PHYSICAL FITNESS STATUS OF PHYSICAL EDUCATION AND NON-PHYSICAL EDUCATION STUDENTS: A COMPARATIVE STUDY

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ABSTRACT
The study was to compare the physical fitness status of Physical Education and Non-Physical Education students of S.G.G.S. Khalsa College Mahilpur. The AAHPER (1976) Youth Physical Fitness Test (Six Test Item: Pull-up, Sit-up, Shuttle Run, Standing Broad Jump, 50 yard Dash and 600 Yard Run/Walk) was conducted on 50 male students ranging between 18 to 25 years (25 Physical Education and 25 Non-Physical Education students). To compare the mean differences between physical education and Non-physical education students’ test was computed with the help of SPSS Software. The level of significance chosen was .05. There were significant differences obtained between physical education and Non-physical education students. The finding reveals that physical education students are superior in their physical fitness than their counterparts.

Keywords: Physical Fitness; Shuttle Run Standing Broad Jump

INTRODUCTION
Physical inactivity, a low level of cardiorespiratory fitness and obesity are related to many chronic diseases (U.S. Department of health and human services 1996, WHO 1998). Therefore, the enhancement of regular participation in physical activity across the lifespan is an important challenge for public health promotion. Physical activity is most often defined in the context of energy expenditure as any bodily movement produced by skeletal muscles that substantially increase energy expenditure over the resting level (Bouchard & Shephard 1994).

Leisure-time physical activity can be defined as a broad descriptor of activities one participates in during free time, based on one’s personal interest and needs. These activities include formal exercise programs as well as participation in informal activities such as walking, hiking, gardening and dancing etc. (Howley 2001). Health related fitness has been defined as a state of being able to perform daily activity with vigor, and traits and capacities that are associated with a low risk of premature development of hypokinetic diseases and conditions (Bouchard & Shephard 1994). Physical fitness is the capacity to carry out, reasonably well, various forms and includes qualities importance to the individual’ health and well being. The basic moments like running, jumping, climbing, throwing, lifting etc., requires specific physical attributes such as muscular strength, muscular endurance, cardiorespiratory endurance, and strength, balance and co-ordination. Therefore this present study was an effort to investigate the physical fitness status between physical education and Non-physical education students.
OBJECTIVES

1. To find out the significant difference between the physical education and non-physical education students on the physical fitness variable Shoulder Strength.

2. To find out the significant difference between the physical education and non-physical education students on the physical fitness variable Abdominal Strength.

3. To find out the significant difference between the physical education and non-physical education students on the physical fitness variable Agility.

4. To find out the significant difference between the physical education and non-physical education students on the physical fitness variable Explosive strength of legs.

5. To find out the significant difference between the physical education and non-physical education students on the physical fitness variable Speed.

6. To find out the significant difference between the physical education and non-physical education students on the physical fitness variable Endurance.

METHODOLOGY

In the present study, a sample of 50 male students ranging between 18 to 25 years from physical education (25 students) and Non-physical education students (25 students) of S.G.G.S.Khalsa College Mahilpur was taken as subjects for this study. AAPHER Youth Physical Fitness Test Battery (1976) was used to measure Physical Fitness Status of the subjects. The test battery consists of six test items: Pull-up, Sit-up, Shuttle Run, Standing Broad Jump, 50 yard Dash and 600 Yard Run/Walk. To compare the mean differences between the physical education and Non-physical education students “t” test was applied using Statistical Package for social service (SPSS) Software. The level of significance chosen was 0.05.

FINDINGS / RESULTS

The results are with regard to physical fitness variables: Shoulder Strength, Abdominal Strength, Agility, Explosive strength of legs, Speed and Endurance between Non-Physical Education students and physical education students has been depicted in Table 1 below.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Group</th>
<th>Subject in no.</th>
<th>Mean</th>
<th>Mean Difference</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>t value</th>
</tr>
</thead>
<tbody>
<tr>
<td>shoulder strength</td>
<td>NPE</td>
<td>25</td>
<td>11.000</td>
<td></td>
<td>2.73861</td>
<td>.54772</td>
<td>6.929</td>
</tr>
<tr>
<td></td>
<td>PE</td>
<td>25</td>
<td>18.5600</td>
<td>-7.56000</td>
<td>4.71770</td>
<td>.94354</td>
<td>6.929</td>
</tr>
<tr>
<td>abdominal strength</td>
<td>NPE</td>
<td>25</td>
<td>19.9200</td>
<td>-4.32000</td>
<td>3.34066</td>
<td>.66813</td>
<td>4.560</td>
</tr>
<tr>
<td></td>
<td>PE</td>
<td>25</td>
<td>24.2400</td>
<td></td>
<td>3.35758</td>
<td>.67152</td>
<td>4.560</td>
</tr>
<tr>
<td>Agility</td>
<td>NPE</td>
<td>25</td>
<td>9.6796</td>
<td>1.74360</td>
<td>.45879</td>
<td>.09176</td>
<td>9.456</td>
</tr>
<tr>
<td></td>
<td>PE</td>
<td>25</td>
<td>7.9360</td>
<td></td>
<td>.79966</td>
<td>.15993</td>
<td>9.456</td>
</tr>
<tr>
<td>Explosive strength of legs</td>
<td>NPE</td>
<td>25</td>
<td>6.4708</td>
<td>-1.59520</td>
<td>.88603</td>
<td>.17721</td>
<td>4.480</td>
</tr>
<tr>
<td></td>
<td>PE</td>
<td>25</td>
<td>8.0660</td>
<td></td>
<td>1.54420</td>
<td>.30884</td>
<td>4.480</td>
</tr>
<tr>
<td>Speed</td>
<td>NPE</td>
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<td>8.3492</td>
<td>1.14480</td>
<td>1.16389</td>
<td>.23278</td>
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<tr>
<td></td>
<td>PE</td>
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<td>7.2044</td>
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<td>.64753</td>
<td>.12951</td>
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<td>Endurance</td>
<td>NPE</td>
<td>25</td>
<td>1.2609</td>
<td>22.13796</td>
<td>8.70809</td>
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<tr>
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<td>PE</td>
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<td>91.5164</td>
<td>34.57280</td>
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<td>7.267</td>
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</tr>
</tbody>
</table>

Note: *Significant at 0.05 level, “t”.05 (48) = 1.645
It is illustrated from the Table 1 that the calculated “t” values in case of physical education students and Non-physical education students on Shoulder Strength, Abdominal Strength, Agility, Explosive strength of legs, Speed and Endurance were found to be statistically significant. As the “t” value obtained was 6.929 (shoulder strength), 4.560 (Abdominal Strength), 9.456 (Agility), 4.480 (Explosive strength of legs), 4.298 (Speed), 7.267 (Endurance) whereas, the tabulated value was 1.645 which 48 degrees of freedom at .05 level of significant.

DISCUSSION
It is evident from the above findings that there were significant differences obtained between physical education and Non-physical education students with regard to physical fitness i.e. Shoulder Strength, Abdominal Strength, Agility, Explosive strength of legs, Speed and Endurance. The outcome of the result might be due to as the physical education students do more physical workout hence they performed better on various physical fitness variables.

CONCLUSION / RECOMMENDATIONS
In the light of the findings and limitations of the present study, it is concluded that physical education students were significantly better on various physical fitness components as compared to their counterpart non-physical education students.

Recommendations would be (i) same study can be done by increasing the number of subjects. (ii) the study can be done with other psychological variables such as anxiety and emotional stability etc.

REFERENCES