



Development of Human Values through Physical Education and Sports

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Abstract

Being active is the default mechanism of human being but we are getting addicted to the technology driven lifestyle. This lifestyle along with the evidences of cut-throat competition, unemployment, corruption, nepotism is resulting in road-rages, kidnapping, rape, violence etc. There are many situations in which some people try to take advantage of others helplessness to make money or exploit someone for their own benefit. Such scenarios reflect a decline in the moral values of human beings. Many researches indicate that the participation in sports and physical activities channelizes that extra energy, which might have turned into undesirable behaviours among youth. Hence, the present paper attempts to explore and explain the process of developing human values through physical education and sports. It includes: (1) understanding the characteristics of children in different age groups; (2) actions/ activities suggested activities for the desired outcomes; and (3) learning of human values through games and sports. The study concluded that physical education and sports are the excellent tools of inculcating human value related to truth, right conduct, love, peace and non-violence.

Key Words: Inculcation, Human Values, Physical Education and Sports.

1. Introduction:

Each individual on this earth follows certain beliefs, convictions, standards and principles in their daily life. These principles are considered to be the Human Values, which becomes the foundation of their personal and professional ethics. On the basis of acquired or developed human values, individuals act in the desired manner in the society (Murray, 2015).

Since all human beings follow certain sets of values, it is only the proportion and combination of positive values such as honesty, compassion, integrity, forgiveness, love, knowledge, discipline, faith, and leadership, and negative values like prejudice, hatred, greed, selfishness etc. which differentiates between a virtuous human being from and not so righteous human being (Vipin G., 2013).

Physical education aims at providing education through the medium of physical activities, where cognitive thinking skills are combined with physical movements. It is also considered to be the most influential medium for value-formation, where the values are learnt (without even knowing) through socialization in the mini society. The objectives of a physical education programme include:

- I. Development of Neuromuscular Skills: Through movement education, physical fitness activities, rhythmic activities, gymnastics activities, aquatics, team games, track and field activities, combative, lifetime sports, and wilderness activities etc.
- II. Development of Knowledge and Understanding: Through teaching rules and regulations, biomechanical principles, safety requirements, game tactics, psychological concepts, sociological concepts, physiological concepts, and philosophical concepts
- III. Concomitant Learning, Developments and Satisfactions: By providing scope for fun and enjoyment, satisfaction of psychological needs, satisfaction of social needs, development of appreciations, good sports like conduct, development of value systems, improvement in human relations etc.

2. Process of Developing Human Values Through Physical Education and Sports:

Physical Education is a process in which *Learning by Doing* is of prime importance. Since internalization of values does not occur automatically, there is a need to create a conducive environment for the values to be observed and adopted. Students learn how to learn; apply knowledge to solve movement, sport and exercise problems; develop an understanding of account relationships; and connect content in different subject areas to that taught in physical education.

The process of developing human values through physical education and sports involves the following steps:

I. Understanding the Characteristics of Students/ Players

| Age Group | Students'/Players' Characteristics |
|----------------|--|
| 6 to 10 years | <ul style="list-style-type: none"> • Enjoy movement • Loves to compete • Not fully developed muscles • Short concentration span • Highly sensitive • Strong, uncritical attitude towards idols • Individuals differences in growth and physical development |
| 11 to 13 years | <ul style="list-style-type: none"> • Varied physical and motor-skills development • Eager to learn new skills Seeks recognition from peers, parents and coach/ teacher |
| 14 to 16 years | <ul style="list-style-type: none"> • Mood swings • Varied growth spurts • Better understanding of technical and tactical aspects • Mature individuals with own opinions, needs and expectations |
| Above 16 years | <ul style="list-style-type: none"> • Ability and interest to understand advance technical and tactical aspects • Mostly complete physical growth • Significant gain in strength and speed • Oriented for goal-achievement and performance • Individual personality with self-opinions, needs and choices • Expected to be treated like adult • Individuals differences in growth and physical development |

II. Actions/ Activities Suggested for the Desired Outcome:

| S. No. | Action/ Activity | Desired Outcome |
|--------|--|---|
| 1. | Teach fundamental individual / social skills i.e. expect punctuality at attendance, general cooperation, courtesy and good manners, tidying up, asking permission to miss training and games | Compassion and care for all, cooperation, respecting one's limitations |
| 2. | Be a good role model | Friendly, fair, punctual, enthusiastic, respect opponents, match officials and promote fair play |
| 3. | Give only essential instructions – teach most important elements of techniques | Following set of instructions in a given atmosphere |
| 4. | Encourage enjoyment – provide maximum fun and excitement with minimum rules | Provides scope for free and natural expression, Individual as well as group learning |
| 5. | Give free space to try things out for themselves | For inculcating scientific thinking, time-management, imagination, creativity, relationship with others and environment |
| 6. | Include total body movements and skills | Wholesome development and sound health |
| 7. | Explain expected behavior | Positive thinking, emotional balance, truth, faith |
| 8. | Promote self-awareness and responsibility | Self-esteem, self-respect, dignity of labour, leadership training, rational thinking |
| 9. | Treat players fairly and equally | Fair-play, equality, togetherness, mental toughness |
| 10. | Be generous with praise when it is deserved | Encourage appreciation of self and others, acceptance of defeat and victory, encouraging confidence, will to achieve more |
| 11. | Encourage small awards like player of the week/month/year/match/ club etc. | Encouragement, motivation, recognition, dignity of labour |
| 12. | Skill development of the individual player is much more important than the outcome of the game | Fair-play and valuing ethics |
| 13. | Communication with players is most effective | Mutual trust, respect and understanding |

| S. No. | Action/ Activity | Desired Outcome |
|--------|---|--|
| 14. | Understanding and empathise with players' personal problems and concerns | Care and compassion, helping others, being considerate |
| 15. | Provide corrective and constructive feedback | Development of scientific temper, rationality, accepting mistakes to improve further |
| 16. | Never allow adult strategies to distract the real abilities and needs of children | Care and compassion for special needs |
| 17. | Never ridicule an individual player in front of team members | Positive habits to be encouraged |
| 18. | Involve team representatives when dealing with team issues | Encourage initiative, creativity, risks, improvisation etc |
| 19. | Involve players in goal setting and problem-solving | Decision making, rational thinking, adapting to situations |
| 20. | Understanding social related issues like school, parents, relationships, work, finance etc. | Loyalty, care and compassion, belongingness etc. |

III. Learning of Human Values (knowingly or unknowingly) through Game/Sports:

| Category | Name of the Human Value | Sport/Game Situation |
|------------------------------|--|---|
| Truth Related Values | <ul style="list-style-type: none"> • Honesty • Trustworthiness • Curiosity • Optimism • Self-Knowledge • Discrimination • Integrity | <ul style="list-style-type: none"> • Accepting win/defeat • Relying on team-mates • Form of other teams • Hope of winning • Level of performance • Belongingness • Playing as one unit |
| Right Conduct Related Values | <ul style="list-style-type: none"> • Manners • Cleanliness • Respect • Responsibility • Self-Control • Courage • Duty | <ul style="list-style-type: none"> • Gratitude to others • Ground-maintenance • Respecting judgments etc. • Leading team • Preparing self to perform • Will to win • Towards team/institution |
| Love Related Values | <ul style="list-style-type: none"> • Sharing & Caring • Kindness • Friendship • Compassion • Forgiveness • Empathy • Acceptance | <ul style="list-style-type: none"> • With fellow team mates • Promote youngsters/juniors • With opponent team players • For injured players • Ignore faults during match • Understanding others' views • Everybody's strengths and weaknesses |
| Peace Related Values | <ul style="list-style-type: none"> • Calmness • Contentment • Patience • Self-Confidence • Concentration | <ul style="list-style-type: none"> • Keeping cool in tough situations • Satisfaction with results • Accept failures • Never give-up • Remain focused |
| Non-Violence Related Values | <ul style="list-style-type: none"> • Co-operation • Fair-go • Respect for Others • Respect for the Earth • Citizenship • Tolerance and Inclusion • Equality | <ul style="list-style-type: none"> • With team mates, coaches, officials, organizers • Not adopting unfair strategies • Respecting opponents etc. • Environmental Awareness • Loyalty and Patriotism • Managing with pressures • All team members are one unit |

3. Conclusions:

Values that can be developed through physical education and sports can be classified as:

(1) Truth related values including honesty, trustworthiness, curiosity optimism, self-knowledge, discrimination leading to belongingness, and integrity; (2) Right-conduct related values including manners, cleanliness, respect, responsibility, self-control, courage and duty; (3) Peace related values including calmness, contentment, patient, self-confidence, and concentration;

(4) and non-violence related values including co-operation, fair-go, respect for others, respect for the earth, citizenship, tolerance & inclusion, and equality. Participation in sports and physical education activity helps in inculcating enthusiasm; discipline; team-spirit; talent (strength, stamina and speed); gender-sensitivity; positive thought and emotional balance; dignity of labour; love, care, concern and compassion for all forms of life; human rights of all; peace and non-violence; caring the abilities and disabilities of an Individual; value of time; truth; and creativity. However, inculcation of human values can-not be performed as a solitary effort of a physical educator since the value-teaching leadership would include community of school patterns, administrators, teachers and coaches who care for the quality of education.

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