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## A study of physical education and sports in nurturing social values among students

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### Abstract

Physical education and sports play a vital role in educating the youth regarding the importance of social values in their life. Sports requires a considerable amount of preparatory work and a mastery of certain fields of man's social experience in order to obtain significant concrete results, which, are positively assessed by the society. The preparation needed to set a record in a given field of sport and requires concentrated training not only in the given discipline, but also in others as well. Therefore, a long period of systematic work is needed for the successful accomplishment of some activities. The purpose of this study is to investigate the influence of physical education and sports in nurturing social values among youth. Reviewed literature investigated the importance of association in educating both mind and body. Further, it also encourages the social values among youth that allow them to develop the social relations with their community. Moreover, the benefits of physical education and sports can influence both academic learning and physical activity of the youth.

**Keywords:** Physical education, sports, social values, pedagogue, academic learning

### Introduction

In present era, physical education and sports is an essential part of education. It contributes directly to development of physical competence and fitness. It also helps the students to be aware of the worth of leading a physically active lifestyle. The healthy and physically active youth is more likely to be academically motivated, attentive, and promising. In other words, we can say that physical education and sports is exclusive to the school core curriculum. It is the only programme that provides the opportunities to youth to learn motor skills, progress mental and physical fitness. The benefits of physical gained from physical activity such as disease prevention, safety and injury avoidance, decreased morbidity and premature mortality, and increased mental health. 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 a rule, the person with the best teacher obtains the best results (so long as all other conditions are equal). Usually, any natural product or product created during social activity can be the object of work. This means that the objects towards which man's efforts are directed are outside the subject of work. The object of physical activity is man himself.

### Promoting students to participate in physical education sessions

We have observed that physical education sessions should be easy to get from preschool until secondary. It deals with a variety of physical activity into their lives, in addition, how to interact with others (National Association for Sport and Physical Education, 2001). It targets to deal with a variety of physical activities and encourage those who are lack of leaning to take up planned competitive sports. This involves discard conventional methods of physical education teaching and focusing more on the individuals' needs and abilities, as an alternative of the enjoyment of physical activity. 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) [7]. Further Gonzalez *et al.* (2010) [9] believed that curricular physical education within any sport, not only talent development scheme but a high development in

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social values among youth. Therefore, the purpose of this study is to investigate the role of physical education in promoting social values among students.

### **Initiating physical education programme**

Physical education curriculum offers youth with the appropriate knowledge, skills, behaviours, and confidence to be physically active for life. Moreover, physical education is the basis of a school's physical activity programme. In the same vein, participation in physical activity is correlated with academic advantages like improved concentration, memory, and classroom behaviour. According to World Health Organization (2001) [12, 16], it includes development of physical abilities and physical conditioning; motivating the students to continue sports and physical activity; and providing recreational activities.

Physical education may indeed be a powerful factor in determining youth physical activity, but the causal linkage between students' experience and attitudes toward physical education and their adoption of a physically active lifestyle has yet to be determined. Further investigation is required to validate Sallis and McKenzie's (1991) claim that positive experiences in physical education in childhood could influence the adoption of active lifestyles as adults. Further, evidence must be provided that physical education curricular programs can foster positive changes in student motivation towards physical activities, such that this motivation is a significant determinant of the students' participation in a more physically active lifestyle out of school.

### **Reinforcement of physical abilities and physical conditioning**

Physical education facilitates to build up and practise physical fitness entails basic motor skills (Barton *et al.* 1999) [3] 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) [11]. 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. If physical education is to play an important role in the promotion of youth physical activity, exposing students to a range of fitness, sport, and recreational physical activities is only the start of the process. Students are only likely to want to continue their involvement in an activity if their physical education lessons allow them to experience self-determination and feel competent in their own abilities (Greenwood-Parr & Oslin, 1998) [10]. This self-determination may be achieved by implementing a content that teaches students effective activity self-management skills (McKenzie *et al.*, 1997) [13]; however, theories of motivation suggest that the success of curricular programs is also dependent on the methodology employed by the teacher. Content may give our students the physical and behavioral skills; however, without an appropriate pedagogy that fosters enjoyment, the motivation to continue to participate may be lost.

### **Motivating the students to continue sports and physical activity**

Teachers always motivate the students to contribute in sports and physical activities as well as academic education programmes. Further, they always direct and instruct them, sports and physical activity are vital part of academic education. They have also guided the students; we cannot

think wholesome development of human personality without sports and physical education. Moreover, they have also to manage a meeting in which discusses their parents about the importance of sports and physical activity as well as academic education. Further, teachers must engage parent or family members in physical activity, for example, by giving youth physical activity 'homework' which could be performed together with the parent's viz., family walks after supper or playing in the park (WHO, 2001) [12, 16].

### **Impact of physical education, physical activity and sports on wider social outcomes**

We have seen that the impact of physical education, physical activity and sport on wider social outcomes may affect the academic achievement. The World Health Organisation (WHO, 2010) suggests that physical activity participation assists social development of young people by promoting self-expression, social interaction, and social integration. They further suggest that physically active youth more readily adopt other healthy behaviours such as avoidance of drugs and cigarettes. This section of the report examines:

- the extent to which physical education, physical activity and sport can impact on
- the extent to which young people feel connected to their school
- the aspirations of young people
- the extent to which positive social behaviours exist within school volunteering and the development of leadership and citizenship skills

### **Facilitating recreational activities**

Institutions must focus on implementation of physical activity course which facilitate to make enjoyable participation to all youth in physical activity programme which provides the students with a collection of ideas for active games and activities and the skills and fitness to play them (Fox and Harris, 2003) [7] in order to reduce the stress, anxiety, drug abuses and obesity. Although the assertion that physical education plays a critical role in the promotion of youth physical activity is inherently appealing to many pedagogues, a closer inspection of the pedagogy literature reveals a dearth of research that has investigated the effects of physical education on physical activity outside the school environment. Youth physical activity is influenced by a multitude of psychological, biological, social, cultural, and environmental factors that may affect an individual's decision to adopt and maintain a physically active lifestyle.

Positive social behaviours in school long-standing beliefs suggest that engagement in physical education and sport fosters desirable pro-social behaviours. In the UK, government policies have significantly increased funding towards physical activity in schools, with the hope that such avenues can be used to reduce anti-social behaviours and develop well-rounded young citizens. It has been suggested that sport and physical activity might be an ideal vehicle for engaging the most vulnerable young people in society (Sport England, 1999). Some authors believe that physical education is an appropriate environment for socio-moral development (Miller *et al.*, 1997) and for developing responsibility (Wild, 2002). Effective activities to promote positive social 34 benefits range from basketball (Hawkins, 1998) to outdoor adventure activities (Priest & Gass, 1997). The skills such activities are believed to develop appear infinite according to published research, and include self-esteem (Nichols, 1997), team-building skills (Priest & Gass, 1997), communication

skills (Priest & Gass, 1997) and a sense of community (Ennis, 1999)

According to Sandford (2006), for socio-moral development through physical activity:

- The focus must be clearly on teaching life skills through them (Danish, 2002)<sup>[6]</sup>
- The relationships between individuals are conducive to promoting a positive social environment (Shields & Bredemeier, 1995)<sup>[15]</sup>
- The young people feel personally empowered (Coakley, 2002)
- The intervention is considered in relation to other areas of young people's lives (Cameron & MacDougall, 2000)<sup>[4]</sup>
- Or the activities are specifically tailored to the needs of the individuals involved (Andrews & Andrews, 2003)<sup>[1]</sup>
- Thus, the development of a pro-social school ethos requires a more holistic, multi-dimensional approach in which physical activity may be one aspect (Macquarrie *et al.*, 2008; Miller *et al.*, 1997).
- Sport appears to be most effective when combined with programmes that seek to address wider personal and social development (Collins, 2002)<sup>[5]</sup>.

Future programmes need to be sustainable after the intervention period, with an increased focus on the legacy of an intervention.

### Promoting the social values among students

Physical education and sports play a vital role in promoting the social values among the students. Moreover, physical education is considered as a school subject, which facilitate to prepare the students 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)<sup>[2]</sup>.

The present study focuses on physical education and sports and helps to promote the social values among students. Physical education and sports are considered as an essential part of education and culture. It builds up the abilities, will-power, moral values and self-discipline of every human being as an entirely integrated member of society. The contribution of physical activity and the practice of sports must be certify that the throughout life by means of a global, lifelong and democratized education. It contributes to the preservation and enhancement of mental and physical health, gives a nourishing leisure-time activity and also helps to an individual to overcome the drawbacks of present stressful living. At the community level, they build up social qualities, social relations and also fair play, which is vital not only to sport itself but also to life in society. Education system must allocate the required position and applicable to physical education and sport in order to create a balance and strengthen between physical activities and other components of education.

### Conclusion

Moreover, physical education and sport course must be intended to suit the requisites and personal attributes of those follow them, as well as the institutional, cultural, socio-economic and climatic conditions of each country. In the process of education in general, physical education and sport programmes must, by virtue of their content and their timetables, help to create habits and behaviour patterns beneficial to full development of the human personality.

Further, voluntary people, given appropriate training and supervision, can make an invaluable contribution to the inclusive expansion of sport and promote the participation of the inhabitants in the training and association of physical and sport activities. In addition, it also focuses on adequate and sufficient facilities and equipment which meet the needs of exhaustive and safe participation in both in-school and out-of-school programmes regarding physical education and sport. Physical education as a generic term is linked with socio-cultural, educational and social values, psycho-social qualities, socialization, inclusion, moral codes of behaviour, cognitive and physical development, well-being, healthy diet and other benefits to be derived from engagement in regular physical activity (Bailey, 2005)<sup>[2]</sup>. 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 favourable 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. To conclude, education in general, and physical education in particular, should respond to the needs of optimally developing individuals' capabilities and provide opportunities for personal fulfilment and social interactions, fundamental in human co-existence.

### Limitations

The major limitations of this study are that lack of participation of students in physical activities. In future research, the school management should organise the seminar and workshop in which we need to make the students aware about the importance of physical activity programmes. 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 generalizability of the findings.

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