

A Study on the Role of Physical Education and Sports in Promoting Social Skills of High School Students

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Abstract

This research analyses the importance of physical education and sports in fostering social skills few high school students have empathy, leadership, teamwork, and communication the most. This offers them an opportunity to sharpen those qualities and more when they are practicing sports through physical education. The present study employed a descriptive design, and 200 high school students from Dharwad, Karnataka, were selected to fill out a structured questionnaire related to the demographic data and the extent of attitudes toward physical education as well as social skills. Results showed that 70% had moderate and 14% scored high in social skills (predicate) but were not low. Still, 16% of students were in the very low social skills category, so these results suggest a need for targeted social skills training during physical education. The findings highlight the importance of an aspect usually linked to physical health. However, when implemented effectively, it can also positively impact a wider variety of social and emotional results, which is crucial for the overall development of students. In light of this, the study recommends that schools introduce broad physical education curricula with a substantial focus on social skills training along with trained educators and improved sports facilities to ensure a rounded social and emotional development among students.

Keywords: Physical Education, Social Skills High, School Students

Introduction

Physical education is a school subject that seeks the development of fitness, physical competencies, and the predisposition to enjoy everyday life activities. In a play school, toddlers are not only allowed to do sports here just because of sports activities, through which students get the power to participate in many other types of physical exercises. Children benefit at almost every stage of development from healthy physical and cognitive development fostered by physical education and activity (Zarrett & Eccles, 2009). Students becoming a healthier version and understanding the things they need to do to maintain current health, wellness and fitness as well as continue healthy lifestyles for the rest of their lives (Eime et al., 2013). Regular Physical education lessons are aimed to formation of a stable motivation towards physical activity and a healthy lifestyle (Baker & Sport, 2018).

Relationship between physical education and social skills

Physical education is the only time outside of the classroom when students can meet and connect with

their peers and students from other classes. It helps them improve their social abilities as they learn how to interact through various group activities (Pellegrini & Smith, 1998). This helps in developing top physical education classes, and they gain a sense of belonging to the group and team spirit (Eime et al., 2013).

Social skills

Social skills involve interacting with others through both verbal and nonverbal communication. Acquiring these skills is known as socialization. Interpersonal skills are crucial for effective interaction and include aspects such as dominance vs. submission, love vs. hate, affiliation vs. aggression, and control vs. autonomy (Leary, 1957). Positive interpersonal skills encompass persuasion, active listening, delegation, and stewardship, among others, and are rooted in social psychology. The academic discipline focused on researching social functioning examines how interpersonal skills are acquired through societal changes in thinking and behavior. Identifying social cues, taking others Perspectives, and demonstrating empathy and compassion is social awareness (Zarrett & Eccles, 2009) Self-management is recognizing and expressing fouling appropriately and managing emotions (Eime et al., 2013). Relationship building is grating and approaching people appropriately, focusing attention on the person. Speaking and supporting dialog (Pellegrini & Smith, 1998). Communication is using topic radar to initiate and maintain conversations with peers and practicing polite mealtime behavior (Baker & Sport, 2018). Active listening is help to students reflect and make the transition from school to life, some teachers recommend check-ins. However, developing self-awareness is a skill that requires practice. (Zarrett & Eccles, 2009)

Statement of the problem

A study on the role of Physical education and sports promoting social skills of High school students

Objectives of the study

1. To assess the social skills of high school students.
2. To understand the connection between physical education and social skills.

Significance of the study

1. Discover how physical education and sports play a vital role in shaping a well-rounded student and fostering holistic development.
2. Supports the inclusion of comprehensive physical education and sports programs in school curricula.
3. Integrate social skills training into physical education now.
4. Design policies that incorporate physical activities to foster the development of social skills.

Review of literature

The total no of students covered in the study, 184 from the BA stream, 215 from the B.Sc. stream and 191 from the B.Com. Streams which show a representative number of a number of categories. This study also reported that as many as 400 men and 83 women from diverse places responded to the survey conducted at BAM University. (Shimpi et al., 2018).

Investigated younger-school-aged participants (9–10 years old; N = 24) and their social skill development trajectory during early education stages (Madrona et al., 2014).

The study involved 73 subjects aged 18 to 26 years. Based on multiple regression analysis, it was found that self-confidence was significantly and positively related to social skills. Meanwhile, the study comes to a balance in terms of gender representation with 44 male and 29 female respondents (Quang, 2023).

A study on the social skills and peer relations of high school students was conducted, interviewing over 500 respondents. Among them, 305 were male and 195 were female. The study also provided an age breakdown, with 111 respondents aged 15, 129 aged 16, and just under half being 18, showcasing the diversity within the group (Duz & Aslan, 2020).

Conducted a study with a total of 100 school students—50 boys and 50 girls. Their study investigates the ways in which school-age children's social skills can be improved through physical education (Monika & Rajkumari, 2023).

The fact that 56% of secondary students showed a high degree of social adjustment supports the idea that education and subsequent social adjustments in an individual are correlated (Dalal et al., 2022).

Physical education is more than just recreation. It plays a vital role in students' overall education, especially in promoting health and fitness. For these programs to be effective, they need to be well-structured and taught by properly trained teachers with strong professional preparation (Kamil et al., 2022).

There was no statistically significant difference in social behaviour between students who only participated in physical education classes and students who were active in both extracurricular sports and physical education ($F(1,400) = 0.297, P > .05$). This suggests that the presence of interscholastic sports can influence social behaviour (Juliantine et al., 2022).

Methodology

Research Design

A descriptive research design was employed in this study to determine the effectiveness of physical education and sports in enhancing the social capabilities of high school students. The descriptive approach allows for a combination of both qualitative and quantitative assessment on the reasons why sports helps such students acquire social skills by looking at how different variables relate to each other.

Population and Locale of the Study

The study included 200 students from various high schools in Dharwad city, Karnataka state, India. A stratified random sampling method was used to ensure a representative sample and minimize selection bias. Access to physical education is made possible for any target demographic by the selection of schools that represent a wide range of socioeconomic backgrounds, including both average and affluent families.

Developing the questionnaire

A structured questionnaire divided into three parts was used to collect the data. The initial section solicited information in regard to demographic characteristics like age, sex, type of family and the number of family members. The next segment evaluated the students' attitude towards physical education classes and sports while the last part dealt with the evaluation of the respondents social skills. After the creation of the survey, experts from the Department of Physical Education checked the survey to ensure it was in line with the objectives of the study. In order to ensure that the instrument was credible and met the requisite criteria of research on an international level, it was validated and then paper tested with a small population.

Table 1 Social skill level scale

Social skill level	Score
High	More than 21
Medium	16 to 21
Low	Less than 16

Collection of data

The respondents were given questionnaires along with directions and time within which to complete the exercise. All necessary measures aiming at ensuring the protection of rights and dignity were taken in the course of collecting the data. Adequate direction was also given to the respondents who filled out the questionnaires within the expected time. At the end of the survey periods, the researcher made sure that these questionnaires were all filled out by the target respondents.

Results and Discussion

Table 1 Demographic characteristic of survey participants

		Frequency	Percentage %
Gender	Male	130	65
	Female	70	35
Age	Young	65	32.5
	Middle	78	39
	Old	57	28.5
Family type	Nuclear	88	44
	Joint	112	56
Interest	Social work	20	10
	Reading	13	6.5
	Writing	11	5.5
	Dancing	16	08
	Singing	20	10
	Sports	86	43
	Drawing	20	10
	Other	14	07
Social celebrations	Fair	72	36
	Festival	30	15
	Religious activities	22	11
	Others	76	38

The respondents' demographics revealed that 65% of them were men, 56% were from nuclear families, and 39% were middle-aged. When comparing the percentage of students who participated in various activities, it was found that students were most involved in sports (43%); in contrast, the percentage of students who participated in social service, singing, drawing, and dancing was only 10, reading and writing was 7, social festivity was 38, attending a fair was 36, festival function was 15, and religious program was 11. This suggests that athletics and physical education are crucial for fostering students' social health.

Table 2 Social skill level of the respondents

Social skill level	Frequency (f)	Percentage (%)
High (>21)	28	14
Medium (16-21)	140	70
Low (<16)	32	16

Table 2 indicates that approximately 70% of students exhibited a moderate level of proficiency in social skills. This is a step in the right direction for their communication skills because it shows that they can express themselves adequately but could do so better. According to the study, 70% of students who enjoy physical education or sports can demonstrate average social skills and can therefore carry on a regular conversation. Positive comments include, among other things, encouraging others to think critically, speaking up, and actively listening. Results showed that 16% of students had poor social skills and needed to work on their communication and teamwork. This is in line with the findings. Such concerns can be solved through the implementation of certain programs in schools.

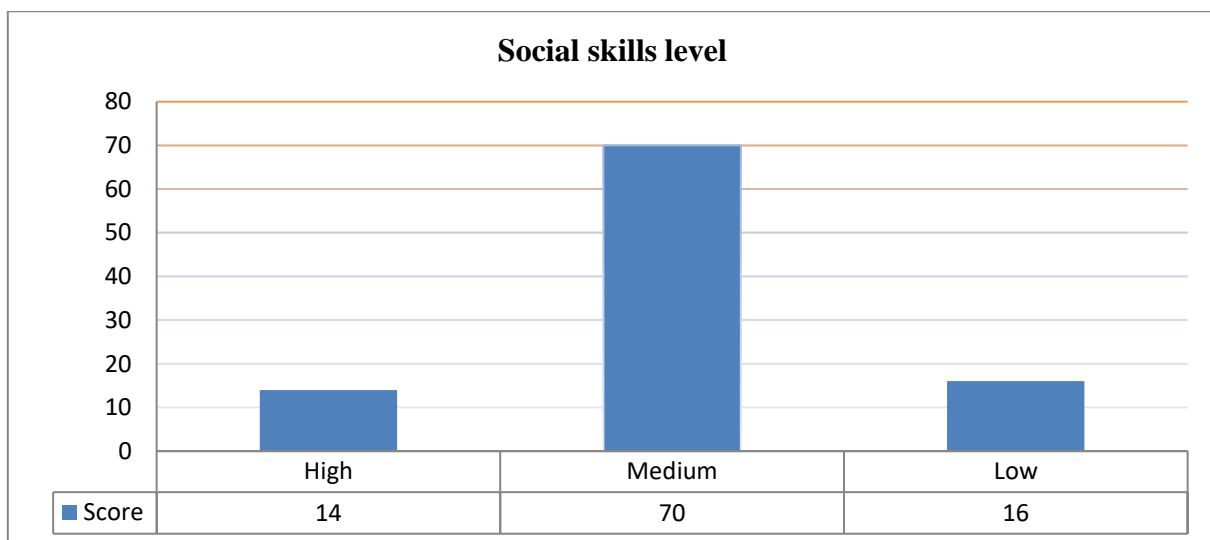


Fig. 1. Percentage of social Skills level respondents.

The results of the respondents are shown in Figure 2, which shows that about 35% of the respondents had medium-level social skills, followed by low-level social skills (16%) and high-level social skills (14%).

Discussion

The present study seeks to the impact that physical education and sports have on high school students' socialization skills. Such physical education and sports engage the behaviour of high school students as they facilitate the acquisition of social skills. In contrast, the study indicates that 70 per cent of the students under investigation had average social skills and did not think that activities such as sports or other forms of 'practice', where children are likely to interact, communicate, and engage in positive working together with other children, were a helpful factor. The statement also reflects those previous physical educations where there was an emphasis on why it is important to build students' capabilities in leadership and community building. However, the physical education policy, even if instituted, will not be of much help

to these students who hardly socialize because of the low 16 per cent who had a high or low evaluation of social ability. For this reason, integrating social skills training into physical education lessons can be beneficial.

Conclusion

In light of this success, we have finally proven that physical education plays an important role in the social development of students. These not only improve the students' physical well-being but also enhance important social skills such as teamwork, sharing, and socialization. To ensure that all students can benefit from both learning and social development, schools should consider setting some limits on certain expectations, particularly for socially challenged students, to maximize the effectiveness of physical activities with their peers.

Recommendations

1. Physical education teachers should be and other subject teacher headed by headmasters should encourage every student to involve in sports activity as part of their Continue of the day.
2. Sports Facilities should be made available in schools which attracts the student
3. Intramurals will help to success in extramural and bring levels to school Of sports provides various experience and Opportunities, and help the students to Explore their ability
4. The social is a strong media of socialization of the students which helps build a strong society and strong nation

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