

A STUDY ON PSYCHOLOGICAL EFFECT OF PHYSICAL EDUCATION ON SCHOOL GIRLS IN YAMUNA NAGAR HARYANA

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ABSTRACT

Physical education is a very fundamental right which every school should follow strictly. It involves movement of body in all direction, and addition of few mental health exercises makes the physical education completely holistic. As school girls at their age in school are in the puberty stage, they undergo within various hormonal changes within the body which may create sometimes more stressful situation for them, that's why physical education and its regular awareness, and implementation on ground in the form of specialised exercises

Can help them to relieve from various psychological and physical health issues under proper guidance of applicable professional.

Keywords: Physical education, psychological health, fitness holistic development.

INTRODUCTION

Female students' engagement in physical education (PE) has been identified as a difficulty for high school teachers (Rich, 2004; Slater & Tiggemann, 2010; Wright, 1999). Female students have often been positioned as the 'issue' and often criticised for their lack of interest in the physical exercise aspect of PE (Azzarito, Solmon, & Harrison, 2006; Enright & O'Sullivan, 2010; Flintoff & Scraton, 2001; Garrett, 2004; Keay, 2007; Wright 1996). Over time, PE scholars have recognised that "'the challenge' is often found in the curriculum and pedagogical environments in which girls are supposed to engage and is related to the social creation of gender by physical activity" (Enright & O'Sullivan,

2010, p. 204). Rich (2004, p. 215) asserted that there is an increasing body of research indicating that gender disparity and exclusion continue to exist in sometimes nuanced forms within the PE curriculum, processes, and procedures. Female pupils, in particular, in rural and geographic environments face additional barriers to inclusion in physical education, such as a shortage of school athletic facilities and supplies (Casey et al., 2009). The aim of this research is to explore the viewpoints of five PE teachers at a regional New South Wales (NSW) high school on the factors impacting female involvement in physical education, as well as the pedagogical and management techniques that these PE teachers report utilising to counter female participation. Our study is driven by theories about the gendered aspects of physical education and a recognition that gender is a social construct (Wright, 1995; 1999; 2001). This framing enables one to demonstrate how stereotypical conceptions of gender, femininity, and masculinity may be questioned and/or replicated via the viewpoints of PE teachers as expressed in their daily practises accounts.

PE has long been recognised as a gendered discipline in terms of theory, substance, organisational framework, and connection with sport (Garrett, 2004; Rich 2004; Wright, 1999). Via research influenced by a social constructionist perspective on gender, it has been demonstrated how teachers contribute to the construction of gender and the (re)production of power ties.

Their instructional strategies (Wright, 2001). This technique requires teachers to focus on the repercussions of their behaviour, rather than merely 'blaming' female students for their difficulties. This approach, among others, is consistent with a poststructuralist viewpoint in

that it acknowledges that what it means to be male or female, masculine or feminine, is traditionally and historically situated and subject to transition (Azzarito et al., 2006; Rich, 2004; Wright, 1999). Therefore, it is important to understand what teachers say and do in PE classrooms, how they organise their classes, and the behaviours they choose, for these social interactions have the power to create, replicate, or criticise gendered expectations (Wright, 2001).

According to Macdonald and Penney (2009), health and physical education in Australia aspires to be a critical component of overcoming social constructions such as gender roles that inhibit student participation. The NSW Syllabus for Years 7-10 Personal

Development, Health, and Physical Education, in particular, possessed "considerable capacity for a gender- inclusive strategy that contradicts limited constructions of gender gaps" due to its "conceptually focused" nature and flexibility in terms of tasks, material, and evaluations (Wright, 1999, p. 192). However, gender issues in physical activity have not been a primary subject of Australian politics or educational policies in recent years. Although the recent Australian Curriculum: Wellbeing and Physical Education (Foundation-Year 10) promotes a strengths-based approach to health rather than a deficit-based paradigm, the emphasis on sexuality and gender identity is solely focused on health, not PE (Australian Curriculum, n.d.). Prior to 2000, the NSW Department of Education and Training (now DEC; Department of Education and Communities) had significant funds and resources for school-based gender equality (Wright, 1999). This funding has been dramatically reduced over the last five to ten years, and the DEC's emphasis has shifted away from recognising and questioning gender social construction by PE. The spotlight is now on 'children in sport' in order to solve 'the issue' of females' inactivity (see NSW Premier's Sporting Challenge, 2014). Among the results of this increased emphasis on sport has been the adoption and advancement of the 'Games Sense' paradigm of physical education, which seeks to "confront the existing monopoly of strongly directed, formal, and 'textbook' ability and drill based sport instruction" (Pill, 2011). In other terms, the 'Game Sense' methodology is a way of teaching physical education that fosters a greater understanding of sport and physical activity through problem solving (Pill, 2011). Despite these reforms, we contend that the NSW DEC can prioritise analysis and support for gender awareness and inclusion in PE, since our study offers tentative proof that gender problems found by Wright (1999) over a decade ago persist in the PE sense.

THEORY OF ACHIEVEMENT MOTIVATION

Throughout time, Individual ambition for success has risen, with men and women motivated by a desire to achieve in school, job, or even in their everyday life. As previously said, persons who achieve success feel a wide range of emotions, including happiness and achievement. Both men and women want to enjoy these experiences, therefore they are continually looking for new methods to succeed. Achievement motivation, also known as intrinsic drive, is often cited as a major roadblock in motivating athletes of all ages and skills. Since 1983, additional authors have amended Murray's original work, which is now known as the Murray (1983) and

McClelland, Atkinson, and Clark's (1983) Achievement Motivation Theory (1984). Murray (1983) defined accomplishment motivation as a drive to accomplish a goal, a continuous drive to overcome obstacles, and a drive to outperform others. The following are Gill's (1986) main ideas: According to Gill (1986), accomplishment motivation is characterised as a drive to succeed despite failure, pursuing unfamiliar circumstances, and giving it one's best (cited in Tiryaki, 2000).

In the realm of sports (without incorporating competition), the expression "predisposition of athletes to approach and avoid competition," created by Cox (1998), is referred to as "motivation to approach and avoid competition" (vs. "preference to avoid competition") In a broad sense, achievement motivation is what motivates athletes to keep working, remain involved even when things aren't going well, and be proud of their achievements.

OBJECTIVES

Major objectives of the study are :-

1. To understand the major challenges faced by the school girls.
2. How they are coping up from the stressful situations
3. How awareness and implementation about the physical education can create a significant to improve their psychological health.
4. How physical education can help them to remain active and maintain a healthy lifestyle.
5. To understand the direct and indirect benefits of physical education on the health of school girls.
6. To understand about the risk factors associated with physical education for a particular age group, special disability applicable on special case if any.

METHODOLOGY

Research works of different researchers have been studied and reviewed in this paper. Empirical research conducted by them is also taken into consideration. Different books, journals and blogs were also referred while writing this research paper, The data from studies and on ground experimentation based on primary on secondary research shall be also included in the further studies.

In schools the girls are mostly in the puberty stage, at this stage major hormonal changes takes place in them ,this effects them physically as well as psychologically am interested to know that how physical education can help them to overcome all kinds of stress, and how they can maintain a healthy lifestyle.

SIGNIFICANCE OF THE STUDY

The study has the following significance:-

- This study will help scholars to understand about the various aspects of physical education and its importance for the academics and health professionals will create an ultimate value of knowledge for them.
- The general public shall be made aware about the various aspects of physical education.
- This study can help government to take immediate actions to implement better ways of delivering physical education, under Government initiatives.

As we know that we are going towards the 2nd wave of COVID-19 Virus, it may be difficult to conduct the studies Physically. The planned area of study is limited to the district of Yamuna nagar Haryana only.

The detailed data interpretation to understand the impact of psychological health on the school girls may require health professionals like clinical psychologists or some recommended psychometric analysis tools suggested by health professionals to achieve accurate results and ultimately, this may add up, additional costs for the furtherance of my study which i have to sponser on my own.

CONCLUSION

India has performed very well as under various dedicated initiatives like khelo india and much more this has allowed the youngsters of the country to stay motivated towards the sports even in rural as well as in the Urban part of the country.

Haryana as a state of India has been a significant sports hub and ideal motivation for most of the sports enthusiasts to take sports as their career path. There are many factors as discussed in the research paper which can influence the motivation of players towards the sports. When it comes to physical training, it is advised that students should integrate emotional factors in their motivation, and it is important that students pay attention to their

emotions, towards the sports and physical games. School-based programs are thought to help youngsters acquire the skills and tactics needed to engage in sports while also assisting them in coping with the stressors that come arrive due to hormonal & external factors, and in the effective implementation of the same, Sports teachers plays a very significant role to enhance and train and motivate ultimately leading the students to become more efficient in sports efficiently.

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