

The Role of Physical Education in the Development of Students Social and Psychological Personality Qualities

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Abstract - When engaging with the people in their environment, everyone reveals aspects of their personality and character. How these characteristics form may be affected by a wide range of environmental factors. Physical education is a crucial part of this procedure. The process of teacher fitness at a university is described as one area of educational activity that helps educators socially adapt to university conditions & fosters the development of prospective professionals' socially and professionally substantial personal qualities & their capacity for advancement in the continuously shifting circumstances of a social environment and interpersonal production. The authors put a premium on the influence of a person's upbringing, peers, and one's own mind on their maturation and maturation into their ideal selves.

Keywords - Physical education, Personality development, Social development, Psychological environment, Qualities

INTRODUCTION

Personal and interpersonal skills such as peer relationship management, prosocial behaviors, leadership, problem-solving, and personal and interpersonal responsibility are invaluable in today's ever-evolving environment, and should be emphasized in elementary and secondary educational settings. A child's academic performance and likelihood of a smooth transition to adulthood are both enhanced by the development of these personal and social abilities. Physical education & sports have been shown to help young people build these interpersonal and intrapersonal abilities. The importance of physical education in preparing young people for the rigors of adulthood is receiving more attention.[1]

In response to a global PE survey, highlighted that one of the primary and most commonly reported aims of European PE programs is students' personal and social development. Personal and social growth have both been connected to sports engagement. Even though it appears that the development of personal and social skills is a universally accepted goal of physical education and sports, and even though the body of evidence on this topic is growing, the literature appears to be fragmented at the present time in terms of terminology, the methodologies used, and the conclusions drawn. What you say and do reflect back

on you as your personality. A person's personality is the key to understanding who they are. How similar or unlike a person is to another might be inferred from his or her behaviour.[2]

The individual differs from those of other groups. The Big Five model of personality traits serves as a general taxonomy in a wide range of behavioral and psychological investigations, and here is where the present investigation takes its cue. The personality characteristics model consists of five main dimensions: agreeableness, openness, neuroticism, conscientiousness, and extraversion. As mentioned in, the big five personality framework is widely used and is regarded to be one of the most influential models in current psychology. Among the 5 personality qualities, exercise has been shown to have a positive correlation with openness to experience and conscientiousness, and a weak negative correlation with neuroticism, according to meta-analyses.[3-4]

But additional advantages might be realized when an individual is very active or participatory, and personality has been shown to have a significant effect in both activity participation and the motivation to get involved. A fitness goal's success may also depend on the intensity with which the activity is performed. Individuals are more motivated to engage

in physical exercise when their personalities favor it. More recent research on the reciprocal relationship between personality and exercise has helped expand our understanding of interconnectedness.[5]

Use A well-rounded university education in the arts, sciences, humanities, athletics, and other disciplines is essential for the professional development and adaptation of tomorrow's specialists to the dynamic conditions of the social setting and public production. Therefore, today's college grads need more than simply a head full of knowledge. Skills in effective interaction with colleagues predicated on generally accepted norms and rules, an eagerness for lifelong self-education, a consciousness of the necessity of a healthy lifestyle for benefits of self in society, etc. all are examples of exchangeable traits that can assist you in achieving in your chosen field & advance your career and other goals.[6]

One of the most effective ways to help students socially adapt to the training conditions of the university & develop the ability of a future expert to adapt quickly in society is for the university to organize and sponsor physical and sports activities both during and after formal physical education classes. Facilitates an easy transition from high school to college, which might be very different from what one may have experienced. Sports have gained mainstream acceptance and popularity in recent years, particularly among younger generations. Working out and relaxing with physical activity provide a genuine and practical foundation for better health, quality of life, and individual development.[7-8]

Overall, the educational and social benefits of PE are somewhat varied. The benefits of physical culture, sport, and tourism from a recreational, developmental, and educational standpoint are described in detail in a plethora of scholarly articles. They are shown in terms of a person's need to adjust to novel living surroundings, to thoroughly prepare oneself for productive endeavors, and to carry out one's biological duties. Remember that physical activity is a field in which social adaptation (the process of adjusting one's behavior in response to changes in one's social environment) occurs. Students get experience in public life, improve their social skills and leadership abilities, and sharpen their organizational abilities via participation in sports. Here they meet new people and acquire attributes of purpose, drive, responsibility, etc., that will serve them well in later life. Therefore, in high school, it's important to encourage not just the student's muscular activity, but also his or her cerebral and creative faculties. [9]

Study goals included clarifying PE's contribution to helping high school students adjust socially to the demands of schoolwork. We settled on the following features of social adaptation: the capacity to develop positive relationships with peers and the ability to take on leadership roles; the observance of ethical and moral norms of behavior & discipline; the efficiency of

training activities; and proactive participation in the public life of an institute. taking personal accountability; and the adoption of an innovative strategy for the implementation of public orders and the pursuit of academic goals. Some writers Have argued that these characteristics capture the core of social adaptation in the classroom.[10]

REVIEW OF LITERATURE

Costa and McCrae (2018)¹¹ Five basic and structural elements, as determined by several factor analyses and the research undertaken are responsible for shaping an individual's personality. Several types of evaluation, including self-assessment and association with a wide variety of personality assessments, all point to the same five factors: neuroticism/emotional stability, extraversion, open to experience, agreeability, and conscientiousness. consider genetics to be more influential than upbringing in shaping traits like neuroticism/emotional stability and extroversion. The other three potential components are influenced by both hereditary and environmental influences. Personality may be broken down into five main components, as proposed by this theory. Most people exhibit a level of these variables and characteristics that is about average because of the usual distribution of these factors & traits across the population. However, only a few exhibit either a very high or low degree of them.

Mansour & Dadsetan, (2019)¹² Personality has been defined in a variety of ways throughout the years, which presents a significant challenge. From the vantage point of a certain scientist, school, or organization, personality is defined differently. This is how the personality is described in the Warren Lexicon: An individual's personality comprises their thoughts, feelings, drives, and even their biology. In other words, personality encompasses all the factors essential to maintaining human life.

Ployhart et al. (2021)¹³ the link between students' beliefs and actions may be better understood by arranging the current research in light of these factors: personality characteristics, structure, and integrated frameworks. A society can only stand on the shoulders of its educated citizens, and second only to parents, the function of educator is crucial to the development of a society's youth. Aside from their own homes, children's first exposure to society is the school and classroom setting, making elementary school the most formative years of a child's life.

MATERIALS AND METHODS

Methods included a questionnaire study, classroom observations, a review of relevant scientific literature, and statistical analyses of experimental data.

In 2021, when the study was conducted, we found. First-year, second-year, and fourth-year students from all three Bhopal University Faculties participated

in a confidential survey. Approximately 240 kids who were regulars in P.E. lessons made up the sample. 121 males and 119 females were surveyed in total. There is also a rather even distribution of students throughout academic years.

Table 1 : Students distribution

Students	No. of students
Male	121
Female	119
Total	240

We drew on a statement that sports participation aids in kids' social adaption in the following ways while designing the questionnaire and writing the items it included.

The physiological capabilities and energy potential of athletes are improved through their participation in physical & sports activities that the university arranges in accordance with the implementation of pedagogical principles, with the goal of fostering the growth of a variety of physical properties, including endurance. Therefore, by enhancing the capacity to cope with physical stress, we can improve the academic performance and professional development of today's youth. Students' mental toughness is enhanced by their capacity to withstand significant physical hardship.

Participation in educational pursuits is an integral aspect of the processes of acculturation and socialization. By the end of high school, students have improved their abilities in areas such as social and humanitarian competence, dialectical-materialist worldview, and physiology or self-organization theory of sports activities. In addition to the primary goal of physical education classes (to help students acquire more efficient motor skills via development and training of a person's physical culture), students also get an appreciation for the importance of leading a healthy lifestyle.

In addition to the above, the dependable administration of classrooms also offers a humanistic student education by encouraging students to acquire attributes like strong will and morality. The individual's spiritual development is accelerated as a result of this. Those who participate in sports tend to develop these traits at a younger age: independence, discipline, the capacity to organize academic and sporting activities, the drive to establish and accomplish objectives, and the willingness to accept responsibility for both successes and failures. Athletes, who often compete in team or group sports, have a strong sense of community, are open-minded, and often accept the

moral standards and social values of individuals of many religions and ethnic backgrounds. As a result, the faculty as a whole becomes closer and better able to work together. As a result, the workforce is impacted similarly in following manufacturing tasks.

The confidence-boosting effects of being around by other sports fans become more apparent during group activities. Their network of friends and acquaintances grows, and so do their linguistic and interpersonal abilities. As they take on new responsibilities within a group, young individuals also develop their own distinct set of personality characteristics and a sense of self.

Students develop their organizational abilities, sense of initiative, and feeling of responsibility via their involvement in the school's physical and sporting activity, which includes more than just taking part in tournaments, camping excursions, mass races, and the like. In the future, manufacturing will take place in a wide variety of disciplines, each of which will need the application of team management and social work skills.

Sports competition can be seen as a means of cultivating social adaptability to adversity because it aids in the advancement of endurance, self-control, or other abilities that help deal with the psychological regularity of training activities and, in the examination session, with the emotional overload.

A person's capacity for social interaction grows to the point where it is a vital part of who they are when they engage in physical and sporting activities. It manifests itself in the student council, festivals, competitions, volunteer work with at-risk children, social help for war veterans and orphans, the fight for peace, the war on drugs, and other sectors of public life. To put it another way, this serves to increase one's exposure to the benefits of social participation.

The personal skills displayed here define the social adaptability of humans and are also required traits of a tertiary-educated specialist.

RESULTS

Based on a survey administered to undergraduates at Bhopal University, we learn that regular physical exercise is positively associated with the growth of the personal attributes characteristic of the social adaption of the individuals who participate in the study.

Sixty-four percent of respondents consider group physical and athletic activity highly essential in preparation for professional activity, while seventy-one percent say it helps to strengthen their communication skills or extend their range of social contact.

Seventy-five percent of participants felt that the process of becoming physically better and competing in school events helped them develop courageous, determined, persevering, and insistent character characteristics. Only 12% of those polled were completely against this claim; the remainder were on the fence. Seventy-seven percent of students said that participating in physical exercise helps cultivate virtues (such as discipline, compassion, honesty, and responsibility). Eight percent of respondents disagree with this, while fifteen percent struggled to provide a definitive yes or no answer.

59% of respondents said yes, 27% said no, and 14% weren't sure whether physical and athletic activity creates team management abilities and leads to the creation of new social roles.

When asked whether they felt sports helped their student team's leadership grow, 62% of respondents said yes, whereas just 43% said they felt more involved in the institute's public life yet, even if just 60% of 480 respondents participate in social activities.

Seventy percent of respondents said that taking part in sports helped them feel better about themselves, while seventy-four percent said it helped them become more self-actualized and get closer to their life objectives, and thirty-two percent said it helped them move up the social ladder. Twenty-three percent to thirty-seven percent of respondents offered an unfavorable response, and most of them had trouble deciding.

56% of respondents said that physical exercise had an effect on their mental performance and, by extension, their academic success. Only 27% said they saw a correlation between exercise and increased innovation and creativity.

There is no statistically significant difference in the opinions of young people and students of different years on any of the topics discussed.

The poll included questions regarding the school's sports education program and how well it was organized. Eighty-five percent of those polled had a favorable opinion of the current system of physical education, which includes workouts, sports, excursions, and other forms of exercise and enjoyment. Seventy-four percent of those who took the survey said that the academic and practical information they gained throughout training helped them become more motivated to move about. Results from the survey showed that while the vast majority of respondents (69%) agreed that engaging in physical activity at least once per week, only 43% actually made the time to do so, with the remaining respondents believing that university-level physical culture courses were sufficient. The majority of people (76%) do not agree that increasing one's physical activity beyond the recommended 2-3 times per week is necessary; just 24% agree that the skills and information acquired in

high school will aid in the proper organization of physical exercise after graduation.

Many students are dissatisfied with the physical education resources available to them and have asked for the curriculum to be expanded to include more mainstream sports and fitness practices.

DISCUSSION

Scientific literature, classroom observation, and survey results may all be used to make various conclusions. The extent to which a student is able to effectively adjust to the collegiate learning environment is influenced by a wide variety of both objective and subjective factors, including the extent to which he or she is able to successfully adjust socially. Students' intrinsic talents and goals, the extent to which their social skills and performance have developed, their state of physical and mental fitness, etc., fall under the category of subjective elements. It's worth noting that the process of physical training leads to improvements in students' health and performance, as well as a good effect on their ability to adapt to their social environments.

The educational, psychological, and social environments present throughout a person's formative years have to be included among the objective variables of social adaptation. Having professors who value each student for who they are, having classmates who accept and support you, having a group of students that have your back, etc. All of these may be used in the context of sports and other forms of physical exercise.

CONCLUSION

In order for schools to do their part in getting more students involved in sports, it is still important to cultivate a person with the required properties, such as the capacity for social adaptation, as well as a willingness for continuous self-education or even a factor of professional competitiveness.

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