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Implementation of CBSE and specific model physical education curriculum on speed and strength of adolescence boys

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Abstract

The purpose of the study is to find out the implementation of CBSE and specific model physical education curriculum on speed and strength of adolescence boys. To achieve the purpose of the study, fifteen adolescence boys selected from each schools GK Shetty Vivekananda Vidyalaya and Sethu Baskara Matriculation school Chennai district, Tamil Nadu. Their age ranged between 9-16 years. GK Shetty Vivekananda Vidyalaya is consider as group – I (n = 15) to assess the implementation of CBSE Physical education curriculum. Sethu Baskara matriculation school is consider as group – II (n = 15) to assess the implementation of specific model Physical education curriculum. The study was delimited to assess speed and strength. The selected criterion variables speed was measured by 50 mts dash and strength was assessed by pull-up test. Since no effort was taken to pair the groups in any way and therefore to eliminate the variation in pre-test mean. Analysis of Covariance (ANCOVA) was applied as statistical tool for the present study. Significant at 0.05 level of significance. The data were examined by applying SPSS measurable package in the computer. The results of the study shows that CBSE Physical education curriculum group have improved their speed and strength compared with specific model physical education curriculum group.

Keywords: CBSE and specific model physical education program, speed and strength

Introduction

Physical Education and Sports has a great role to play in today's world. Though it has got many importance. One of the extremely important one is that it helps to keep the wellbeing healthy and fit. Regular physical education, which is included in college curricula for kids, brings physical, psychological and intellectual advantages. Physical schooling can assist avoid degenerative illness, enhance general physical condition, keep mental equilibrium, encourage a feeling of social efficiency, contribute to academic performance, and create beneficial recreational practices. Physical education must therefore be regarded as an essential aspect of comprehensive education.

Physical Education as that part of the educational experience which provides learners with the opportunity to become aware of and engage in physical activity that is whole-bodied, intrinsically valuable and personally meaningful within the context of the learners' social and environmental setting.

PE in schools deals with the well-being of the individual by promoting and developing ideas, understanding, attitudes and abilities that contribute to this well-being. Well-being is inherently connected to all elements of the college and beyond experience of a student. It includes physical, mental, intellectual, mystical and societal health & growth, contributing to creating and retaining relations with others, and engaging in an energetic, healthy life.

Speed is the quickness of movement of a limb, whether this is the legs of a runner or the shot putter's arm. Speed is an integral part of every sport and can be expressed as any one of, or combination of, the following: maximum speed, elastic strength (power) and speed endurance. Muscular strength and endurance refers to the ability of a muscle or a group of muscles to perform repeated contractions against a light load for an extended period of time.

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Methodology

To achieve the purpose of the study, fifteen adolescence boys selected from each schools GK Shetty Vivekananda Vidyalaya and Sethu Baskara Matriculation school Chennai district, Tamil Nadu. Their age ranged between 9-16 years. GK Shetty Vivekananda Vidyalaya is consider as group – I (n = 15) to assess the implementation of CBSE Physical education curriculum. Sethu Baskara matriculation school is consider as group – II (n = 15) to assess the implementation of specific model Physical education curriculum. The study was delimited to assess speed and strength. The selected criterion variables speed was measured by 50 mts dash and strength was assessed by pull-up test. Since no effort was taken to pair the groups in any way and therefore to eliminate

the variation in pre-test mean. Analysis of Covariance (ANCOVA) was applied as statistical tool for the present study. Significant at 0.05 level of significance. The data were examined by applying SPSS measurable package in the computer. The data will be collected on selected criterion variables prior and immediately after the experimental period as pre and post tests were tested.

Analysis of data

The data collected prior to and after the experimental periods on speed and strength on CBSE and specific model physical education curriculum group were analyzed and presented in the following table -I.

Table I: Analysis of covariance on speed and strength for CBSE and specific model physical education curriculum group

| Variable Name | Group Name | CBSE Curriculum group | Specific Model Curriculum group | F ratio |
|---------------|--------------------------------|-----------------------|---------------------------------|---------|
| Speed | Pre-test Mean \pm S.D | 7.914 \pm 0.93 | 7.920 \pm 0.86 | 0.041 |
| | Post-test Mean \pm S.D. | 7.639 \pm 0.98 | 7.930 \pm 0.65 | 29.201* |
| | Adj. Post-test Mean \pm S.D. | 7.643 | 7.927 | 56.278* |
| Strength | Pre-test Mean \pm S.D | 15.60 \pm 1.29 | 15.33 \pm 0.97 | 0.404 |
| | Post-test Mean \pm S.D. | 18.00 \pm 1.63 | 15.73 \pm 1.53 | 27.712* |
| | Adj. Post-test Mean \pm S.D. | 17.898 | 15.836 | 49.357* |

Significant at 0.05 level of significance.

(The table value required for significance at 0.05 level of significance with df 1 and 28 and 1 and 27 were 4.196 and 4.210 respectively).

Results

The “F” ratio was used to find out the significant difference if any, among the CBSE and specific model physical education curriculum group on selected criterion variables separately. In all the cases, .05 level of confidence was fixed to test the significance, which was considered as an appropriate.

Table - I showed that the results of the study there was a significant difference between CBSE and specific model physical education curriculum group on speed and strength. Further the results of the study also shows that CBSE Physical education curriculum group have improved their speed and strength compared with specific model physical education curriculum group.

Conclusions

Within the limitations and delimitations of this study the following conclusions were drawn from the result.

1. The results of the study also shows that CBSE Physical education curriculum group have improved their speed compared with specific model physical education curriculum group. Alviana, Mintarto, Hariyanto (2020) ^[1] and Kim, *et al.* (2015) ^[2] found that significant improvement on speed after physical education programme.
2. The research study also shows that CBSE Physical education curriculum group have improved their strength compared with specific model physical education curriculum group. Andrade, *et al.* (2016) ^[3] and Martins, *et al.* (2020) ^[4] and found that significant improvement on strength after physical activity.

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