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PERFORMANCE ANALYSIS OF PHYSICAL EDUCATION MANAGEMENT AMONG SCHOLASTICALLY INTELLIGENT AND WEAK SECONDARY SCHOOL STUDENTS ON EMOTIONAL MATURITYOF J&K

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ABSTRACT

Recently, physical fitness, sports as well as recreation become more and more trending in between the secondary school students. PE is unrecognized since pupils lose encouragement as well as self-assurance in order to attend these classes. The majority of the PE syllabus in secondary schools are inefficient. Further, it cannot assure the accomplishment of educational objectives. A large number of students say that attending physical education classes cause strong negative feelings. Educators report that the educational circumstances do not offer the opportunities to attain the various objectives of PE. This issue cannot be sorted out by refining or upgrading the current school curriculum: this needs the entire replacement of the current PE framework in the secondary school education. The consequential crisis of PE in the secondary school is established in the absence of learning encouragement in students. The syllabus does not motivate the students to participate in PE classes, both during the extracurricular activities as well as within the training sessions. Planning the advanced curriculum should depend on the exceptional requirements of postmodern schoolchildren. This requires reconsidering the nature and behavior of PE in the secondary school education. This paper provides the significant research on the PE management among the secondary students of J&K on several aspects of Emotional Maturity.

Keywords: Curriculum, Emotional Maturity, Physical Education, Education, Sports& Fitness

1. INTRODUCTION

The progress of physical education (PE) in schools very much reliant up on the qualification and education level of teachers. The teachers as their realization for the importance of PE and good professionalization play the significant role in enhancing the quality of education and further students(Kostromin, Zaitsev, & Bobrov, 2019**)**. It becomes authoritative to reinforce the curriculum of PE as per the qualification of teachers in order to build a strong infrastructure for the secondary education of J&K. Meanwhile, the teachers play the significant part in the growth of any nation. It becomes irreplaceable in endorsing the physical and psychological health of secondary level students. Recently, investigators researched on several aspects of the curriculum designed by PE teachers in the effectiveness of sports. This research work provides the best possible concept to straighten the PE curriculum. We will also theoretically deliberate the construction of teaching ability about PE, framework, connotation and aspects of existing conditions in the secondary education of J&K schools(Garcia, Bojos, & Sy,2021). Thus, this research work certainly will play a crucial part in the refinement of PE curriculum in J&K schools.

Recently, initially, several issues are existed in the pre-employment, employment and post-employment stages of PE in J&K. Also, PE experiences several issues in the training of teachers, skills, quality, curriculum pattern and learning ability for schools. In several schools, the enthusiasm for sport enhances due to which many issues arise such as;

1. Lacking of efficient and actual monitoring of PE quality,
2. Lacking of uniform guiding standards,
3. Arbitrary curriculum,
4. The postemployment training is in the form,
5. Lack of efficient teaching research, ,
6. The postemployment training
7. Serious consumption of the post-service PE teachers
8. Low employment rate of PE students
9. Uneven training strength of the unit
10. High number of enrollment as compared to number of teachers
11. Threshold for enrollment reduces,

Such issues occur at the great extent resulting as the nonexistence of advancement of PE curriculum in J&K. There is only onetime final assessment of the practitioner's qualifications even if the qualification certificate for teachers is attained. There is no contribution of such examination in the sustainable development of teachers. Presently, PE research has chiefly focused on universities and colleges only.

Children's physical and psychological progress, body composition (morphology) and functions (biomechanics and physiology), as well as the development and acquisition of motor skills, necessitate specific knowledge for efficient and safe PE instruction. Teaching PE necessitates extensive expertise in pedagogy—the science and teaching art—just like teaching any other subject. Additionally, teachers of PE and the classroom should be educated about the significance of physical activity for children's current as well as future psychological and physical health due to academic performance is linked to health.

Fitzclarence and Tinning (1990) suggested in the early 1990s that three issues remained problematic/unresolved regarding the growth of examinable PE among teachers and students alike. One of these issues was the place of physical activity within an examinable academic subject. According to Macfadyen and Bailey (2002), it was anticipated that the completion of

PE-related qualifications during fundamental curriculum PE lessons by all Key Stage Four students would increase the likelihood of accreditation. A decade later, Green (2008) discovered that GCSE PE took up some or all of the curriculum PE time in some schools. As a consequence of this, there was a worry that assessment courses would, "by adjusting to the prerequisites of a recommended schedule and evaluation methodology," hinder the physical experiences of students, which, as he argued, are the primary contribution that physical education makes to the entire educational process. Because of the way that examinable PE zeros in more on hypothesis than genuine games support, youngsters would be expected to invest more energy in study halls and less time participating in active work during their examples (Green, 2008).

Regarding this, PE educators recognized the following issues with examinable PE instruction: uninteresting theory classes with too much writing that "puts the kids off," not least due to classes often closely trail textbooks to cover the necessary material and get students to sit down, shut up, and get writing (Green, 2008; Salter Examinable PE became "somewhat off-putting to practically oriented students" as a result of this decreased emphasis on practical game contribution in favor of a more theoretical concentration (Green, 2008). Carroll, on the other hand said, "There is no great explanation for why the hypothesis work ought not be shown in a viable circumstance connected with practice or actual schooling." However, the methods of assessment used in academic PE qualifications may have led to such a situation. For instance, in Key Stage Five, A-Level PE now has a theoretical component of 80 percent and a practical component of 20 percent. Similarly, GCSE PE qualifications have traditionally been evaluated through a blend of an assessment and viable games execution, with understudies taking on jobs like entertainer, pioneer, and official as of late. Currently, students receive an examination that accounts for 40% of their complete grade and a controlled evaluation that accounts for 60% of their overall grade (based on four practical sports performances) (Balga, Antala, & Argajová, 2019).

The resulting crisis in secondary school physical education is evident in the decline of schoolchildren's motivation for learning. According to Gavrilov, Komkov, & Malinin (2005), the curriculum does not encourage students to participate in extracurricular activities or PE classes. The particular requirements of postmodern students ought to serve as the foundation for the new curriculum's design. Rethinking the nature of secondary school PE is necessary for this. Based on the standard, normative approach, the traditional class-lesson method of PE no longer adequately aligns pedagogical influences with student physical development regularities; According to Bogdanov (2007), ineffective teaching activities are demonstrated by PE educators functioning within the system who organize students' practical/theoretical actions appropriately.

2. METHODOLOGY

To concentrate on the individual and social change, actual wellness, scholarly accomplishment, and sports execution of rustic and metropolitan understudies of Srinagar, Kupwara and Rajouri to analyze the individual change of provincial and metropolitan understudies of Srinagar, to think about the social change of country and metropolitan understudies of Srinagar, to look at the individual change of rustic and metropolitan young girls of Srinagar, Kupwara and Rajouri to analyze the social change of rustic and metropolitan young female of locale Srinagar, Kupwara and Rajouri, to think about the individual change of country and metropolitan young male of regions Srinagar, Kupwara and Rajouri, to think about the social change of young male of areas Srinagar, Kupwara and Rajouri, to look at the actual wellness of

understudies of area Srinagar, Kupwara and Rajouri, to look at the actual wellness of country and metropolitan young female of locale Srinagar, Kupwara and Rajouri, to analyze the actual wellness of country and metropolitan young male of locale Srinagar, Kupwara and Rajouri, to look at the scholastic accomplishment of country and metropolitan understudies of locale Srinagar, to look at the scholastic accomplishment of country females of locale Srinagar, Kupwara and Rajouri, to analyze the scholastic accomplishment of provincial and metropolitan young male of Srinagar, Kupwara and Rajouri, to analyze the games execution of these region understudies, to analyze the games execution young female of regions Srinagar, Kupwara and Rajouri and to analyze the games execution among young male of areas Srinagar, Kupwara and Rajouri.

It is fundamental with respect to the scientist to test the viability of the examination apparatuses which are being utilized for the information assortment (Brusseau & Hannon, 2015). Thus, a scientist should really take a look at the usefulness, possibility, legitimacy, and dependability of a device prior to applying it for information assortment. The scientist likewise really look at the dependability and legitimacy of the test. Extraordinary consideration was taken to choose just those things which were dependable and substantial. In this review, two self-arranged devices were utilized.

The test is made out of three subjects, Arithmetic, English, and Science. This test was ready in meeting with the teachers. Each subject has 10 inquiries of 01 imprint each, involved low, medium, and high trouble levels. These inquiries depended on information, understanding, and application. The inquiries were taken from the prospectus of the eighth and ninth principles. No regrettable stamping was applied. Understudy, as well as Schools, was surveyed through the imprints acquired by the understudies in their different subject tests viz. Math, English, and Science. .The test unwavering quality was built by the specialist with the assistance of the pre-test and post-test technique on the understudies and the pre-dependability was viewed as 0.83 on 169 Cronbach's Alpha scale by SPSS(AAHPER, 1965). This test was directed on 500 understudies. This test had 30 things. Following one month the scientist changed 10 things and the post dependability was viewed as 0.73 on Cronbach's Alpha scale through SPSS.The test has been found to group content validity as an action with the assistance of perspectives communicated by judges.

TABLE 1
DATA SAMPLE IN J&K SCHOOLS FROM THREE DIFFERENT DISTRICTS

Three Districts				
Group	Kupwara	Rajouri	Srinagar	Total
Students	125	125	250	500
Boys	72	61	125	258
Girls	59	58	125	242

Emotional Maturity Scale was utilized to quantify the profound development of offspring of Intelligent and weak auxiliary school understudies. It comprises of five elements close to home solidness, profound movement, social change, character mix and autonomy.

3. RESULTS

While characterizing the example in this review, both the understudies and educators should be thought of. The understudy populace comes from Secondary Schools of Kupwara, Rajouri and Srinagar in a metropolitan setting that reaches from Junior Kindergarten to Grade 12 (n = 500). This school exists in a rural working class city of roughly 250 000 individuals. Three secondary level classes (Grades 7, 8, and 9) partook in the review.

Seventy two educators partook in the review. Thirty two of the educators have post-secondary training in Actual Training (15 and 13 years of showing experience) and forty instructors took a Kinesiology class in secondary school yet has no further conventional preparation well defined for Actual Schooling (5 years of showing experience) beyond their general instructing capabilities. An underlying meeting was led with instructors to accumulate data connected with their showing experience, perspectives, and information connected with Actual Training as well as their evaluation practices and self-guideline draws near. Brief profiles were built for every one of the three taking an interest educators. The illustrative examination to gauge mean and standard deviation was directed to think about and research the connection among prepared and undeveloped PE educators.

TABLE 2
COMPARATIVE ANALYSIS OF SCHOLASTICALLY INTELLIGENT AND WEAK SECONDARY SCHOOL STUDENTS ON SEVERAL ASPECTS OF EMOTIONAL MATURITY

Variables	Group	N	Mean	S.D.	t-value	Level of Significant
Emotional Progression	Intelligent	250	22.66	5.45	11.18	Significant at 0.01 level
	Weak	250	18.53	3.37		
Emotional Stability	Intelligent	250	25.67	6. 24	14.98	Significant at 0.01 level
	Weak	250	18.34	3.55		
Personality Integration	Intelligent	250	22.97	5. 25	13.69	Significant at 0.01 level
	Weak	250	17.33	3.85		
Social Adjustment	Intelligent	250	24.04	8.38	7.08	Significant at 0.01 level
	Weak	250	20.03	4.75		
Independence	Intelligent	250	22.89	3.66	16.76	Significant at 0.01 level
	Weak	250	17.91	3.62		
Overall Emotional Maturity	Intelligent	250	120.83	17.04	21.79	Significant at 0.01 level
	Weak	250	95.20	12.54		

The table 2 shows the mean examination between scholastically intelligent and the weak secondary school students on different variables and composite score of Emotional Maturity. The table uncovers that scholastically intelligent and the weak secondary school students contrast altogether at 0.01 level on Independence, Personality Integration, Social adjustment, Emotional Progression and Emotional Stability and furthermore vary on composite score at 0.01 degree of profound development.

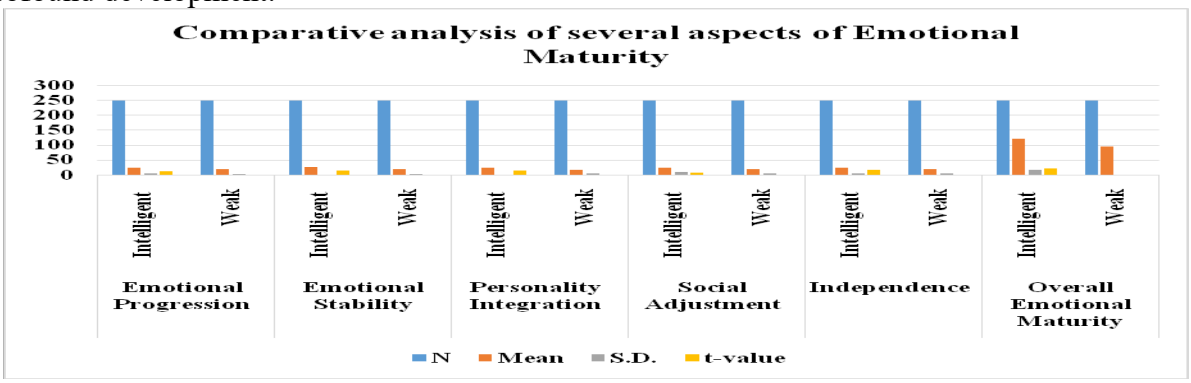

Figure-1: Comparative analysis of several aspects of Emotional Maturity among the secondary level students

This demonstrates that the scholastically intelligent understudies have been viewed as more sincerely progressive and stable, well socially changed, having dynamic intentions and inclinations, inventive and getting a charge out of independency though scholastically weak secondary school understudies have less genuinely steady, sensation of mediocrity, fretfulness, socially maladjusted and having misshaped feeling of the real world and goal interest. Consequently from the affirmation of the above table that scholastically brilliant secondary school understudies have generally speaking preferable Emotional Maturity over scholastically dull secondary school understudies. Thusly the hypothesis No.1 peruses as "Scholastically intelligent and weak secondary school understudies vary essentially on Emotional Maturity", stands acknowledged.

TABLE 3
COMPARATIVE ANALYSIS OF SCHOLASTICALLY INTELLIGENT AND WEAK (MALE) SECONDARY SCHOOL STUDENTS ON SEVERAL ASPECTS OF EMOTIONAL MATURITY

Variables	Group	N	Mean	S.D.	t-value	Level of Significant
Emotional Progression	Intelligent	128	24.69	5.58	7.96	Sig. at 0.01 level
	Weak	130	18.71	4.15		
Emotional Stability	Intelligent	128	25.42	5.96	12.12	Sig. at 0.01 level
	Weak	130	18.81	4.14		
Personality Integration	Intelligent	128	22.82	5.35	8.98	Sig. at 0.01 level
	Weak	130	18.16	3.75		
Social Adjustment	Intelligent	128	25.16	13.15	4.55	Sig. at 0.01 level
	Weak	130	18.98	4.38		
Independence	Intelligent	128	23.18	3.54	8.87	Sig. at 0.01 level
	Weak	130	19.37	3.47		
Overall Emotional Maturity	**Intelligent**	**128**	**121.78**	**18.37**	**13.53**	**Sig. at 0.01 level**
	Weak	**130**	**93.76**	**11.78**		

The table 3 shows the mean correlation between scholastically intelligent male and the weak male secondary school understudies on different variables and composite score of emotional maturity. The table uncovers that scholastically intelligent male and the weak male Secondary School understudies vary fundamentally at 0.01 level on Independence, Personality Integration, Social adjustment, Emotional Progression and Emotional Stability. The two gatherings likewise vary at 0.01 level on composite score of emotional maturity.

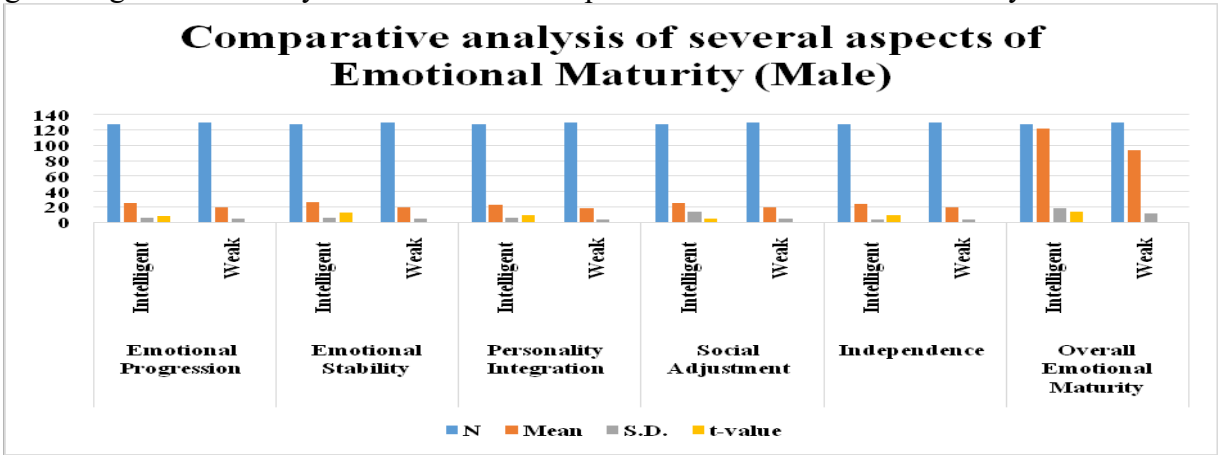

Figure-2: Comparative analysis of several aspects of Emotional Maturity among the secondary level students (Male)

This shows that the scholastically brilliant male understudies have been viewed as more emotionally stable and progressive, well socially adjusted, having dynamic motives and tendencies, creative minded and enjoying independency whereas academically dull male

secondary school students have less emotionally stable, feeling of inferiority, restlessness, socially maladjusted and having distorted sense of reality and objective interest. Consequently from the affirmation of the above table that scholastically intelligent male secondary school understudies have generally speaking preferable Emotional Maturity over scholastically weak male secondary school understudies. Consequently the hypothesis No. 2 peruses as "Scholastically intelligent male and weak male secondary school understudies vary altogether on Emotional Maturity", stands acknowledged.

TABLE 4
COMPARATIVE ANALYSIS OF SCHOLASTICALLY INTELLIGENT AND WEAK (FEMALE) SECONDARY SCHOOL STUDENTS ON SEVERAL ASPECTS OF EMOTIONAL MATURITY

Variables	Group	N	Mean	S.D.	t-value	Level of Significant
Emotional Progression	Intelligent	122	24.11	5.75	7.14	Sig. at 0.01 level
	Weak	120	19.98	3.35		
Emotional Stability	Intelligent	122	27. 25	6.66	11.91	Sig. at 0.01 level
	Weak	120	19.84	3.72		
Personality Integration	Intelligent	122	22.98	5.42	8.96	Sig. at 0.01 level
	Weak	120	19.34	3.88		
Social Adjustment	Intelligent	122	23.74	4.54	8.01	Sig. at 0.01 level
	Weak	120	19.24	4.68		
Independence	Intelligent	122	24.98	4.74	12.14	Sig. at 0.01 level
	Weak	120	18.14	3.48		
Overall Emotional Maturity	**Intelligent**	**122**	**119.88**	**14.57**	**17.14**	**Sig. at 0.01 level**
	Weak	**120**	**95.96**	**11.18**		

The table 4 presentations the mean examination between scholastically intelligent female and the weak female secondary school understudies on different elements and composite score of Emotional Maturity. The table uncovers that scholastically splendid female and the dull female Secondary School understudies contrast essentially at 0.01 level on Independence, Personality Integration, Social adjustment, Emotional Progression and Emotional Stability. The two gatherings likewise vary at 0.01 level on composite score of profound development.

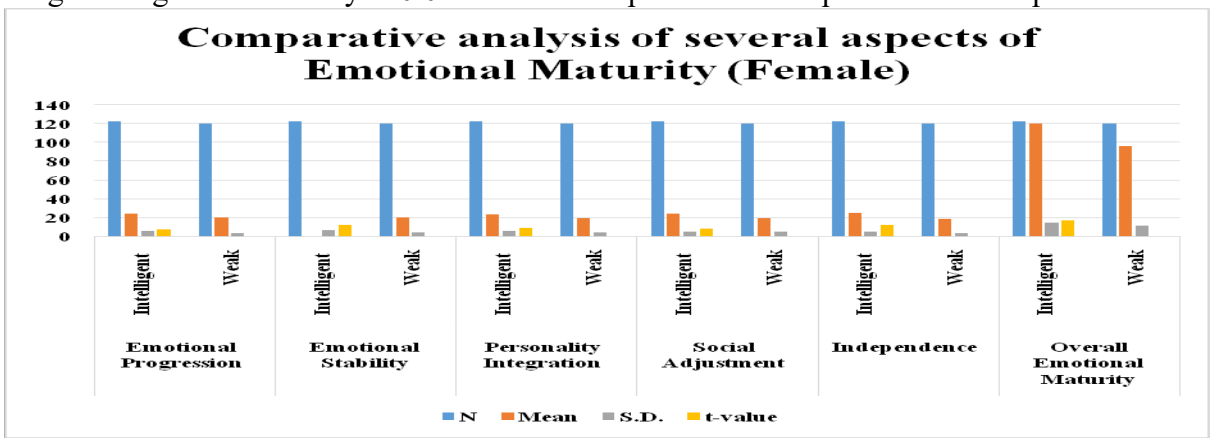

Figure-3: Comparative analysis of several aspects of Emotional Maturity among the secondary level students (Female)

4. DISCUSSION

The hypothesis is “Scholastically intelligent and weak secondary school understudies vary essentially on Emotional Maturity”.This hypothesis is recognized due to the substantial differences were described in several constituents of emotional maturity between the young students of secondary school in Kupwara, Rajouri and Srinagar.This demonstrates that the scholastically intelligent female understudies have been viewed as more emotionally stable and

progressive, well socially adjusted, having dynamic motives and tendencies, imaginative and enjoying independency while scholastically dull female secondary school understudies have less emotionally stable, feeling of inferiority, restlessness, socially maladjusted and having distorted sense of reality and objective interest. Hence from the affirmation of the above table that scholastically intelligent female secondary school understudies have generally speaking preferred Emotional Maturity over scholastically weak female secondary school understudies.

Coherent association of information and use of important factual procedure is fundamental for exact and viable examination and translation. Investigation assists the researcher with fostering an adaptable, ready and receptive outlook finish of embraced study. The whole examination of information has been introduced to understand the various goals of the review. The investigation and understanding of information is of extraordinary ramifications. Information doesn't give significant establishment to any exploration work except if it is watchfully altered efficiently, grouped classified, experimentally dissected, shrewdly and judiciously finished up.

In Information examination specialist apply measurable coherent methods by which information is changed into the ends and subsequent outcomes are broke down. Examination is constantly made by either arrangements or recurrence circulation tables, reference diagrams, pie outlines and other measurable system. The examination of information gives educational and precise solutions to the exploration questions and helps in finding the secret truth. The fundamental significance of translation is to foster congruity in research through relating the consequences of given study with those of one more and development of a few new ideas.

In the current examination, the specialist has tried to concentrate on the Close to home development, self-completion, character change and review propensities for scholastically brilliant and dull secondary school understudies by utilizing different mental apparatuses and procedures. The data was gathered from secondary school understudies chasing after their schooling in various govt secondary schools of Kashmir region and was put to reasonable factual examination to come to significant end results in the radiance of goals and speculation. To test the speculations planned for the current examination, the information gathered by utilizing Mean, S.D, t-test and connection. Because of this the two gatherings of understudies scholastically brilliant and scholastically weak secondary school understudies were looked at on close to home development, self-completion, character change, concentrate on propensities. The measurable examination in light of this method has been introduced in a plain structure.

5. CONCLUSION

Our review displays that educators' greater capabilities in arranging as well as conveying PE examples decidedly contribute generally to kids' actual wellness and a smaller amount to their body piece. The outcomes propose that expert PE educators appear to be more viable than generalist instructors in conveying of PE illustrations, regardless of whether the learning climate, offices and accessible hardware are practically the same, assuming the educational program is indistinguishable, and even with a comparative number of youngsters per educator at PE examples. Expert PE instructors appear to convey more compelling PE illustrations of apparently greater power and affect youngsters' engine improvement, however not as critical an impact on their actual turn of events. The items in the educational plan are significant in such manner, and we expect that a more adjusted educational program, remembering accentuation for wellbeing objectives connected with the reduction of kid’s corpulence, would impact the body synthesis of the semi test bunch.

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