



# Impact of Physical Education in Promoting Social Value in Youth (Female)

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## 1. Introduction

Physical education is an integral part of the total education of every upto degree level. Quality physical education programs are needed to increase the physical competence, health-related fitness, self-responsibility and enjoyment of physical activity for all students so that they can be physically active for a lifetime. Physical education programs can only provide these benefits if they are well-planned and well-implemented.

**Improved Physical Fitness:** Improves children's muscular strength, flexibility, muscular endurance, body composition and cardiovascular endurance.

**Skill Development:** Develops motor skills, which allow for safe, successful and satisfying participation in physical activities.

**Regular, Healthful Physical Activity:** Provides a wide-range of developmentally appropriate activities for all children.

**Support of Other Subject Areas:** Reinforces knowledge learned across the curriculum. Serves as a lab for application of content in science, math and social studies.

**Self Discipline:** Facilitates development of student responsibility for health and fitness.

**Improved Judgment:** Quality physical education can influence moral development. Students have the opportunity to assume leadership, cooperate with others; question actions and regulations and accept responsibility for their own behavior.

**Stress Reduction:** Physical activity becomes an outlet for releasing tension and anxiety, and facilitates emotional stability and resilience.

**Strengthened Peer Relationships:** Physical education can be a major force in helping children socialize with others successfully and provides opportunities to learn positive people skills. Especially during late childhood and adolescence, being able to participate in dances, games and sports is an important part of peer culture.

**Improved Self-confidence and Self-esteem:** Physical education instills a stronger sense of self-worth in children based on their mastery of skills and concepts in physical activity. They can become more confident, assertive, independent and self-controlled.

**Experience Setting Goals:** Physical education provides children the opportunity to set and strive for personal, achievable goals.

The physical education is only the course where youth learn about all of the benefits gained from being physically active as well as the skills and knowledge to incorporate safe, satisfying physical activity into their lives, in addition, how to interact with others (National Association for Sport and Physical Education, 2001).

As time for physical education is generally limited within the school time schedule and curriculum, its content must be valuable and resourceful (Fox and Harris, 2003). Further Gonzalez et al. (2010) believed that curricular physical education within any sport, not only talent development scheme but a

high development in social values among male as well as female also. Therefore, the purpose of this study is to investigate the role of physical education in promoting social values among female.

## 2. Review of Literature

A recent thorough review (Martin 2010) examining the literature relating to “physical activity, fitness and academic achievement” provided the following key points: The large majority of university-based, internationally published research in this field has found a positive association between children’s physical activity participation and academic achievement. A two year physical activity intervention led to significant improvements in children’s maths scores (Hollar et al., 2010).

For elementary school children, spending more time in physical education did not have harmful effects on academic achievement when measured using a standardised test. The 2-year follow-up of the physical education program showed pupils in the experimental group did significantly better in achievement tests when compared to controls **Project SPARK (Sallis et al, 1999)**

A total of 519 ten year old south Australian school children took part in The School Health Academic Performance and Exercise (SHAPE) study, which involved 45-60 minutes of additional physical education each day. The findings from the study indicated health benefits from daily physical activity. There was no evidence of any loss of academic achievement, measured by arithmetic and reading tests, despite less time dedicated to classroom teaching. **(SHAPE (Dwyer et al.,1983))**

In this study 50 minutes of additional physical activity per week (i.e. 10 minutes per school day) was administered to children in grades 4 and 5 at intervention schools. After 16 months the results of a standard academic test did not significantly differ between intervention and control schools, despite the intervention group losing academic lesson time **(Ahamed et al., (2007)**

In American middle school children, Coe et al. (2006) found that academic achievement was not related to enrolment in physical education, but interestingly it was associated with the total amount of vigorous activity performed by the children. Subsequent analysis of a 55 minute physical education class revealed that only 19 minutes of this time was spent in moderate to vigorous activity, and it was suggested that this was not sufficient vigorous activity to impact on academic achievement. It could be that a threshold activity level is required to positively influence academic achievement (Shephard, 1996). **Coe et al., (2006)**. From analyzing these longitudinal physical education interventions, it has been suggested that As a result, academic performance matches or exceeds that of controls. Children receiving additional physical education appear to show accelerated psychomotor development, which could provide a mechanism for accelerated learning of academic skills.

## 3. Studies on Rural and Urban school boys on Physical fitness

For the purpose of the study A total of 529 (245 males, 284 females) adolescents, aged 15-16 years were randomly selected from segregated urban and rural schools. Maximal aerobic capacity was 43 estimated using the multistage 20-meter shuttle-run test. The body mass index (BMI) of urban boys and girls was significantly higher than that of rural boys and girls. Urban boys and girls spent significantly less weekly hours on sports activities and significantly more weekly hours on TV/computer games than their rural counterpart. Urban boys and girls achieved significantly less VO<sub>2</sub>max than rural boys and girls (44.2 and 33.0 vs. 48.3 and 38.6 mL/kg/min, respectively). Maximal aerobic capacity was negatively correlated with BMI in urban boys. **(Albarwani et al. (2009).**

## 4. Development of Physical Abilities and Physical Conditioning

Physical education facilitates to build up and practice physical fitness entails basic motor skills (Barton et al. 1999) and gets hold of the competency to perform various physical activities and exercises. Physical fitness builds mentally sharper, physically comfortable and also able to deal with the day-to-

day demands (Jackson, 1985). Further, endurance, flexibility, strength and coordination are the key components of physical fitness. Moreover, to execute the physical exercises and sport, youth must be developed basic motor skills.

### **5. Motivating the Students to Continue Physical Activity**

Increasing the youngster's motivation for Physical Activities (PA) and recreation (indoor and/or outdoor activities) is not an easy task. Physical Education (PE) Teachers and sport practitioners have to work closely and find a successful qualitative strategy, and programs according to the children and/or youth needs and abilities. Play is an activity that young children and teenagers do every day. The research shows that play is very important tool to youngster's learning. What can we do to help youngsters to get the most learning from their play on daily basis, especially during the time they are at school? The rate of change in the world demands that we re-imagine and restructure the foundational learning relationship among students, teachers, and knowledge. The main goal of this research study was to discover what Kosovo schools (PE teachers) are doing in order to prepare students for an evolving future.

### **6. Promoting the Social Values among Youth (Female)**

Physical education and sports play a vital role in promoting the social values among the youth. Moreover, physical education is considered as a school subject, which facilitate to prepare the youth for a healthy lifestyle and focuses on their overall physical and mental development, as well as imparting important social values among the youth such as fairness, self-discipline, solidarity, team spirit, tolerance and fair play (Bailey, 2005).

### **7. Discussion & Conclusion**

Physical education and sports are social values, which form an important component of human culture. The use of physical training in perfecting labour process years ago shows that the Stone Age man engaged in sports, physical training and physical education.

All value-related social activities and their positive results meet certain needs of the society and represent integral components of the general culture of a nation or of mankind as a whole.

All value-related social activities influence and, as a rule, benefit mankind as a whole.

The very fact that physical education has a favorable effect on man's health (provided the necessary norms and rules are observed) means that it is one of the most important ways of increasing efficiency of other activities.

Education provided to physical education teachers plays an important role in the evolution of physical education and sport. This type of education is an indicator of the social maturity of physical education and sport. The leading example was the Central Institute in Stockholm whose students obtained the necessary knowledge and expertise during two- and three-year courses. Private boarding colleges for women were opened in England. It would be hard to overestimate the role that American universities played in the process when they introduced compulsory physical training for freshmen and sophomores. Inclusion in the university curriculum was an exceptional honour for physical education. Physical education is also praised for its contribution to improved psychological health, for helping to nurture social and moral development – as well as supporting cognitive and academic performance. The Association for Physical Education maintains that high quality PE fosters the physical, moral, social, emotional, cultural and intellectual development of pupils. But the many aims for PE – such as health promotion, skills development as well as a focus on social and moral issues – has resulted in confusion about the subject and has done little to further the educational experiences in practice. In fact, it has been argued that PE offers more entertainment than education.

## 8. Limitation

Many kids take part in physical education only because it's a requirement and there is no choice. Being forced to participate-especially in sports children don't prefer or may not feel able to perform -- makes the experience drudgery and may actually make them less likely to exercise outside the school setting. Some educators advise that schools allow students some choice in physical education activities to avoid making exercise seem like a hated necessity, rather than healthy and fun. Absent this choice, physical education may actually have the opposite effect than the one the school intended. Further school management should also make compulsory the physical activity programmes. In future research should also include broader aspects of physical activity and assess the multidimensional nature of self-esteem. Further, this study is conceptual in nature; empirical study should be done in order to improve the generalisability of the findings.

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