Available online at https://jshpe.in/

JOURNAL OF SPORTS, HEALTH AND PHYSICAL EDUCATION (JSHPE)

Journal of Sports, Health and Physical Education (JSHPE), 01(01), 43-49; 2024

IMPORTANCE OF PHYSICAL EDUCATION AND SPORTS EDUCATION FOR RECENT DAYS IN STRESSFUL LIFE STYLE IN THE MODERN SOCIETY

Dr. G. SURESH KUMAR
Assistant Professor,
Department Of Physical Education.
Dhanalakshmi Srinivasan College Of Physical Education.,Perambalur -621 212,
Tamilnadu,India

APA Citation:

Suresh kumar, G (2024 IMPORTANCE OF PHYSICAL EDUCATION AND SPORTS EDUCATION FOR RECENT DAYS IN STRESSFUL LIFE STYLE IN THE MODERN SOCIETY, Journal of Sports, Health and Physical Education. 01(01), 43-49; 2024

Submission Date: 18.09.2024
Acceptance Date: 12.10.2024

ABSTRACT

Research has demonstrated that engagement in physical education, physical activity, and sports positively affects adolescent feelings of connectedness to their college, aspirations, the prevalence of positive social behaviors in colleges, and the development of leadership and citizenship skills. Physical education and college sport programs should be creative, involve the entire college in daily or weekly activity programs, and most importantly be fully integrated within a multifaceted college aim of enhancing attendance, raising attainment, and altering attitudes toward learning in order to have an impact on whole college attendance. Young people who play organized sports exhibit reduced rates of antisocial behavior, which could lead to a decrease in college dropout rates. Anxiety, depression, mood, and overall wellness are all improved by physical activity, and these factors may have an effect on academic performance. Physical activity is positively correlated with a number of mental health constructs, such as emotional stability, future expectations, spirituality, and self-worth, all of which may have an effect on academic

performance. Incorporating physical activity breaks into the classroom has been shown to improve classroom behavior, which in turn may improve academic performance.

Keywords: Physical Education, Social Behaviors, Aspirations, Activity

Introduction:

Over the past ten years, most western colleges have seen a decrease in the amount of time dedicated to physical education, with an increase in the amount of time dedicated to other academic disciplines (Hillman et al., 2008). In an effort to improve academic achievement, colleges have reduced their physical education programs due to budgetary constraints and pressure to fulfill academic standards. Important decision makers even believed that time spent on extracurricular activities could have a detrimental effect on academic performance. Advocates of college-based physical education, however, contend that sports, physical education, and other physical activities may improve academic performance directly or indirectly through achieving broader social goals that may then have an effect on academic success.

The question of whether engaging in sports and other physical activities might improve cognitive abilities like memory and focus has garnered a lot of attention lately. Numerous comprehensive investigations that have looked at the connection between learning behavior and physical activity have revealed that collegestudents may really gain cognitively by engaging in physical activity, including sports (Sibley and Etnier, 2003; Tomporowski, 2003b). It has been proposed that physical education, exercise, and sports may improve classroom behavior in relation to these cognitive advantages, which in turn may improve students' academic progress.

Moreover, it has been proposed that sports, physical education, and physical exercise may have an effect on students' attendance at college (Long et al., 2002), which may have an effect on their academic performance. Attendance is positively correlated with exam performance, for instance, even when prior achievement is taken into consideration. Attendance has also been found to be significantly correlated with the development of skills, knowledge, and understanding, behavior, relationships, parents' perceptions of the college, and students' attitudes toward learning.

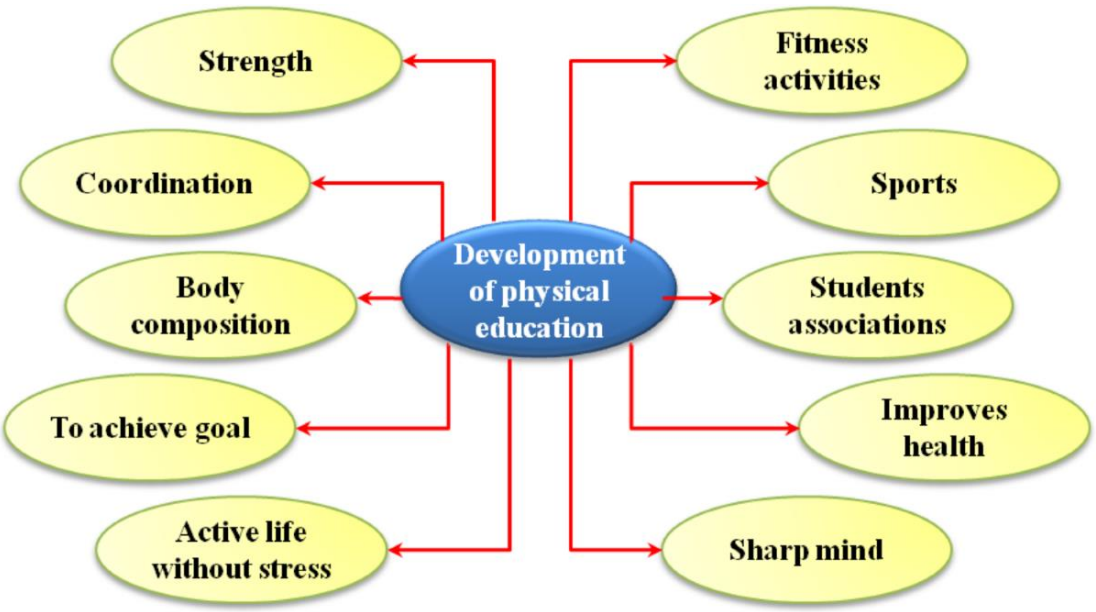

Fig 1.1 Development of Physical Education

Lastly, it has been suggested that the potential psychological and social advantages of physical education, exercise, and sports may improve mental health, feelings of college connection, and positive social behaviors—all of which may have an indirect positive impact on academic performance.

The impact on importance of physical education, physical activity and sport on academic achievement:

- The overwhelming majority of university-based, globally published studies in this area have discovered a favorable correlation between kids' involvement in physical activity and their academic success.
- In a second year follow-up, the academic achievement of kids in a case study group (who had extra physical education) was significantly higher than that of kids in a control group (who didn't get extra physical education).
- Academic achievement was significantly positively predicted by physical activity. Once gender, parental education, family structure, and absenteeism were taken into account, body mass index, food, and physical activity were found to account for up to 24% of the variation observed in academic achievement.

Participation in physical activity was significantly positively correlated with academic achievement. A higher evaluation of scholastic ability was linked to greater levels of physical activity, physical capability, and physical fitness. Pupils who reported being very active participated in sports more frequently and had higher grade point averages. Without compromising their academic performance or advancement, kids can spend more time during the college day engaging in physical activity and less time on academic learning. According to certain intervention research, increasing physical activity levels improve learning and academic performance. Engaging in intense physical activity can improve learning; nevertheless, a certain level of physical activity may be required to reap the benefits of learning. There may not be a connection between learning and physical activity, according to certain studies.

Problem Identification:

The use of cross-sectional designs in most of the work on the relationship between academic performance and physical education, sport, and physical activity in the classroom is another issue. Therefore, it is not possible to infer a causal relationship between any relationships that have been seen between academic achievement, physical education, physical exercise, and sports. Consequently, the focus of the remaining portion of this section is on longitudinal intervention studies, some of which have been carefully supervised.

Compared to a control group that only received one 40-minute non-specialist education block, students in the experimental group participated in an additional hour of physical education every day. A professional educator gave the experimental group the extra physical education they needed, which resulted in 14% less academic teaching for them than for the control group. The academic performance was expressed as the average of the annual results in science, math, science, French, and general behavior. Results showed that girls acquired a higher academic benefit than boys from the additional physical education provided in the experimental group. In grades two through six, the experimental group's kids outperformed the controls in terms of academic achievement.

Students in grades 4 and 5 at intervention colleges were given 50 minutes of extra physical activity every week, or 10 minutes per college day. Despite the intervention group losing academic class time ($P<0.05$), after 16 months the results of a standard academic test did not significantly differ between intervention and control colleges (Ahamed et al., 2007). While the additional ten

minutes of physical exercise per day may not have yielded any academic gains, it is nevertheless adequate to boost the students's health (WHO, 2010). Because the study was carried out by generalist instructors who received additional training and resources, and because it was intended to augment the current Canadian curriculum, it can be broadly used as a straightforward intervention.

Results:

When a significant amount of curricular time—up to an additional hour per day—is devoted to physical education, physical activity, or sport, learning appears to proceed more quickly per unit of classroom time. Well-controlled longitudinal studies generally support cross-sectional research in suggesting that increased physical education, physical activity, or sport maintains or enhances academic achievement. There is a wealth of research on the effects of short-term physical activity on young people's cognitive performance, as well as studies that look at the long-term (or chronic) effects of engaging in additional physical activity over several months, on cognitive function. Such information is crucial to include in this analysis because every physical education class or sporting event is a physical activity that could have an effect on learning both that day and over time. Computer tests are frequently used to assess cognitive function. These tests may include ones that measure memory, attention, perceptual abilities, and, on occasion, IQ in long-term research.

- Physical activity and cognitive performance are positively correlated, with students in elementary and middle college experiencing the greatest benefits in terms of improved cognitive function.
- A physical activity session improves perceptual abilities, attention, and concentration; however, perceptual skills appear to benefit the most from previous exercise.
- Since the acute and chronic effects of physical activity on cognition are same, it is unclear whether students get more from a longitudinal program or if they gain from each exercise session they participate in.
- Prior exercise may be good for cognitive function in both the morning and the afternoon as studies have indicated an improvement in adolescents‟ performance on visual search and attention tests in the morning and on students‟s performance in mathematics after an afternoon stroll.

- To determine the ideal level and length of cognitive stimulation for youth, more research is required.

College connectedness:

Regardless of ethnic origin, connectivity and contentment have been proposed as drivers of academic accomplishment (Trudeau & Shephard, 2008). Furthermore, according to Libbey's analysis of student-college connections, such good associations with the college aid to prevent drop-outs (2004). Regular participation in sports or physical activity has been linked to higher levels of college satisfaction and connectivity (Brown and Evans, 2002). This finding may imply that regular participation in sports or physical activity also serves to prevent dropout rates. According to a more recent study, students who engaged in extracurricular physical activities felt more engaged with their university even when their academic scores were no different from those of their peers. It was proposed that this might be because these kids receive more attention and contact with important adults more frequently than they do with extracurricular physical activities. Research has demonstrated that physical education, physical activity, and sports have a positive impact on youth's aspirations, sense of connection to their college, presence of positive social behaviors within the college, and development of leadership and citizenship skills.

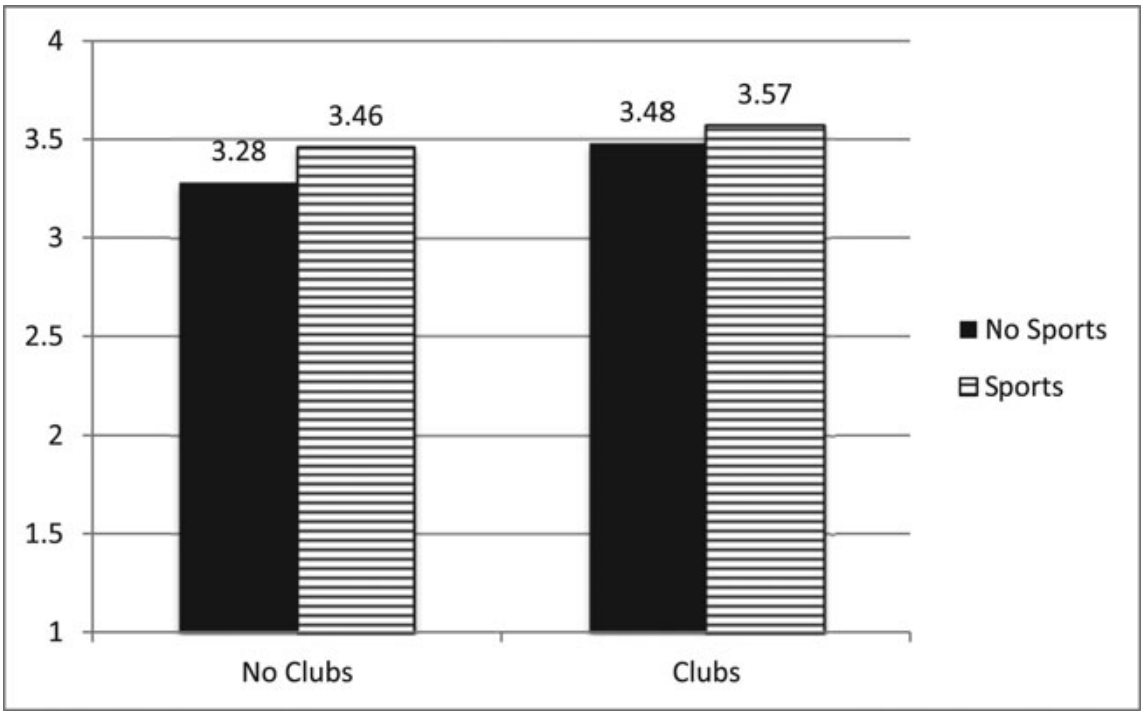

Table 1.1 College connectedness

Conclusion:

Over time, the value and appeal of volunteering also evolved, with leadership abilities and volunteer incentives rising (i.e. good citizenship). The study emphasized the advantage of using athletics and volunteering for fostering pro-social behavior and citizenship, resulting in a favorable influence on the volunteer. Numerous research have looked into how volunteering in sports may affect broader social effects. One drawback is that, despite the generally favorable effects on youth documented, young people of greater socioeconomic level and White ethnicity do appear to be the most willing to volunteer. The initiatives promote positive social and personal development, enhancing behavior, confidence, and the development of leadership and communication abilities, according to a consensus of findings. Furthermore, there has been an improvement in and, more importantly, maintenance of connections with classmates and teachers, attendance, and interest in lessons.

References:

1. Bal, B. S., Kaur, P. J., & Singh, D. (2011). Effects of a short term plyometric training program of agility in young basketball players. Brazilian Journal of Biomotricity, 5(4), 271-278.
2. Chittibabu, B., & Akilan, N. (2013b). Effect of Sports Specific Endurance Circuit Training on Peak Anaerobic Power and Aerobic Power of High School Male Basketball Players. International Journal of Current Advanced Research, 2(1), 48-50.
3. Devaraju, D. (2014). The purpose of the study was to examine the effect of S.A.Q training on vital capacity among Hockey players. International Journal of Management, 5(1), 102-105.
4. SURESH, D. "Effect Of Treadmill Training On Total Lung Capacity Among Male KabaddiPlayers." *Journal of Namibian Studies: History Politics Culture* 33 (2023): 4232-4236.
5. SURESH, D. "Effect Of Fartlek And Complex Training On Speed Among Physical Education Students." *Journal Of Xi'an University Of Architecture & Technology Volume Xii, Issue I* (2020).
6. Suresh, D. "Effect of Fartlek And Complex Training On Endurance Among Physical Education Students." *Journal of Xi'an University of Architecture & Technology., ISSN* 1006-7930 (2020).
7. Suresh, D. "Effect Of Specific Yogic Practice And Resistance Training On Selected PhysicalAnd Psychological Variables Among Male Kabaddi Players." (2017).
8. SURESH, D. "Effect Of Specific Yogic Practices And Resistance Training On Aggression Among Male Kabaddi Players." *Journal of Namibian Studies: History Politics Culture* 33 (2023):4227-4231.