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Physical Exercise for Mental and Physical Fitness

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Abstract

Man is a social animal by nature and as such he cannot be understood properly except with reference society. The development of wholesome relations is a matter of importance, any society comprises different clusters or groups of individuals.

An individual depends upon his environment for the realization of his social and organic needs. Such an environment is provided by the society in which he lives and functions. It is observed that all human beings act as if they care for affection, security, approval of others and social status. Thus they get associated with others in different groups. Evan remarks:

"One result of association in groups is that members develop role and status relationship with one another. Role of the individual refers to the behavior expected of him by other members in the group. The status of an individual is a position which he occupies in the group by reason of any abilities which he may possess."

"The kind of the group life in which an individual participates contributes to his personal development." Individuals fully develop only in interactions with their fellows. Happiness and growth of each individual depends in a large measure on his personal security with his other fellows.

Keywords: personality, cheerful, enthusiastic, rejecters, recognition.

1. Introduction

A child is accepted by his fellows because of what he does rather than what he does not do. In this regard personality traits play a major role. As personality traits are bipolar in nature, strong positive personality traits are more important than negative ones. There are some personality characteristics which seem to be largely associated with the most acceptable individuals and that they can be described as being cheerful and happy, enthusiastic, friendly, enjoying jokes and taking initiative in games and other activities.

A child who has a close personal friend is usually accepted by others, But a child who has no such friend, although not rejected, is not sought as a companion. As a result his own choices tend to be unreal and directed towards popular in the group. In fact to be friendly is more appreciated and desirable than to be popular in social context.

Fortunately or unfortunately the pupils in class-room life situations generally seem to be grouped into two groups, viz., accepted and unaccepted. The most accepted are popular while the most unaccepted are rejecters. Personality characteristics as related to this play a significant role and as such the children who are not well accepted by their classmates often have more social problems than others. They also show more nervous symptoms than the average. The children who participate in social activities tend to show less maladjustment than those who do not.

Popularity seems to be as much a matter of chance as anything else. Perhaps it is confronting to reflect that for most people it is more important to have a few friends than to be a popular idol. "Friendship is not a matter of qualities of one individual but of a mutual relationship between two persons or among the members of a group."

Children may become isolates for variety of reasons. Some children deliberately withdraw from the society of others, neither wanting nor seeking attention. Greenland described them as "Self-sufficient" isolates who pursue them happily by themselves. These children often welcome interest in their activities and are willing to talk about them and show them off of others. For this they do not need a great deal of companionship, but such children do not pose a serious problem.

Active rejection of some children by the majority is a different problem. Most frequently the rejecters differ in some ways from the others of the group. This is true not only in case of school children but also in case of college, pupils.

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Personality characteristics may be a cause of isolation in children and that is why those who are isolates should only be placed in groups in which they find a chance of making a successful adjustment.

The attitude of a teacher in some cases may lead a child to be rejecting or isolating. The pupil whom the teacher regards as being badly behaved tends to be rejected by the rest. It is of course not necessarily true that children who are not accepted at school are isolated in other groups.

In helping a child to a good social adjustment it is necessary which personality characteristics would suit best to him. Often a small group of congenial friends may be more satisfying than that of popularity of wider.

Man always strives for recognition and status in the society. In this regard, Lands has remarked:

"The struggle for recognition and status is a life-long process. Every favorable task of social recognition gives the ego a boost, blasters one in self-confidence, and gives one a greater sense of belonging."

2. What Is Physical Education?

1. "Physical education the sum of these experiences which come to the individual through movements." D. Oberteuffer
2. "Physical education is the sum of changes in the individual caused by experiences in motor activities." R. Cassidy
3. "Physical education is the phase of the wholesome experiences through participation in large muscle activities that promote optimum growth and development" JB.Nash

3. Relationship of Physical Education

Physical education means to enable the child to have total physical growth and development to lead a happy and prosperous life as an adult member of the community. However, Physical education is considered as that part of all education which proceeds by means of, or predominantly through physical activities.

Charles A. Bueher says, "Physical education an integral part of total education process and as its aim the development of physical, mentally, emotionally and socially fit citizen with a view to releasing these outcomes.

Central Advisory Board of Physical Education and Recreation goes further and remarks: "Physical education is education. It is education through physical activities for child to its fullness and perfection in body, mind and spirit.

Every person in this world goes on increasing his knowledge in various fields-intellectual, theoretical or practical, Education aims at the unfolding of latent qualities of a person because this is the only way of developing innate potentialities. Hence the need of harmony in body and fatigued will not be able to do physical exercise properly. No doubt a person acquires the knowledge of physical education through muscular activities but its aims are the same as those of general education. (For details see less than 1.16 Specific Contribution of Physical Education towards the Achievement of Education outcomes.) Plato hoped for miraculous results if music and gymnastics are made the medium of spiritual development. Similarly spectacular achievements in the field of education will be had through the medium of physical education.

(a) Indoor Games

i. Recreation

These are especially useful for amusement and mental

relaxation. Although some indoor games such as Badminton and table tennis require agility, physical effort, suppleness, stamina and strength but mostly the indoor games are leisure time activities meant for overcoming dullness, strains and stresses of life. These are highly recreative activities, which give a chance of self forgetfulness. Time passes quickly.

ii. Developmental Faculties

These games develop accuracy and pluckiness of mind in making decision and reasoning.

iii. Social Aspect

Like outdoor games, indoor games help to develop social trails of personality e.g. cooperation, tolerance etc. Some common indoors games popular in modern times.

Badminton, Billiards, Chess, Chinese Checker, Indoor shooting playing cards, Snake and ladder, Table tennis.

(b) Outdoor Games

All games in open fields are known as outdoor games.

Classification of outdoor games

1. Class games, group games or mass games

These are ordinary games having simple modifiable rules e.g. ball games, circle games, line games, relay games, tag games etc.

2. Team Games

These are played in the open fields at the national and international level. Their rules are standard and not modifiable.

Example of team games are Badminton, baseball, Basketball, Cricket, Football, Hockey, Kho-kho, Lawn tennis, Teri Kort, Volleyball etc.

4. Personality-Its Nature, Development and Assessment

With the character of an individual, there is usually associated another word, the 'personality' of the individual. Though there is not a very great difference between the character of person and his personality, in this chapter we have dealt with them separately. Drawing a distinction between 'character' and 'personality', Woodworth says: "Character refers mostly to conduct that can be called right or wrong that meets or fails to meet the accepted social standards. Personality refers to behavior which, though not necessarily right or wrong, is pleasing or offensive to other people, favorable or unfavorable to the individual's standing with his fellow." Woodworth further suggests that his distinction is not sharp and he disregards it in his. Own description of personality.

5. Conclusion

The average characteristic scores of popular players on each characteristic indicated that they were found to be possessing positive personality characteristics. They were observed to be popular, assertive, cheerful, friendly, attention-getting, sympathetic, dared, well informed, humorous, responsible, talkative, good natured and confident. They held superiority role, ability of expressing ideas well, ability group participation, ability of taking initiative, all rejected and isolate players were found possessing negative personality characteristics under study. They were observed to be unpopular, submissive, gloomy, not friendly, not seeking attention, indifferent, gloomy^ not friendly, not seeking attention, indifferent, timid, ignorant, not humorous,

irresponsible, silent, not good natured and not confident. They held inferiority role. Besides, they did not possess the ability of expressing ideas well, taking initiative and group participation. The neglected players were observed to be possessing some positive and some negative personality characteristics. They were found to be assertive, humorous, dared, friendly and cheerful, taking initiative, good natured, Popular and responsible. But they were observed as ignorant, not confident, indifferent, not seeking attention silent. They also held inferiority role. They did not possess the ability of group participation and expressing ideas well.

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