

Physical Education and Sports' Effects on Students' Lives

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Abstract: *Participation in physical activities has been found to be an important factor in contributing to a healthy lifestyle. Research has found strong relationships between participation in regular physical activity and the prevention of disease, while its relationship to the psychological and social dimensions has been neglected. Recently however, several studies have found causal relationships between physical activity and improved mood state, reduced anxiety, reduced depression, and increased social support. Despite this, surveys indicate that participation levels in physical activities are declining among older Indians, with the exceptions of walking and gardening. This paper also examines the constraints to participation in leisure programs, such as lack of time, poor health, and fear of crime, the financial cost and the lack of a partner to participate with. A number of strategies have been suggested to overcome these constraints.*

Keywords: Participation, healthy, relationships, depression, constraints, financial

I. INTRODUCTION

Sport advocates often suggest that sports participation cultivates moral development, Sportsmanship, fair play, self-reliance and courage, to name but a few 'desirable' character traits commonly associated with the sport experience. However, empirical evidence to support these claims is fragmented and less than convincing; indeed much of the literature supporting the character-in-sport phenomenon is only anecdotal nature. In this paper, the social psychological construct of character is defined with particular emphasis placed on the central element of character - that is, moral reasoning. The literature on moral reasoning in sport is then selectively reviewed and conclusions are drawn regarding the efficacy of the claim that "sport builds character". The relative merits of organized sport and informal games are also discussed with respect to moral and character development, and the potential positive and negative developmental outcomes of participation in organized sport are outlined. Finally, some brief recommendations are offered regarding future research directions and the practical steps required increasing the developmental benefits of sport participation. The impact of participation in sport and active recreation on physical health is now well accepted. Research has identified a wide range of sport-induced health benefits including improving cardiovascular health and assisting in the development of strength and balance. In light of this, governments at all levels have become increasingly active in encouraging people to adopt physical activities as a regular part of their lifestyle. In contrast, much less is known about the social impact of sport and physical recreation and, in recent years, there has been an increasing focus on, and interest in, identifying such impacts.

Objective

•To determine whether involvement in would determine the behaviour of people and their Health in the Adolescent. Effects of Physical Activity on Children's The research available on the effects of physical activity on children's mental health suggests that children are not immune to psychological problems, although the sources of such problems are likely to be different to adults. Various studies are discussed which show links Between physical activity participation and mental and physical health. For example one study found that illness was associated with stress, but was significantly mediated by both aerobic and anaerobic exercise. Negative effects that may result from involvement in physical activity are also discussed. These include eating disorders and stress derived from competitive sport.

The Impact of Physical Education on Brain Function and Academic Achievement

Proponents of physical education often declare that participation in their subject area has a positive impact on academic achievement. If these assertions are to be believed, we must specifically look at the impact of a standards-based physical education curriculum. A standards based physical education curriculum follows an appropriate set of objectives and goals based on national recommendations. Therefore, since physical activity is a primary focus in physical education curricula, the relationship between physical education and academic achievement may be observed through the potential academic benefits of physical activity. Research literature consistently reports that children who participate in quality physical education are physically active outside of the school setting. We know that the activities in which students are taught during physical education (e.g., sports, games, exercise) are directly related to activities and sports students participate in outstanding in schools

II. REVIEW OF LITERATURE

Andruschko (2013) found well-planned physical education curricula, in comparison to poorly planned programs, to have potentially large benefits on children's physical activity outside of the school. Another study reported that physical education increases daily physical activity and decreases sedentary time in middle school age children (Chen et al., 2014). In the long term, Trudeau et al. (1999) found daily primary school physical education to have a strong positive effect on the exercise habits of adults. To note, brain function includes cognitive skills while academic achievement includes learning behaviors (e.g., on-task behavior, planning, and organization) and performance on subject-area standardized tests and other formal assessments. The Impact of Quality Physical Education on Healthy Living The public is generally aware that being healthy is important. However, the public may not know, or understand, the importance of physical education. Opinions regarding past physical education experiences in school often distort the link between quality physical education and personal health. Central to the association between physical education and health is the teacher. Teachers trained as physical educators exhibit higher levels of effective teacher behaviors (Constantinides et al., 2013) and create quality physical education programs. Trained physical education teachers can achieve, for example, greater physical fitness improvement in children than physical education teachers who lack appropriate training (Starck & Strel, 2012). education must be present in schools, be taught by qualified teachers, and focus on healthy behaviors.

III. RESULTS

Results suggest that the physical fitness program had a positive influence on both substance abuse risk factors and actual substance abuse patterns. Significant increases in fitness, ratings of self-concept and anxiety were obtained along with significant decreases in multiple drug use

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