

The Effect of Physical Education and Sport Activities on Academic and Social Accomplishment

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ABSTRACT

Now a days the time allotted for physical education and sport activities in our educational institutions is declining on the presumption of giving more attention and time on subject completion of academic activities. Pressure of meeting academic goals has also contributed to decrease in physical education activities. Some decision makers perceived that academic activities might be affected by schedule spending for achievement of non-academic activities. Such academicians think that students' personal and inter-personal skills will be affected, if they participate in sport and physical education activities. Some also suggest that sport, physical activity and physical education have power to effect on class attendance, this actually would effect on academic development. Such as, there is a strong bonding between presence in class and performance in exam. **Methodology:** Researcher in this paper has reviewed and discussed the existing literature about the relationship between achievements of students and physical education and physical activities. **Findings:** In fact, notable relationship have been spotted linking presence and skill acquisition, understanding and knowledge, relationships, behaviour, parents views, students outlook and personal development. **Implication:** Instead of just spending time on academic activities, proper time should also be accorded to physical education and sport activities in order to achieve equitable growth in social and educational accomplishment. **Originality:** This paper is the original work of author and all the references are properly cited. Literature related with the topic are reviewed by the author in order to get the objective of the paper.

Keywords: Physical education, sports, cognitive functions, mental health, skills

INTRODUCTION:

An increase in cognitive functions like concentration, perpetual skills and attention are observed by stretch of physical activity. Extra physical activity either in class room or outside makes improvement in classroom behavior and develops academic performance. A positive relationship is found between physical activity and elements of mental health like spirituality, self-esteem, feeling of well-being, depression, anxiety etc. The reporting by The US National Longitudinal Study of Adolescent Health suggested that various elements of mental health together with spirituality, emotive well-being, future expectations and self-esteem are positively related with physical activity. (Trudeau F & Shephard RJ, 2010). The paper deals with the literature review study about the relationship between academic and social achievements of students and physical education and physical activities. Actually, notable relationship have been spotted linking presence and skill acquisition, understanding and knowledge, relationships, behaviour, parents views, students outlook and personal development.

LITERATURE REVIEW:

Weiss, 2011 discusses that promotion of healthy physical development in youth results in the development of youth although it involves some social features like structure of class room , behaviour of teachers and activities conducted by students. These help youths in the development of attributes related with skills, values and competencies which transform youth in their role as being productive, healthy and socially aware civilians. Physical education is capable of contributing in youth development by aiding youth adopting behavioural, social, and skills attributes and it can concurrently be transferred to other domains of life like of education place, home

and job through the entire life span. According to him, such attributes and skills comprise motor skills and physical activity health targets. (Weiss, 2012)

A positive development in youth through sports can be achieved. It is studied in many psychology developmental theories. Lerner et al., 2005 give an approach of five Cs, whereby Cs mean that respect for societal and cultural norms i.e. Character, positive inter changes between family, community peers etc i.e. Connection, sense of sympathy and empathy i.e. Caring, self-regard and self-efficacy i.e. Confidence, and lastly academic, vocational, cognitive and social skills i.e. Competence. According this five Cs model when youth develop these five capacities levels a sixth C i.e. Contribution to family, community, society and self will develop. (Lerner et al., n.d.)

Katrijn Opstoel and others in their article conclude that there is a positive relationship between youth participation in sports or physical education activities and a scale of personal and social skills. This reports the growing interest in developing children for the future by teaching them social and personal skills. Their most commonly assessed result covering all studies was prosocial behaviour. This Prosocial behaviour implies to concepts such as sympathy, empathy and respect. They found that work ethic and cooperation also received considerable attention, especially in relation of sports, where studies showed a positive relationship with helping teamwork and peers. Whereas they found that problem solving and decision making were least examined results. Surprisingly, in addition to these five groups, they also discovered six other moderate classes of social and personal outcomes as responsibility, meeting and making friends, goal setting, leadership, communication and control and management. (Opstoel et al., 2020)

It has become one important issue of recent time that participation in physical activities and sport can increase cognitive function or not. After assessing connection between learning behaviour and physical activity in largely all related ~~views~~ reviews, suggestions conclude that pupils can get cognitive benefits by participating in physical activities which also includes sport. (Sibley & Etnier, 2003)

In relation with the cognitive benefits this also is put forward that sport, physical activity and physical education can increase classroom behaviour resulting in academic development of students. (Mahar MT et al., 2006)

According to (Koenraad J. Lindner, n.d.). Some decision makers perceived, ~~perceived~~ that academic activities might be affected by schedule spending for achievement of non-academic activities. Such academicians think that students' personal and inter-personal skills will be affected, if they participate in sport and physical education activities. Eventually, if students develop skills of leadership, social skills, problem solving skills, socially favourable skills and thoughts, they become more successful learners and successful leaders of tomorrow.

It has been also argued that the likely social and psychological benefits of sport, physical activity and physical education can secondarily increase mental health, feelings of school attachment by increasing the constructive social behaviours. (François Trudeau & Roy J Shephard, 2008)

Cognitive functions like concentration, attention and perceptual skills are found boosted by stretch of physical activity. Specially, perceptual skills appear benefitting more by prior exercise. The prior exercise can advantage cognitive functions in afternoon as well as morning times. As studies manifested development in performance of attention and visual tests in adolescents in morning whereas mathematics performance development post after noon walk on children. (Richard Stead & Dr Mary Nevill, 2010)

Trudeau & Shephard (2010), pointed out about a general assumption declared in many review papers that forms of physical activity creates similar stimulus regarding the learning process, although it may seem impossible realistically. (Trudeau F & Shephard RJ, 2010)

Budde et al. (2008) in their study revealed that concentration and attention are increased after sharp spell of exercise or sport lessons offered in physical education class. Totally 115 students were randomly allotted in two groups as control and experimental. They were tested for concentration and attention as a pre-test after the regular lesson. After 10 minutes of a sport lesson for control group or exercise for experimental group, attention and concentration scores were inflated after sport lesson or exercise as compared to after a regular lesson. In comparing both tests, as compare to sport lesson group, higher score advancements were noticed in exercise group. The suggestion from the authors was that coordinative element of exercise can elaborate the notable differences in performance. Coordinative exercise can trigger section of the brain responsible for concentration and attention. (Henning Budde et al., 2008)

A very simple and effective unique physical activity was conducted for increasing academic behaviour resulting in generation of psychological as well as physiological benefit for partakers. With this classroom based physical activity the students were able to increased physical activity combining with academic work. This also increased on task behaviour of students, proving that it is physical movement which increases on task behaviour but not the environment. (Mahar MT et al., 2006)

Study concluded that 20 minutes exercise on treadmill resulted in bettering the responsive correctness and

academic achievement. According to findings single severe bouts of average intensity aerobic exercise enhanced cognitive control of attention in children, and additionally average severe exercise acted as contributing factor for enhancing attention and academic performance, but no addition in arithmetic performance after exercise. (Hillman CH et al., 2009)

Experiment was conducted on the students of 2nd, 3rd and 4th class and studied the impact of classroom and physical education activities on the levels of concentration on students. There by before concentration test one group of students performed 15 minutes of stretching and walking at gymnasium. The other group of students directly appeared in the concentration test without any physical activity. Experiment proved that students who performed physical activity before concentration test got instant increase in concentration, while on other group no effects were observed. (Caterino MC, & Polak ED, 1999)

Many experiments proved that physical activity inspires special effects of cognitive ~~cogniti~~ function of children. Literatures highlights that physical activity can certainly effect on general learning behaviour like fidgeting, disruptive behaviour as well as specific cognitive processes like response time, concentration, perceptual skills. More importantly, there is no evidence suggests about any adverse impact on learning behaviour if physical activity is conducted before hand. (Tomprowski PD, et al., 2008)

In this student's rating of classroom behaviour assigned by the teacher and the duration of recess permitted were observed. Scores of classroom behaviour of the students who got recess were higher as compare the students who were not allowed for recess or normal recess. Socio-economic status was also observed. Students with lesser socio-economic status were observed as having low classroom scores. Here a limitation to the importance of the study is observed as, the students who no break time were much more likely to be from low socio-economic backgrounds. (Barros RM, et al., 2009)

CONCLUSION:

It is interesting to note that enhanced self-esteem is mostly thought to pushing for participating in sport and physical activity, and also that mostly lower self-esteem is an important barrier preventing participation. Hence, development orientated and involving interventions must be followed in order to trigger for enhancing youth involvement in physical activity. There is enhancement in academic development, when there is sufficient increase in curricular time given to students in order to increase time in sport, physical activity or physical education. An increase in cognitive functions like concentration, perpetual skills and attention are observed by stretch of physical activity. Extra physical activity either in class room or outside makes improvement in classroom behavior and develops academic performance. A positive relationship is found between physical activity and elements of mental health like spirituality, self-esteem, feeling of well-being, depression, anxiety etc. Youths participating in sport exhibit fewer sign of anti-social mind set. Sports participation and physical fitness relates positively with attendance of students in class. Such sports must be innovative, multi-dimensional, integrated having aim of converting behavior regarding learning.

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