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## Role of physical education in school study

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### Abstract

The present study, the important of Physical Education in School review provides an overview of the existing literature on school-aged children's and youth's (i.e. 6-to 18-year-olds) personal and social development within the context of physical education and sports. The collective surveys' data show consistency between Worldwide Surveys I and II, that is, physical education is a compulsory subject in a large majority of educational systems globally and, where it is not compulsory, it is generally taught as a matter of general practice. Required physical education provision during compulsory schooling years varies across regions and countries according to age or year stage of attendance. Rounded to the nearest year, the average school starting age is 6 (range 3-7) and finishing age averages 13 (range 10-16) in the 'primary' phase of education; the 'secondary' phase of school begins on average at age 13 (range 10-16) and ends on average at age 18 (range 15-20). Overall, the Over- age number of years during which physical education is taught in schools is 12 (range 8-14) with a 73% cluster of 11 and 12 years. The start end years' continuum and associated access to physical education are significant for individual development and sustained participation in physical activity. The early years are important in developing fundamental motor skills and providing opportunities for optimal development of physical capacities during the crucial years of growth and maturation.

**Keywords:** physical education, sports, personal development, social development, prosocial skills

### Introduction

As we know, education, particularly school education, aims at the holistic development of children. It provides students with opportunities to grow and develop as adults to be useful for the society. It is important for us to know that one of the most important requirements for growing into healthy adulthood is the physical growth which supports cognitive development. It is, therefore, necessary that all children get adequate opportunity to participate in free play, informal and formal games, sports and yoga activities. It is in this context that health has been made a significant component of the subject of Physical Education in the school education system has to development of personality of the child to its fullest and perfection in body, mind and spirit through engaging in regular physical activities. It's also contributes to physical efficiency, mental alertness and the development of qualities like perseverance, team spirit, leadership and obedience to rules. It develops personal and social skills among the learners and makes a positive impact. Physical education thus, can be defined as a subject that is not only focused on physical fitness but is also concerned with development of a number of skills, abilities and attitudes for leading a healthy lifestyle. It inculcates values like cooperation, respect to others, loyalty, self-confidence, winning with grace and losing with hope. Specific periods are allocated for this subject in the time table for most of the schools. It has been noticed that during such periods, most of the students are either left on their own to play the games in a way they like or they are taken to the field where they engage themselves in different sports without the guidance or supervision of teachers. In some schools, selected students play games like football, cricket, volleyball, hockey, basketball and so on. Annual sports are organised, but again in such activities only a few selected students participate. All these experiences taken together provide a basic understanding of the physical education as a concept. The aims of PE in school to develop motor abilities like strength, speed, endurance, coordination, flexibility, agility and balance, as they are important aspects for good performance in different games and sports.

Develop techniques and tactics involved in organized physical activities, games and sports.

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Acquire knowledge about human body as its functioning is influenced by physical activities.

Understand the process of growth and development as participation in physical activities has positive relationship with it.

Develop positive health related fitness habits which can be practiced lifelong so as to prevent degenerative diseases.

## Methodology

### Universe, population, sample selection and sample size

In the present study, conducted all the regions of the world and data was collected from developed and under developed countries. Its within general education systems, a majority of countries (89% primary schools; 87% secondary schools) have legal requirements for physical education in schools. Together with countries where there is no compulsory requirement for PE but where it is generally practiced, this figure rises to 95% in the European region, it is all countries.

### Analysis and interpretation of data

The collective surveys' data show consistency between Worldwide Surveys I.

Age 6 years (3-7 years)

Age 13 years (10-16 Years)

Age 18 years (15-20 Years)

Overall, the over- age number of years during which physical education is taught in schools is 12 (range 8-14) with a 73% cluster of 11 and 12 years. The startend years' continuum and associated access to physical education are significant for individual development and sustained participation in physical activity. The early years are important in developing fundamental motor skills and providing opportunities for optimal development of physical capacities during the crucial years of growth and maturation. For later age school start, it is recognized that pre-school experiences might offer similar opportunities but often they are neither compulsory nor accessible to every child. The significance of school finishing age centre on tracking physical activity engagement from adolescence to adulthood. When access to physical education programmes ends at an earlier age, pupils are vulnerable to disengaging from physical activity with a consequence that they do not continue with it in later life and there may be insufficient time to embed either the skills or the habits for regular engagement in physical activity throughout the full lifespan. The Worldwide Survey II sought information on whether prescriptions for national physical education curricula are in place. Findings reveal that physical education is generally a formalized part of the educational programme and that in a majority of countries (83%), national governments have at least some responsibility for the physical education curriculum, though there are wide variations between continental regions, the most notable of which is North America, where the situation can be readily explained by State/local school board (USA) and provincial (Canada) directives on physical education curricula. Europe, administrative and delivery responsibility is frequently devolved to local authorities or even to schools. Physical education is accorded examinable status in 61% of countries, though here again there are regional variations, ranging from 20% in Africa to 67% in Central/Latin America, Europe and the Middle East regions. Frequency of examination also varies and ranges from every year (65%) to end of primary school (3%)/end of secondary school (22%) and end of primary and secondary (10%). The finding that in nearly two-thirds of countries PE does have examinable status is

encouraging but the meaning of 'examinable' is open to interpretation, in some countries it is limited to fitness tests, for example. Despite official commitment to entitlement of access to physical education in schools either through state legislation or as a matter of general practice, such provision is far from being assured, particularly in contexts of localized implementation of the curriculum. Data on actual implementation and/or delivery in accordance with regulations are not definitively clear. However, the international surveys undertaken over the last decade infer that in many countries' legal requirements for PE in schools seem to be in place with almost four-fifths (79%) a lower proportional figure of 71% was reported in 2000 of countries such as in Europe 89%; in Asia and North America only 33% adhering to implementation regulations and delivery. The global percentage figure, however, is distorted by comparatively smaller sample sizes' data from the Central/Latin America and Middle East regions and a high proportion of European nation's positive responses); they can and do differ from school to school in the majority of countries. Conversely, globally, close to a fifth (21%) of countries surveyed indicated that physical education was not actually being implemented in accord. The 'gap' between official policy and regulations and actual practice is geographically widespread and pervasive factors contributing to it are seen in devolvement of responsibilities for curriculum implementation, Sport to community: to increase all young people's participation in community sports through creating and strengthening links with sport clubs, leisure facilities and community providers, Coaching and leadership: to provide training, support and development opportunities in leadership, coaching and officiating for senior pupils, adults other than teachers, Raising standards: to raise standards of pupil's achievement in all aspects of their school life, through increased participation and improved performance, motivation and attitudes. In several countries, the promotion of physical activity within schools and physical education has attracted growing interest in recent years, which resulted in a number of medium and small range interventions.

### Finding of studies and approvals

- All the schools, colleges and universities authorities should encourage physical education and they should also provide exclusive programme for health, fitness, recreation and wellness.
- All the physical education teachers working in the school, college and universities must be encouraged and awarded for their excellent job.
- Qualified physical education teachers and coaches should be appointed in the education institutes and more programs on fitness and health should be promoted apart from coaching and training.
- Latest infrastructure and clear-cut plans should be introduced in schools to popularise physical education and sports activities among children.
- The government needs to play an important role by allocating appropriate budget for physical education and sports in India and proper implementation of it.
- A monitoring council is required consisting of Physical education and sports professionals to monitor the physical education programme of every school.
- Every school should conduct a seminar for all the parents in the topic importance of health, fitness and wellness. programmed. So that the parents will realize the importance of physical activity and fitness.

## Discussion

It is generally suggested that youngsters can develop personal and social skills through their participation in PE. Overall, our review confirms this premise as most of the included studies indeed reported a positive relationship between youngsters' participation in PE and a range of personal and social skills. This supports the increasing interest in preparing children for the future by teaching them personal and social skills. The most widely examined outcome across all studies was prosocial behaviour. Prosocial behaviour refers to concepts such as respect, empathy and sympathy. Cooperation and work ethic received considerable attention as well, particularly in the context of sports with studies showing a positive relationship with helping peers and teamwork. The least examined outcomes were decision-making and problem-solving. Apart from these five categories, we also identified six other categories of personal and social outcomes that were addressed to a moderate degree. These were control and management, goal-setting, responsibility, leadership, meeting people and making friends, and communication.

## Conclusion

Physical Education develops the skills, knowledge, values and attitudes needed for establishing and enjoying an active and healthy lifestyle, as well as building student confidence and competence in facing challenges as individuals and in groups or teams, through a wide range of learning activities and societal growth as a whole.

## Positive social behaviors in school

Long-standing beliefs suggest that engagement in physical education and sport fosters desirable pro-social behaviors. It has been suggested that sport and physical activity might be an ideal vehicle for engaging the most vulnerable young people in society.

## Lifestyle development

Physical inactivity has been labeled as a significant risk factor for coronary heart disorders, along with being connected with premature mortality and obesity.

## Physical Development

The physical health advantages of regular physical activity are well developed. Regular participation in pursuits that are these kinds of is actually related to a better and longer quality of life, reduced threat of an assortment of diseases, and lots of mental as well as psychological benefits.

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