. Although there was a decrease in cognitive and somatic anxiety for all athletes, (Savoy & Beitel, 1997). This indicates that an individualized treatment program may be most beneficial for athletes who are having difficulties with self-confidence, but that treatment of cognitive and somatic anxiety can take place in a group format.

Terry, Coakley, & Karageorghis suggested that any intervention regardless of content was beneficial in reducing anxiety. Tennis players in one of four interventions (imagery, relaxation, relaxation and imagery, and concentration) showed significant reductions in somatic and cognitive anxiety and an improvement in self-confidence.

However, research conducted with field hockey players has concluded that anxiety reduction techniques that are directed at the individual's dominant anxiety type (cognitive or somatic) is more effective (Maynard & Cotton, 1993).

Butler recommended the progressive muscle relaxation is for the purpose to reduce anxiety and may be beneficial for athletes who have difficulty sleeping the night before a big competition. Although both of these interventions are beneficial for the purposes of anxiety reduction.

Hardy et al. Imagery and mental rehearsal of tasks is also beneficial for the individual seeking to improve athletic performance. This intervention has been proven to be effective with collegiate athletes in all sports. Results of research indicate that individuals who were in the imagery intervention had significantly greater increases in sport performance and sport competition anxiety than did the delayed training control group (Lohr & Scogin, 1998).

Visual imagery ability was also predictive of somatic state anxiety and motivational mastery imagery was predictive of self-confidence. The researchers also found that imagery ability was significantly related to imagery use such that as ability increased so did use (Vadocz, Hall, & Moritz, 1997).

Cognitive restructuring is an important component of treatment since it allows individuals to have a different interpretation of the activation states they are experiencing and thus reduce cognitive anxiety. The goal setting is another important part of cognitive restructuring as well. The set goals may result in increases in state anxiety (Jones, Swain, & Cale, 1990) which in turn may result in impaired performance.

Gould et al. reported that the differences between medal winners and non-medal winners at an Olympic wrestling competition was the degree to which the individuals used these interventions automatically such that winners were more likely to use the interventions automatically. It is therefore unlikely that any one intervention will ever be able to be of benefit for everyone. Thorough assessment of the athlete's needs is therefore recommended.

5. PREVENTION FROM ANXIETY IN SPORTS

1. Diaphragmatic Breathing.
2. Relaxation Technique
3. Visualization-Visualizing Yourself, Visualizing Game, Visualizing Opponents
4. Muscle Relaxation
5. Focusing on What Can Be Controlled
6. Combat negative thoughts
7. Physical and mental preparation
8. Prepare diet Schedule
9. Be honest and truthful
10. utilization the services of a sports psychologist.

6. REASONS OF ANXIETY IN SPORTS

1. Fear of failure
2. Unable to Concentrate
3. Sweating.
4. Racing Heart
5. Dizziness
6. Shaking
7. Loss of appetite
8. Social anxiety

9. Struggling to get in the zone

5. CONCLUSION

The mentioned research study suggests that anxiety has a appreciable impact on performance. Early research was limited due to a lack of clear operational definitions for the construct of anxiety. The development of the catastrophe model provides future researchers with a theoretical framework for better understanding the relationship between cognitive anxiety and somatic anxiety and their effect on performance. Furthermore, we now have the tools for better understanding the components of anxiety in the athletic context. The development of the CSAI-2 and the SAS allows researchers to reliably measure the following constructs: cognitive anxiety, somatic anxiety, self-confidence, and concentration disruption.

Furthermore, the development and increased popularity of multiple baseline research designs provide a method for examining anxiety reduction interventions through cognitive-behavioral interventions with small sample sizes. Today's managed care environment has led to the manual development treatments for many anxiety disorders in clinical populations. Future investigators must give attention on the manual development treatments within the athletic environment. However, this should be done with a consideration for the athlete's needs if our interventions as sport psychologists are to have their maximum impact. Although stress and anxiousness can have a reasonable impact on performance, which is also important functioning for an athlete. The mental health model prepared and developed by Morgan, (1985) by utilizing the account of mood State (McNair, Lorr, & Droppelman, 1971).

Accordance with the model, top efficiencies are accomplished by people that positions mental specifies with high degrees of anxiety, rage, tiredness, reduced degrees of stress, and complication. This technique for distinguishing in between effective and not successful entertainers. Although some research study has suggested that this account can't be utilized to distinguish in between effective and non-successful professional athletes, proof from Terry's meta evaluation (1995) suggests that there's some credibility to this account if the example is homogenous in capability and the sporting activity they take part in. Do It's necessary to think about entire elements of mental performance of a person, if treatments in sporting activity psychology are to have an optimum effect.

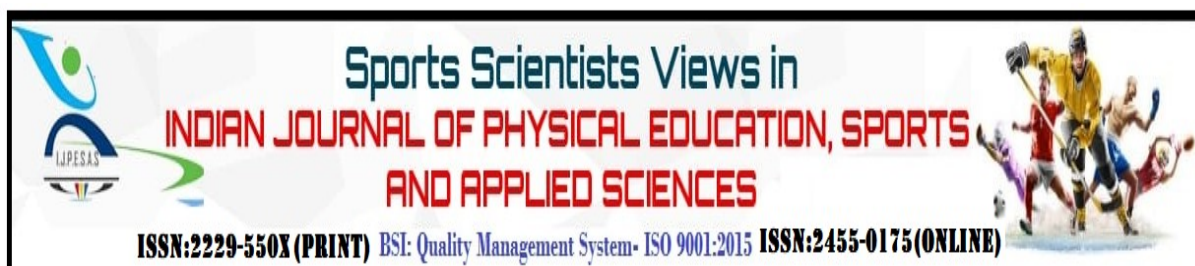
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PARTICIPATION OF GIRLS IN PHYSICAL ACTIVITIES AND SPORTS

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ABSTRACT

The gender discrimination is also evident in play activities for boys and girls. Girls playing outside the courtyard of the family house are not socially accepted practice where as traditionally boys have been playing outdoor games. Even among the hobbies pursued by boys and girls there is gender discrimination .Till recently very few girls participated in sports events, but now awareness has brought about change in gender differences in sports and play. There are many factors which may effect on girls participation in games and sports .1).There is a lack of orientation of the people living in Indian society taking part in games and sports for girls has not became a common phenomenon.2).Whatever little facilities for games and sports are available to girls, they are confined to urban areas. The rural girls are deprived of taking benefit of such facility.3).The habit of participation in games and sports is not inculcated systematically in rural areas.4).There is a general superstition among the people that girls' participation in games and sports causes loss of femininity. The participating girls might look 'Tom Boys'.5). The girls in our society of rural areas have to look after the family/household jobs to be good house wives.6). The male dominating society assumes that the personality of women should be submissive, introvert, delicate, sensitive, tolerant, shy, weak and sincere.

Evidence suggests that from an early age, differences in gender-based attitudes towards and opportunities for sports and physical activities can have a significant influence on girls's participation. This may, in turn, affect later involvement in physically active lifestyles, and the social and health benefits that may result for them. Factors influencing girls' participation.

Keywords: Participation, Girls, Physical activity, psychological factors

1. INTRODUCTION

The civilization of Sparta, Athens and Rome in the history of world of have stressed on physical fitness or physical training as an important objective of the educational programme. There were equal rights to girls to participate in training program as boys had. Examination of artifacts from primitive societies and cultures indicate that mankind has almost always participated in game or play of some sort. Those artifacts do not, however allow us to determine to what extent women participated. Bloch (1968) states, " Ancient Greece can truly be considered the birthplace of competitive sports as we know them." We also know from Harris (1964) excellent study that, in the sixth century B.C, girls participated in running race and that women of Sparta wrestled .Even this participation was limited to the time of a women's life prior to marriage.

The Modern Olympics were founded in 1896. No doubt other forces were in part responsible for the fact that women /girls didn't appear as contestants in the first modern Olympic Games in 1896.Indeed, six women competed in the 1900 Olympics. By 1932, 715 participants were women. Contemporarily, representation of girls and women as Olympic contestants has improved in 1996 Olympics as Atlanta the women participants were 3780, which was near about thirty five percent of all participants.

The gender discrimination is also evident in play activities for boys and girls. Girls playing outside the courtyard of the family house are not socially accepted practice where as traditionally boys have been playing outdoor games. Even among the hobbies pursued by boys and girls there is gender discrimination .Till recently very few girls participated in sports events, but now awareness has brought about change in gender differences in sports and play. There are many factors which may effect on girls participation in games and sports .1).There is a lack of orientation of the people living in Indian society taking part in games and sports for girls has not became a common phenomenon.2).Whatever little facilities for games and sports are available to girls, they are confined to urban areas. The rural girls are deprived of taking benefit of such facility.3).The habit of participation in games and sports is not inculcated systematically in rural areas.4).There is a general superstition among the people that girls' participation in games and sports causes loss of femininity. The participating girls might look 'Tom Boys'.5). The girls in our society of rural areas have to look after the family/household jobs to be good house wives.6). The male dominating society assumes that the personality of women should be submissive, introvert, delicate, sensitive, tolerant, shy, weak and sincere.

It has been suggested that there is a genetic predisposition towards being more or less physically activeliv. However, any such predisposition is mediated by a host of factors,i.e. Personal Factors -Biological (Heredity, Age, Obesity and Fitness level); Psychological (Motivation, Perceived Barriers, Perceived Competence and Attitudes) Social Factors (Peer group, Family, Culture & Role Model) and Environmental Factors (Access, Type of activity, School & Independent mobility)

2. BENEFITS OF SPORTS AND PHYSICAL ACTIVITIES

2.1 Physical Health

The physical health benefits of regular physical activity are well-established. Regular participation in such activities is associated with a longer and better quality of life, reduced risks of a variety of diseases and many psychological and emotional benefits. There is also a large body of literature showing that inactivity is one of the most significant causes of death, disability and reduced quality of life in the developed world. Physical activity may influence the physical health of girls in two ways. First, it can affect the causes of disease during childhood and youth. Evidence suggests a positive relationship between physical activity and a host of factors affecting girls' physical health, including diabetes, blood pressure and the ability to use fat for energy. Second, physical activity could reduce the risk of chronic diseases in later life. A number of 'adult' conditions, such as cancer, diabetes and coronary heart disease, have their origins in childhood, and can be aided, in part, by regular physical activity in the early years. Also, regular activity beginning in childhood helps to improve bone health, thus preventing osteoporosis, which predominantly affects females. Obesity deserves special mention. There seems to be a general trend towards increased childhood obesity in a large number of countries, and this increase seems to be particularly prevalent in girls from highly urbanised areas, some ethnic minorities and the disabled. Obesity in childhood is known to have significant impact on both physical and mental health, including hyperlipidemia, hypertension and abnormal glucose tolerance. Physical activity can be an important feature of a weight control programme for girls, increasing calorific expenditure and promoting fat reduction. Indeed, recent systematic reviews on both the prevention and treatment of childhood obesity recommend strategies for increasing physical activity.

2.2.Mental Health-In recent years, there has been evidence of disturbingly high rates of mental ill-health among adolescents and even younger children, ranging from low-self-esteem, anxiety and depression to eating disorders, substance abuse and suicide. Adolescent girls are particularly vulnerable to anxiety and depressive disorders: by 15 years, girls are twice as likely as boys to have experienced a major depressive episode; girls are also significantly more likely than boys to have seriously considered suicide.

Research suggests two ways in which physical activities can contribute to mental health in girls.

Firstly, there is fairly consistent evidence that regular activity can have a positive effect upon girls' psychological well-being; indeed, some studies indicate that girls may respond more strongly than boys in terms of short-term benefits.

Secondly, research has indicated that physical activity can contribute to the reduction of problematic levels of anxiety and depression. Evidence is beginning to be gathered for exercise as a treatment for clinical depression, with studies finding that physical activity is as effective a treatment as anti-depressants, and psychotherapy. Similarly, a variety of nonclinical studies have found that higher levels of activity were related to lower rates of depression. A position

statement of the International Society of Sport Psychology drew out numerous mental health benefits of physical activity from the research literature, including reduced state anxiety, neuroticism and anxiety, mild to moderate depression, and various kinds of stress.

2.3 Educational and Intellectual Development-A range of evidence suggests that for many girls, sports and physical activities are positive features of their academic aspirations and achievement. The classic study of the relationship between physical activity and school performance was carried out in France in the early 1950s, in Vanves. Researchers reduced 'academic' curriculum time by 26%, replacing it with physical activities, yet academic results did not worsen, there were fewer discipline problems, greater attentiveness and less absenteeism. More recent studies have found improvements for many children in academic performance when time for physical activity is increased in their school day. A report of three longitudinal studies emphasises that 'academic performance is maintained or even enhanced by an increase in a student's level of habitual physical activity, despite a reduction in curriculum or free time for the study of academic material'. There is considerable evidence of a positive relationship between girls' participation in sports and pro-educational values, although, at present, it is difficult to distinguish between correlation and causation. Studies from the United States report a host of encouraging findings including: girls who participate in sports are more likely to achieve academic success than those who do not play sports; female high school athletes expressed a greater interest in graduating from both high school and college; female athletes from ethnic minority groups reported better school grades and greater involvement in extra-curricular activities than non-athletes, and in some cases are considerably less likely to drop-out from school. Other studies have suggested that sports participation can help undermine traditional gender stereotyping in terms of academic aptitude, by demonstrating an association between girls' engagement in sports and improved performance in science and mathematics.

2.4 Reproductive Health

Adolescent pregnancy and sexual ill-health are major social problems across the globe. Although there is a shortage of research in this area, early studies conducted in the US have found that adolescent girls who participate in sports tend to become sexually active later in life, have fewer partners, and, when sexually active, make greater use of contraception than non-sporting girls. Projects are currently underway in the developing world that use sports participation as a strategy for empowering girls to avoid high risk sexual behaviour.

3. SOCIAL INCLUSION

Combating social exclusion, or 'the multiple and changing factors resulting in people being excluded from the normal exchanges, practices and rights of modern society', has become a focus of attention for governments and nongovernment organisations in recent years. Some writers have argued that sports not only reflect but can also contribute to girls' social exclusion in sports and wider society. Certainly, the dominance of sports as culturally valued physical activities, and the close identification of sports with masculinity, means that other, non masculine

groups can become pushed to the margins. However, positive sports experiences do seem to have the potential to, at least, contribute to the process of inclusion by: bringing individuals from a variety of social and economic background together in a shared interest in activities that are inherently valuable; offering a sense of belonging, to a team, a club or a programme; providing opportunities for the development of valued capabilities and competencies; and increasing 'community capital', by developing social networks, community cohesion and civic pride.

Studies of women's experiences of sports participation have suggested that they can contribute to a more generalized feeling of empowerment. In many settings, adolescents may be encouraged to view their bodies as sexual and reproductive resources for men, rather than sources of strength for themselves. Physical activities may help them develop a sense of ownership of their bodies and access the types of activity experiences traditionally enjoyed by boys. This may be because participation augments girls' self-esteem, or because being an athlete carries with it a strong public identity. Some female athletes report having a stronger sense of identity and self-direction – what Talbot calls 'being herself through sport'. Whatever the reasons, increasing the numbers of girls' participating in sports and physical activities does seem to open up routes through which they can acquire new community affiliations and begin to operate more openly and equally in community life. In doing so, girls' participation can challenge and change social norms about their roles and capabilities.

4. RECOMMENDATIONS

The benefits of participation in physical activities are great, and the potential costs of inactivity can be severe. Many girls around the world are not currently able to take advantage of the benefits of regular sports and physical activities due to inequitable access and opportunities. Therefore, a central challenge facing governments, schools, sports groups and communities is to develop forms of physical activity that are sensitive to girls' needs and interests. But rather than focusing on 'girl-friendly' sports, we should be looking for ways to make sports and other physical activities more 'child-friendly' and 'youth-friendly'.

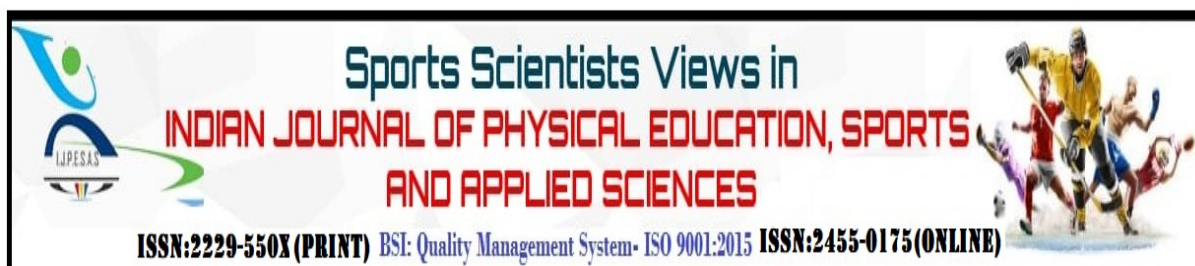
Our reading of the research suggests a number of strategies that promote such 'child-friendly' practices, facilitate regular physical activity, and are supportive of positive sporting experiences.

1. Girls do enjoy engaging in physical activities. Strategies should be implemented which build upon this enjoyment, and allow them to participate as fully as possible, in forms that offer them satisfaction and opportunities for achievement.
2. Practices should be established which recognise the importance of fun, health and social interaction in sports participation.
3. School physical education is a foundation of life-long physical activity. Fundamental movement skills need to be developed from an early age, for all children, with the emphasis on the individual body, rather than sporting outcomes.
4. Some girls regularly engage in sports and physical activities, as an integral part of their lifestyle. Any strategies concerned with raising participation among young people need to

- remember that neither girls nor boys are ‘the problem’; rather, the difficulty lies with the ways in which physical activities are constructed and presented.
5. It is important to examine and highlight the practices inherent within sports which might deter children from participating. Sports provision may need to be adapted to encourage and accommodate all young people.
 6. It is necessary to listen to voices from outside mainstream sports, for example, dance, mixed ability, noncompetitive and co-operative activities.
 7. Sports programme should reflect local cultural needs if they are to engage and sustain girls participation.
 8. The organisation of sports groups and programmes should be include women in key roles, such as coaching and mentors, and role models drawn from within local communities and schools. These should reflect differences in perspectives and interests, and develop close links with schools and communities, to ensure continuity of engagement in sports and physical activities throughout life.
 9. More research is needed to explore sports and physical activities in the lives of young people, and this needs to reflect the diversity of experiences around the world, acknowledging both developed and developing countries.
 10. The more opportunities that are available for girls to be physically active, the more they are active. Strategies need to be put in place that ensure activities, settings and facilities are easily accessible and safe.

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**REASON OF PARTICIPATION OF INDIAN INTER-UNIVERSITY
LEVEL BADMINTON PLAYERS**

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ABSTRACT

In fact determining the reasons that motivate children to participate in sport has been organized as one of the most critical areas of youth sport, Reasons pertaining to improving skills, fitness, learning new skills, challenge and fun were rated as the most important motives for participating in sports. Participation motivation in badminton was examined with male (n=325) and female (n=198) age 12 to 42 years during respective championships. The questionnaire used in this investigation was prepared by Gill, Gross and Huddleston (1983) to assess motives of children involved in sports. To determine difference in reasons expressed for participation in badminton between male and female players, among the players of different levels of participation and from different regions, MANOVA was carried out using mean scores of factors as dependent variables. Univariate tests used to determine which factors contributed to overall participation level different Post-hoc analysis using Scheffes test was used to find out the significance of difference between ordered paired means. The results from the Questionnaire responses indicated that the most important reasons for participating were to improve skills fitness challenges and learn new skills. Factor analysis suggested popularity fitness/friendship, excitement energy release, skill, miscellaneous activity orientation, team affiliation fitness/avoid boredom female placed more importance on popularity and skill than male aid, but the male and female players of different regions of county do not differ in these reasons for participation in badminton.

Keywords: Motivation, Badminton, sex, Senior, Junior, Inter-university, Schools, players,

1. INTRODUCTION

Sports psychologists have in recent years, shown increased interest in assessing the motives of young people involved in sport. In fact determining the reasons that motivate children to participate in sport has been organized as one of the most critical areas of youth sport result (Stern 1990, Weiss & Chaumenton 1992). Contemporary sports psychologists have found it most useful to view motivated behavior as a continuous interaction between the athlete and the situation in which he or she is placed (Alderman 1978, Carron 1984, Weinberg 1981) Skubic 1956 found that a high priority for youth participation in sports was having little fun has transpired since then to change this perception. Studies conducted with diverse youth groups have all supported the fact that having fun is of paramount importance (Gill 1981, Griffith & Henchen 1982, Sapp & Haubenstricker 1978).

Another reasons that young people participate in sports are to improve skills, Sapp & Haubenstricker 1978 reported that skill improvement was second only to "having fun" & was mentioned by 80% of the respondents. Wankel & Kreisel 1985 found that improving skills was fourth in importance study conducted by Sapp & Hauben Stricker 1978 found that 56% of the respondents saw fitness as an important aspects of sports participation, ranking third behind fun and skill development and making friends was ranked fourth in importance. Fitness was a close second behind fun among the swimmers in the Gould et. al. 1982 study.

Self improvement, having fun, enjoying the activity and improvement of total fitness were the most important motivational influences on participation assessed by Raugh and Wall 1987. Battista 1990 results indicated that enjoyment was the strongest motivator, followed by competition, challenge, health and fitness and self-satisfaction.

Gill and her Colleagues 1983 found difference between boys and girls on the factors of achievement/status, boys rated achievement/status as more important than girls did she observed that to improve skills, have fun and learn new skills were among the most important reasons for young athletes to participate in sports. Gould and her Colleagues 1985, reported that fitness, friendship, something to do and fun as being more important than the males, study further revealed that fun, fitness, skill improvement, team atmosphere and excitement, challenge were rated as the most important motives for participation. Reasons pertaining to improving skills, fitness, learning new skills, challenge and fun were rated as the most important motives for participating in gymnastics (Kolt et. al. 1999, Klint & Weiss 1980).

Study of Ali 1994, revealed that liking the game and physical fitness were the most important reasons for participation. Wang 1992 results revealed that chinese youth rated developing physical fitness, liking sports, earning honors for one's school having a better future and liking success as the five most important reasons for participating in sports programs. With regards to sex differences on motivational reasons, both male and female groups rated developing physical fitness, the love of sports and earning honor for one's school as the most important reasons. The male group followed with having fun developing skill, enriching one's

social life and safety reasons while the female group indicated that family influences came next in importance followed by liking success, enriching one's players and skill development.

Significant cultural, sex age and ethnic differences in reasons for participation in competitive sports and non-competitive fitness/exercise activities have been reported by Page & Liu 1997, & Carlston, 1983.

Growney (1993) saw significant difference for athletes in the categories of gender and percent scholarship only, male and female differed significantly on nine categories (Social approval life style, fear of failure, physical and health, hetero-sexuality, competing conditions, crowds, independence/individuality, family and self direction/awareness). While athletes receiving different amount of scholarship differed significant on only two categories tangible payoffs and independence/individuality, he concluded that coaches and sport psychologists should design motivational enhancement programs around the following categories of motivation: physical fitness and health success and achievement self direction/awareness, self-mastery and tangible payoffs.

It is reported that reasons for involvement vary according to sports or activities that young people are involved indicating that it would be valuable to examine cross ethnic, sex and age differences in sports participation motives have received only minimal research attention in Indian context.

Vasudev 2002 examined that both male and female volleyball players rated the most important participation motives as improving skills, to win, to go on higher levels, to be physically fit, and to get exercise. Junior National Male Volleyball players belonging to different regions differed on popularity, skill, challenge and achievement factors where as the female differed on skill and achievement reasons for participation in volleyball. The male volleyball players from northern states of the country rated achievement factor, challenge, fun and skill reasons more important than that of male players from rest of the country, where as male volleyball players from west zone rated popularity/energy release reasons significantly higher than male volleyball players from east zone players.

The female volleyball players of east zone gave more importance to skill and achievement reasons where as these reasons were rated least important by the north and west zone female volleyball players.

2. METHOD

Five hundred and twenty three badminton players including 325 male and 198 female ranging in age from 12 to 42 years. Seventy one subjects were of senior national, 235 of inter-university, 109 of junior national and 108 were of school national level badminton players. Subjects selected were from different regions of the country i.e. east (69), west (257), north (109) and south (88) who participated in various championships during the session 2001-02 and 2002-03. The subjects were from different parts of the country and belonged to different socio-economic strata.

They provided information on age gender, length of involvement in the game of badminton and number of days/hours of training per week, all subjects completed the Gill, Gross and Huddleston (1983) participation motivation questionnaire. This assessed 30 separate motives that children have for participating in badminton. Thus, the study designed to explore participation motives for badminton and to compare the dimensions of motivation between players of different levels of participation, sex and regions of the country.

3. QUESTIONNAIRE

The questionnaire used in this investigation was prepared by Gill, Gross and Huddleston (1983) to assess motives of children involved in sports. It consists of 30 items reflecting possible reasons for taking part in sports. It is adopted by making minor changes to the wording of some items (without altering the process meaning) to reflect the sports of badminton. Respondents were requested to indicate on a 3 point Likert type scale (1=not at all important, 2= somewhat important, 3=very important) the relative value of each reason influencing their participating in badminton. Factor analysis revealed that the 30 motives loaded on nine factors these included popularity, fun/friendship excitement, energy release, skill, miscellaneous, activity orientation, team affiliation, fitness/avoid boredom.

4. RESULTS

The rank orders of reasons for participation for the total groups, sub-groups and sexes. The reasons rated most highly by the overall sample for participating in badminton were "I want to improve my skills", "I like to go on to a higher level", "I want to be physically fit", "I like to win", and "I like to learn new skills/things". The least important reasons rated by the total sample was "I like to get out of the house", when the sample was divided into sub-groups the ranking of the reasons was the same. The inter-university level group "I like the team spirit" was ranked in the top five reasons. These findings supported the finding of Gill Gross and Huddleston 1983, and Klint and Weiss 1986.

To determine difference in reasons expressed for participation in badminton between male and female players, among the players of different levels of participation and from different regions, MANOVA was carried out using mean scores of factors as dependent variables. The findings showed significant main effects for gender (Wilk's Lambda, $F_{0.05}(9, 507) = 3.117$) and level of participation (Wilk's Lambda, $F_{0.05}(27, 1481) = 3.957$), whereas the main effect for regionality (Wilk's Lambda, $F_{0.05}(27, 1481) = 0.969$) was in significant.

Univariate tests used to determine which factors contributed to overall participation level different Post-hoc analysis using Scheffes test was used to find out the significance of difference between ordered paired means which identified significant participation level differences on 6 out of 9 factors. The data pertaining to this has been presented in table 2 through 5.

Table 3 identified significant main effect of gender only on two factors out of nine. They were popularly and skill. The female badminton players gave more emphasis on popularity and skill reasons in comparison to their male counter parts. The mean differences on other factors

were not statistically significant. In case of main effect of level of participation significant difference was obtained on six out nine factors i.e. popularity, fun/friendship, excitement, activity orientations, team affiliation and fitness/avoid boredom.

The inter-university and junior badminton level badminton players shows significant difference on popularity, fun/friendship, team affiliation and activity orientation, where as the Senior National and National school level shows the same on excitement, team affiliation and fitness/avoid boredom.

TABLE 1
MEAN FACTOR SCORES FOR REASONS FOR PARTICIPATION IN BADMINTON

Factor	Sex	Total	S.N.	I.U.	J.N.	N.S.	West	East	North	South
Popularity	Male	2.36	2.44	2.21	2.50	2.30	2.34	2.35	2.49	2.25
	Female	2.48	2.53	2.42	2.54	2.48	2.47	2.60	2.47	2.44
	Combined	2.40	2.48	2.34	2.57	2.37	2.39	2.43	2.48	2.32
Fitness/Friendship	Male	2.26	2.47	2.26	2.20	2.22	2.28	2.16	2.32	2.24
	Female	2.19	2.28	2.28	1.94	2.22	2.21	2.23	2.07	2.28
	Combined	2.24	2.38	2.27	2.09	2.23	2.25	2.18	2.22	2.25
Excitement	Male	2.46	2.62	2.55	2.54	2.08	2.56	2.21	2.40	2.44
	Female	2.54	3.49	2.47	2.47	1.98	2.75	2.37	2.25	2.49
	Combined	2.49	3.03	2.52	2.51	1.85	2.62	2.27	2.34	2.45
Energy Release	Male	2.20	2.28	2.17	2.25	2.17	2.15	2.12	2.34	2.23
	Female	2.15	2.24	2.16	2.11	2.07	2.15	2.21	2.13	2.12
	Combined	2.18	2.26	2.16	2.20	2.13	2.15	2.15	2.25	2.19
Skill	Male	2.74	2.77	2.74	2.76	2.70	2.75	2.69	2.76	2.75
	Female	2.83	2.85	2.83	2.85	2.77	2.84	2.83	2.83	2.78
	Combined	2.77	2.81	2.77	2.80	2.73	2.78	2.74	2.79	2.76
Miscellaneous	Male	2.49	2.54	2.41	2.79	2.39	2.42	2.83	2.50	2.44
	Female	2.42	2.46	2.36	2.50	2.40	2.39	2.47	2.42	2.43
	Combined	2.46	2.50	2.39	2.67	2.39	2.41	2.70	2.47	2.43
Activity Orientation	Male	2.44	2.50	2.50	2.27	2.43	2.51	2.31	2.44	2.35
	Female	2.47	2.30	2.65	2.28	2.48	2.54	2.56	2.41	2.29
	Combined	2.45	2.41	2.55	2.27	2.44	2.52	2.40	2.43	2.32
Team Affiliation	Male	2.48	2.67	2.55	2.40	2.30	2.54	2.29	2.52	2.43
	Female	2.41	2.38	2.55	2.36	2.24	2.44	2.38	2.32	2.48
	Combined	2.45	2.54	2.55	2.38	2.28	2.50	2.32	2.43	2.45
Fitness/Avoid Boredom	Male	2.41	2.42	2.45	2.33	2.37	2.42	2.25	2.46	2.41
	Female	2.36	2.50	2.41	2.38	2.14	2.36	2.39	2.36	2.36
	Combined	2.39	2.46	2.43	2.35	2.28	2.40	2.30	2.42	2.39

TABLE 2
UNIVARIATE ANALYSIS OF VARIANCE OF MAIN EFFECTS OF GENDER, REGION AND LEVEL
OF PARTICIPATION ON DIFFERENT FACTORS OF REASONS FOR
PARTICIPATION IN BADMINTON

Source	Dependent Variable	S.S.	Df	M.S.	F
Gender	Popularity	1.379	1	1.379	5.945
	Fun/Friendship	.595	1	.595	2.687
	Excitement	.366	1	.366	.195
	Energy release	.412	1	.412	2.092
	Skill	.770	1	.770	6.625
	Miscellaneous	.946	1	.946	.872
	Activity orientation	.205	1	.205	.728
	Team affiliation	.538	1	.538	2.524
	Fitness/Avoid Boredom	.217	1	.217	1.418
	Region	Popularity	1.322	3	.441
Fun/Friendship		.114	3	3.803E-02	.172
Excitement		5.194	3	1.731	.923
Energy release		.999	3	.333	1.693
Skill		.103	3	3.443E-02	.296
Miscellaneous		3.991	3	1.330	1.227
Activity orientation		1.025	3	.342	1.212
Team affiliation		.445	3	.148	.697
Fitness/Avoid Boredom		.788	3	.263	1.719
Participation Level		Popularity	2.399	3	.800
	Fun/Friendship	3.853	3	1.284	5.799
	Excitement	37.017	3	12.339	6.574
	Energy release	1.011	3	.337	1.713
	Skill	.288	3	9.615E-02	.827
	Miscellaneous	6.000	3	2.000	1.844
	Activity orientation	4.115	3	1.372	4.864
	Team affiliation	4.919	3	1.640	7.696
	Fitness/Avoid Boredom	2.324	3	.775	5.073
	Error	Popularity	119.424	515	.232
Fun/Friendship		114.068	515	.221	
Excitement		966.604	515	1.877	
Energy release		101.313	515	.197	
Skill		59.839	515	.116	
Miscellaneous		558.558	515	1.085	
Activity orientation		145.224	515	.282	
Team affiliation		109.726	515	.213	
Fitness/Avoid Boredom		78.648	515	.153	

TABLE 3
SIGNIFICANCE OF DIFFERENCE BETWEEN PAIRED MEANS OF DIFFERENT PARTICIPATION LEVEL ON POPULARITY, FRIENDSHIP AND EXCITEMENT FACTORS OF REASONS OF PARTICIPATION IN BADMINTON.

Means						
Factor	S.N.	I.U.	J.N.	N.S.	M.D.	C.I.
Popularity	2.4846	2.3449	---	\---	0.1397	0.1818
	2.4846	---	\2.5146	\---	\0.0300	\0.2053
	\2.4846	\---	\---	\2.3681	\0.1165	\0.2053
	\---	\2.3449	\2.5146	\---	\0.1697*	\0.1570
	---	\2.3449	\---	\2.3681	\0.0232	\0.1570
	\---	\---	\2.5146	\2.3681	\0.1465	\0.18370
Fun/friendship	\2.3800	\2.2659	\---	\---	\0.1141	0.1767
	2.3800	---	2.0894	\---	\0.2906*	\0.1980
	\2.3800	\---	\---	\2.2255	\0.1545	\0.1980
	\---	2.2659	2.0894	\---	\0.1765*	\0.1517
	\---	\2.2659	\---	\2.2255	\0.0404	\0.1517
	\---	\---	\2.0894	\2.2255	\0.1361	\0.5605
Excitement	3.0304	2.5243	---	---	0.5055	0.5185
	3.0304	---	2.5115	---	0.5189	0.5855
	3.0304	---	---	2.0394	0.9910*	0.5855
	---	2.5243	2.5115	---	0.0128	0.4482
	---	2.5243	---	2.0394	0.4849*	0.4482
	---	---	2.5115	2.0394	0.4721	0.5242

TABLE 4
SIGNIFICANCE OF DIFFERENCE BETWEEN PAIRED MEANS OF DIFFERENT PARTICIPATION LEVELS ON TEAM AFFILIATION, ACTIVITY ORIENTATION AND FITNESS/AVOID BOREDOM FACTORS OF REASONS OF PARTICIPATION IN BADMINTON.

Means						
Factor	S.N.	I.U.	J.N.	N.S.	M.D.	C.I.
Team affiliation	2.5361	2.5456	---	---	0.0095	0.1750
	2.5361	---	2.3822	---	0.1539	0.1976
	2.5361	---	---	2.2763	0.2598*	0.1976
	---	2.5456	2.3822	---	0.1634*	0.1511
	---	2.5456	---	2.2763	0.2693*	0.1511
	---	---	2.3822	2.2763	0.1059	0.1769
Activity Orientation	2.4074	2.5509	---	---	-0.1435	0.2009
	2.4074	---	2.2731	---	0.1343	0.2268
	2.4074	---	---	2.4444	-0.037	0.2268
	---	2.5509	2.2731	---	0.2778*	0.1737
	---	2.5509	---	2.4444	0.1065	0.1737
	---	---	2.2731	2.4444	-0.1713	0.2031
Fitness	2.4581	2.4346	---	---	0.0235	0.1480
	2.4581	---	2.3515	---	0.1066	0.1671
	2.4581	---	---	2.2821	0.1760*	0.1671
	---	2.4346	2.3515	---	0.0831	0.1279
	---	2.4346	---	2.2821	0.1525*	0.1279
	---	---	2.3515	2.2821	0.0694	0.1496

Inter-university and National school level players showed significant difference on excitement, team affiliation, fitness/avoid boredom. The significance difference between Senior National and Junior National level badminton players appeared on fun/fitness.

The result shows insignificant difference between Senior National and Inter-university level and between Junior National and National school level badminton players on popularity, fun/friendship, excitement, team affiliation, activity orientation and fitness/avoid boredom. The Senior National and Junior National level players were insignificant on popularity, excitement, activity orientation, fitness/avoid boredom, where as the Senior National and National school level badminton players shows insignificant difference on popularity, fun/fitness, activity orientation. In the same way the inter-university and Junior National show a insignificance on excitement, fitness/avoid boredom. Only the inter-university and National school level players were insignificant on fun/friendship and activity orientation.

5. DISCUSSION

The purposes of the present study was to describe the participation motives of badminton players across the country. At descriptive level the badminton players indicated that the motives of improving skill, liking to win, learning new skills, being fit and liking to go on a higher, level were all very important for participation.

The affirming of these motives by Indian Badminton players is analogous to the results of Longhurst and Spink. The only difference with other studies Gould, Feitz and Weis, Gill et. al. is the absence of fun as one of the major motives. In these North American Studies Children rated 'like to have 'Fun' as most important motive, where as the Indian Badminton players rated 'fun' least important in this study.

Analysis of reasons for participation motivation questionnaire in badminton scores identified nine factors: popularity/reward, fun/friendship, excitement, energy release, skill, miscellaneous, activity orientation, team affiliation and fitness/avoid boredom. Kolt et. al. pointed out, that previous investigation of factor structure of PMQ have revealed inconsistent findings for example has investigation on gymnasts produced seven interpretable factors, Gill Gross and Huddleston found eight factors when surveyed participants from eleven sports. Gould Feltz and Weiss study of swimmers identified seven factors Longhurst and Spink reported a four factors solution when surveying young Australian athletes from four sports. According to Kolt et. al. the difference in factor solutions could reflect methodological difference between the studies, as small sample size resulting inadequate subjects to item ratio. It could be expected that factors solutions would differ for samples of different ages.

Unfortunately, there is a dearth of information on participation motives of Indian athletes. The Indian gymnasts rated team/affiliation, recognition/excitement and popularity/energy release reasons as significantly more important than gymnasts of other countries. Indian female hockey players too expressed need of affiliation, recognition, status, and prestige as major motives of their participation (Patial 1992).

Vasu's (2002) investigation for participation in volleyball, as expressed by junior national level players, indicated the most highly important reasons were 'want to improve skills', 'like to win', 'like to go on higher level', 'like to compete'. Similarly, Neha's results show that the Madhya Pradesh State Inter-university level athlete's reasons for participation revealed that understanding reasons, friendship, self-mastery are the most important reasons.

6. CONCLUSION

Based on the descriptive results no differences were observed in importance of reasons for participation in badminton. The results of MANOVA on the basis of the modified Gill's factor scores revealed that factors of popularity and skill significantly differentiated between male and female players as female reported that popularity and skill were more important motivational dimensions. Male and female players of different regions of the country do not differ in their reasons for participation in badminton. Different levels of participation i.e. national level inter-university level, junior national level and national school level differ significantly on six factors popularity, fun/friendship, excitement, team affiliation, activity orientation and fitness/avoid boredom, where as players energy release, skill and miscellaneous were insignificant. National school level players gave significant importance to popularity followed by national level players. Junior national level players rated fun/friendship as less important than did the other participation levels. National at level players reported highest importance for excitement and team affiliation where as inter-university level players were more activity oriented the rest of the levels. Senior National level players give more importance to fitness/avoid boredom specific reasons for participation in badminton.

These finding support the finding of Fodero who found the participation motivation difference existed between groups of people that differ with respect to the level at which they practice sports and the intensity of their practice with an increasing higher level of sports practice.

7. FUTURE SCOPE

These finding can be useful in developing intervention strategies to attract more young athletes to the sports of badminton. Badminton coaches and administrators to design and implement programs that meet the needs and participation motives of participants can utilize the research findings.

In Indian context, this is the beginning of research in this area and continuing work is necessary to assist our understanding of how different levels of participation, sex, regions of the country, similarities and differences influence sports behavior.

Further research should continue to focus on surveying other sport populations in order to obtain findings that can be applied to improving participation rates in specific areas of physical activity and sports.

Research should target other groups (Leisure physical activity) that would benefit from increased actuary levels (e.g. older people and those not currently involved in sport or physical activity).

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The title page should contain the title of the study and the names, qualifications, employment status, the employing institution and the place and state, of all the authors. The title being brief, should not contain the words like 'A Study Of or 'A Probe into' etc.

The second title, the page following the title page should contain the title of the study, abstract and key words. The numbering of pages should begin here. The third page should contain the text including introduction, methodology, results, discussion, conclusion, and references. All these heads are to be typed on the left hand in upper lower type, in case there are no subheads like purpose of the study, review of literature, hypotheses, and limitations of the study and its implications. When there are sub-heads, the heads are to be typed in all capitals and the sub-heads in upper-lower type letters. Abbreviations must be spelt.

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Introduction.

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