

Study of Educational and Health related of College Girls

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Abstract- Health Education, particularly in College Girls, appears to be a neglected area in city. This study investigated the health education needs of College Girls students. The purpose of the present study is to assess health education needs of college girls' students. The study adopted mix approach of (qualitative and quantitative) research for data collection. The quantitative data were collected by administering piloted questionnaire on college girls' students (n=1400). The same participants were also interviewed in groups of 4-6 students. The data collected through questionnaire were analysed quantitatively; whereas, interviews were analysed thematically. The College girls' students were merely aware of the main constructs of health education and needed awareness, specifically in food and nutrition, hygiene, seasonal and tropical diseases, infectious diseases, and psychological problems. Proper school health education programme may be initiated for college girls' students.

Health education is a profession of educating people about health. Areas within this profession encompass environmental health, physical health, social health, emotional health, emotional health, intellectual health, and spiritual health as well as sexual and reproductive health education. Health education can be defined as the principle by which individuals and groups of people learn to behave in a manner conducive to the promotion, maintenance, or restoration of health.

Introduction

As it is not an easy task to define the concept of health, it is equally difficult to define or to explain the concept of health education. In simple terms it can be said that health education is concerned with all of those behavioural patterns which are related to health in one way or other. For this reason, it is important to take into account all those forces by which such behaviours get affected and the role which human beings played for promotion of health status and prevention of various diseases.

Health education is a profession of educating people about health. Areas within this profession encompass environmental health, physical health, social health, emotional health, intellectual health, and spiritual health, as well as sexual and reproductive health education.

Health education can be defined as the principle by which individuals and groups of people learn to behave in a manner conducive to the promotion, maintenance, or restoration of health. However, as there are multiple definitions of health, there are also multiple definitions of health education. In America, the Joint Committee on Health Education and Promotion Terminology of 2001 defined Health Education as "any combination of planned learning experiences based on sound theories that provide individuals, groups, and communities the opportunity to acquire information and the skills needed to make quality health decisions."

The World Health Organization defined Health Education as "comprising of consciously constructed opportunities for learning involving some form of communication designed to improve health literacy, including improving knowledge, and developing life skills which are conducive to individual and community health".

Health education builds student's knowledge, skills, and positive attitudes about health. Health education teaches about physical, mental, emotional and social health. It motivates students to improve and maintain their health, prevent disease, and reduce risky behaviours.

Health education circulates and gives instruction to help students to learn skills so that they will use to make healthy choices throughout their lifetime.

Health education is vital for students as it builds their knowledge and attitudes about health. Health education does not only concentrate on being healthy. It also focuses on emotional, mental and social health too. Educating students on the importance of health builds their motivation. As a result, they strive to maintain good health, prevent diseases and avoid risky behaviour. Installing the importance of good health in schools, helps students to make healthy life choices when they grow older and continue doing so throughout their lives. It helps them understand the dangers of using illicit drugs, smoking and drinking alcohol. It helps prevent various injuries, diseases, such as, obesity and diabetes, and sexually transmitted diseases.

The relationship between health and education is doubtless a close one. Health education builds students' knowledge, skills, and positive attitudes about health. Health education teaches about physical, mental, emotional and social health. It motivates students to improve and maintain their health, prevent disease, and reduce risky behaviours.

Health education is a process which informs, motivate and help people to adopt and maintain healthy practices and life styles; advocates environmental changes as needed to facilitate this goal and conducts profession training and research to the same end.

Poor health hygiene practices can lead to communicable diseases basically within developing countries. Health Education, particularly in secondary schools, appears to be a neglected area in Vadodara. This study investigated the health education needs of secondary school students. The purpose of the present study is to assess health education needs of secondary school students.

The Health Education Code of Ethics has been a work in progress since approximately 1976, begun by the Society for Public Health Education (SOPHE). "The Code of Ethics that has evolved from this long and arduous process is not seen as a completed project. Rather, it is envisioned as a living document that will continue to evolve as the practice of Health Education changes to meet the challenges of the new millennium."

Health education as a tool for health promotion is critical for improving the health of populations and promotes health capital. Yet, it has not always received the attention needed. The limited interest stems from various factors, including: lack of understanding of health education by those working in this field; lack of knowledge of and consensus on the definitions and concepts of health education and promotion; and the difficulty health educators face in demonstrating the efficiency and showing tangible results of the practice of health education.

Of course, there are many success stories relating to health education, particularly in the settings approach, such as health-promoting schools, workplaces, clinics and communities. However, where boundaries are not well defined, implementing health education becomes more challenging. The WHO Regional Office for Eastern Mediterranean conducted a situation analysis to assess the health education capacity, programmes and activities in Member States of the Region. The findings of the assessment showed a number of persisting challenges. These include access to and knowledge of up-to-date tools that can help educators engage in effective health education practice, and confusion about how health education can meaningfully contribute to the goals of health promotion.

This publication is intended to fill the gaps in knowledge and understanding of health education and promotion and provide Member States with knowledge of the wide range of

tools available. As a health education foundation document, it provides a review of the various health education theories, identifies the components of evidence-based health education, outlines the competencies necessary to engage in effective practice, and seeks to provide a common understanding of health education disciplines and related concepts. It also offers a framework that clarifies the relationship between health literacy, health promotion, determinants of health and healthy public policy and health outcomes. This can be useful in understanding better the assets and gaps in the application of health promotion and education. It is targeted at health promotion and education professionals and professionals in related disciplines.

The history of physical education reflects people's attitudes about physical activity. From prehistoric times, because survival was related to physical stamina and to people's ability to find food, no separate physical fitness programs were needed. Gradually, ancient societies in China, Egypt, Greece and Rome adopted physical education as part of military training. As the more developed societies came to value the scholarly life, physical education lost favour. Many developed countries have had to strike a balance between physical and intellectual interests.

The history of physical education frequently shows a pattern of military, social, and political influence. In one high point of ancient history, Athenian Greeks came to the forefront in the era 700 to 600 B.C. with their quest for physical and intellectual perfection. In numerous festivals, Athenians celebrated the beauty of the human form in dance, art, religious rites, and athletics. Athenians honoured the gods of Olympus, especially Zeus, with the first Olympic Games. The Olympic Games offered a civilizing influence, with social class disregarded and all citizens judged on athletic competition. If a war was being fought, it was halted during the Olympic Games. Many historians regard Athenian culture as the height of early physical education, but like their Chinese predecessors, the Athenians felt the competing influence of intellectualism.

Physical education fulfilled a political role in early-20th-century Russia after the rise of communism. Physical fitness helped insure military strength, productivity, and nationalism. Sports were viewed as a way of achieving international fame. The United States followed other countries in its approach to physical education. During the Colonial period, the sheer physical demands of survival made physical education unnecessary. War required physical training as a part of military preparation. Between the Revolution War and the Civil War, Americans followed some recreational activities such as riding, hunting, dancing, swimming, and early forms of golf and tennis. By the 1820s, some American schools offered gymnasias and physical education. Instruction included the development and care of the body, and training in hygiene. Students learned callisthenic exercises, gymnastics, and the performance and management of athletic games. Women's colleges offered exercise and dance classes. The Young Men's Christian Association (YMCA) opened its first American chapter in 1851. Many sports gained in popularity around this time, including baseball.

After the American Civil War, large school systems began to adopt physical education programs and many states passed laws requiring that physical education programs be taught. For the first time, specialized training was offered for physical education instructors. In another first, colleges offered intercollegiate sports such as rowing, football, and track and field. In keeping with this wave of interest in physical education, the Olympic Games were restored in 1896, after a 1,400-year interlude.

(John. F. Butler) By 1950, there were over 400 United States colleges and universities offering majors in physical education and there was increasing recognition of the scientific foundation of physical education. The fitness of the military in the Korean War again fell

short of expectations, and the federal government set up the President's Council on Physical Fitness, which helped to raise fitness standards in schools across the country. A series of 1970s and 1980s recessions brought about cutbacks in many school programs, including physical education. By the 1970s, interest in the President's Council had waned and physical education courses began to emphasize lifetime sports such as golf, badminton, tennis, and bowling. In another swing of the pendulum, the American public spontaneously developed an intense interest in fitness in the late 1970s. One of the most significant shifts of the 1970s was the Title IX amendment to the Federal Education Act, which stipulated that no federally funded education programs could discriminate on the basis of gender. Enforcement of Title IX opened up many new opportunities for women in competitive athletics, both at the high school and collegiate levels.

In a continuation of 1980s trends, during the 1990s many school districts have limited the amount of time students spend in physical education or have even dropped the program in response to economic problems or concerns about poor curriculum. Some reformers in the field are turning to sports education as a way of reengaging the students. Education and learning are one of the most important processes in today's society. Today's youth are tomorrow's teachers. The importance of learning in enabling the individual to put his potentials to optimal use is self-evident. Without education, the training of the human mind is incomplete. No individual is a human being in the working world until he has been educated in the proper sense. The mind was made to be trained and without education, a person is incomplete in that sense. Education makes man a right thinker and a correct decision-maker. It achieves this by bringing him knowledge from the external world, teaching him to reason, and acquainting him with past history, so that he may be a better judge of the present. Without education, man, as it were, is shut up in a windowless room. With education, he finds himself in a room with all its windows open to the outside world. In other words, people who are not educated have less opportunity to do what they want to do. A person that gets a good education will become a more dependable worker, a better citizen, and a stronger consumer. For example, people would rather hire an educated man rather than a non-educated person.

Generally, at the start of a very young age, children learn to develop and use their mental, moral and physical powers, which they acquire through various types of education. Education is commonly referred to as the process of learning and obtaining knowledge at school, in a form of formal education. However, the process of education does not only start when a child first attend school. Education begins at home. One does not only acquire knowledge from a teacher; one can learn and receive knowledge from a parent, family member and even an acquaintance. In almost all societies, attending school and receiving an education is extremely vital and necessary if one wants to achieve success.

However, unfortunately we have places in the world, where not everyone has an opportunity to receive this formal type of education. The opportunities that are offered are greatly limited. Sometimes there are not enough resources to provide schooling. Furthermore, because parents need their children to help them work in factories, have odd jobs, or just do farm work. Since it is not traditional, in some places, to receive a formal education, the one who receives an education is usually envied, praised and even admired by members of the community. There is a sense of admiration but at the same time there is a sense of jealousy as well. Seeing your peer does better than yourself causes some tension and jealousy because of the scarce opportunities available. As a child, it's hard to understand why there is a difference.

Learning subjects in school is not enough. One can learn history, math, science in school, and be "book-smart". In addition, one can learn how to live life by knowing what to say when, acting a certain way in certain situations and be "street-smart". These two types of knowledge are extremely essential to be successful in life. For example, you can have all the "book" knowledge in the world about a certain profession, but if you don't know how to behave with your co-workers and or your superiors, having "booked" knowledge won't get you too far. But no matter what, education is the key that allows people to move up in the world, seek better jobs, and ultimately succeed fully in life. Education is very important, and no one should be deprived of it.

Education is the fourth necessity for man after food, clothing and shelter, in today's competitive world. Education is indeed a powerful tool to combat the cut-throat competition that man is faced with at every juncture in life. The importance of education in India is indeed rising with passing time. Though India has always been a great source of learning for many years, it still needs to improve not just on the quality of education but also on the number of people being educated.

It is well acknowledged that health is a multidimensional concept and is shaped by biological, social, economic, cultural and political factors. Access to basic needs like food, safe water supply, housing, and sanitation and health services influences the health status of a population and these are reflected through mortality and nutritional indicators. Health is a critical input for the overall development of the child and it influences significantly enrolment, retention and completion of school.

Health is a multidimensional concept because it is shaped by biological, social, economic and cultural factors. Health is not merely the absence of disease but is influenced and shaped by the access to basic needs like food security; safe water supply, housing, sanitation and health services. Within this broader definition of health, individual health is intrinsically interrelated with social factors. Therefore, while individual health is important it is necessary to delineate its linkages with the physical, social and economic environment in which people live.

Children's health is an important concern for all societies since it contributes to their overall development. Health, nutrition and education are important for the overall development of the child and these three inputs need to be addressed in a comprehensive manner. While the relationship between health and education is seen more in terms of the role that the latter plays in creating health awareness and health status improvements, what is not adequately represented in the debates is the reciprocal relationship between health and education, especially when it comes to children. Studies have shown that poor health and nutritional status of children is a barrier to attendance and educational attainment and therefore plays a crucial role in enrolment, retention, and completion of school education.

To identify areas those are related to the needs of the overall development of the child. The access to basic needs in terms of food, clothing, and shelter is essential for the fulfilment of the psycho-social and higher needs. Given this broad understanding, this subject needs to address the fulfilment of these basic needs at various levels of schooling. Within this overall framework both yoga and physical education are seen as routes for achieving not merely physical fitness but for psychosocial development as well.

There are broadly four areas that are related to health, yoga and physical education. These are:

1. Personal health, physical and psycho-social development
2. Movement concepts and motor skills
3. Relationships with significant others
4. Healthy communities and environments

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