



Effect of Social and Physical Environment on Physical Activity of Higher Secondary School Students

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Abstract: *School is a place where children and young people spend most of their time during the day. Nature is characterized by the habit of sitting down required for academic learning. In this article, I present research evidence showing the effects of four opportunities for physical activity in this area: sports, leisure, classroom exercise, and physical education. Based on the analysis of research evidence on four occasions, I suggest that opportunities to promote opportunities should be directed into a concerted action to integrate a culture of exercise into a residential environment. Using an example of an exercise program to promote physical activity throughout India, I identify four areas in which we should continue to work: policies based on the legislature, physical education as a core content, creation and preservation of exercise culture in schools, and integration of work culture into school environment.*

Keywords: *Physical education, School culture, Physical activity in schools, Legislature, Academic learning.*

1. Introduction

School is a place where children and young people spend most of their time during the day. Because schools carry the burden of academic education and because it is a place where trained adults teach young people, nature is different from any other built for work or leisure activities. In this article, I describe the real nature of school, which is the physical and social space within the physical boundary of a school where students spend their school day. I define physical activity as visual activity for the purpose of playing, exercising, and learning physical skills that occur through the opportunities offered by schools. [1]

I will focus on three aspects of the school environment and its impact on children's physical performance. First, I will repeat the first reason why the school environment exists by reviewing a few scholarly works from academic research. Second, I will make a brief summary of the research on the four physical elements job opportunities and the consequences of each of the children's physical

activity within and over a period of time. Thirdly, I will share my thoughts on creating a culture of exercise in schools using example programs in Chinese schools. Lastly, I will consider the evidence and examples and discuss their results to incorporate a culture of physical activity into the environment. My aim is to help with a better understanding of job opportunities in the institutional center that focuses on our studies to promote a culture of school exercise that attracts children and is in line with the goal of learning for high schools.

2. Physical Education

The term physical education consists of two words Physical and Education. A clear definition of a body word dictionary as it relates to one's physical characteristics such as physical strength, physical endurance, stamina and physical appearance. The word education can mean formal instruction or training or preparation for a particular job.



The two words grouped together represent systematic instructions or training related to physical activity or program of activities required for development and the maintenance of the human body or the development of physical strength or activities to develop physical skills.

2.1 Scope of Physical Education

1. **Fitness Exercises:** Fitness exercises help to remove a deformity in a child's body. Sometimes this disability is due to a disability in muscle growth and because we use simple correction tests.
2. **Games and Sports:** Various team sports such as hockey, cricket and volleyball etc. and other events such as athletics, wrestling, boxing judo and archy are included in physical education organizers. Swimming, diving, canoeing to get attention related to water sports.
3. **Rhythmics:** ymamstics, Iziums Dance, Physical Training and Dumb bell etc. Rhythm activities are also included in physical education programs.
4. **Self defense activities:** Defense activities: Hiking, hiking, judo, karate and defense activities are included in physical education programs.
5. **Recreational activities:** Recreational activities such as mini-games, chess, carom, horseback riding, educational campus, hunting, traditional dance, fishing etc. are included in physical education programs.
6. **Yogic activities:** Yogic activities such as Asana Pranayama Kiryas etc. are included in Physical Education.

2.2 Purpose of Physical Education

Objectives of physical education are stated differently by many Physical Educationists. The following are the main objectives of physical education.

1. **Organic Fitness Development:** These goals are aimed at a program of activities that build physical and individual strength through the development of various body systems. Systems such as the circulatory system, respiratory system, nervous system, muscle system and digestive systems. Physical education is related to physical activity, which causes various effects on our natural systems. These systems are made in size, shape, efficiency etc. This promotes good health, which makes that person a national asset. If our

systems remain healthy, they can perform their functions in well the way.

2. **Mental Health Development:** The purpose of mental development lies in the accumulation of the body of knowledge and the ability to think and interpret their knowledge. Physical education program planners require mental alertness, deep concentration and calculated movement. Physical activity sharpens the mind, performing various functions. It includes rules too regulation of sports strategies, physical and physical education on a balanced diet, sanitation, health and disease personal hygiene etc. By participating in various activities one learns to draw conclusions. You can understand new situations in the game. You can make decisions on your own.
3. **Social Development:** In the democratic society in which we live it is important that everyone develops a sense of party understanding and co-existence. Social factors are important in improving the quality of life. The physical education system develops these qualities. They give leadership qualities. Through physical activity, athletes get closer and more flexible according to circumstances. It helps to find features such as courtesy of fair play, sportsmanship self-control, unselfishness, tolerance and empathy.
4. **Neuro muscle integration development:** The nervous system is strengthened only by proper exercise. Muscle integration grows well only with a variety of exercises performed over a long period of time. A good combination of neuro muscles helps prevent fatigue. We get the precision and smooth operation of our body. Our response time is limited. Neuro muscle growth helps them perform daily work professionally and improves optimal and faster body movement and graceful body movements.
5. **Development of desirable practices**
 - Concentration on regular activities rest on a controlled diet
 - Keeping clean
 - Disciplinary discipline in one's work
 - Make a list of desirable things that can contribute to a healthy body and a happy mind
6. **Human Development**
 - Availability of sports
 - Development of leadership qualities
 - Development of social cohesion



- Development of fear
 - Acquisition of positive self-esteem
 - Acquisition of self-control
7. Providing Mental Hygiene
- Mental Hygiene contains those activities and strategies that promote and maintain mental health.
 - Development of the ability to cope with the pressure and threat of uniformity
 - Elimination of sports and sporting concerns and disputes
8. Practical knowledge development
- Know the rules and strategies of different sports
 - Knowledge and access to good health care
 - Knowledge of the methods and principles of sports and exercise
 - Knowledge of body parts and the effects of exercise on various organs and systems.
9. Development of the qualities of good citizenship
- The person must comply with the rules and regulations
 - Personal discipline improves the qualities of good citizenship
10. The Importance of Physical Education
- Physical education promotes mental alertness.
 - Physical education provides information on health and its risks and is able to communicate and non-communicable diseases.
 - In the matter of physical activity, recreation can be used effectively.
 - Through physical education the human body can be improved in a positive way. Physical beauty improves.
 - A good sportsman is a good citizen. He knows how to adapt.

3. Adolescents, socioeconomic status and physical activity

Numerous epidemiological studies have documented a decline in youth participation in physical activity; however, as [2] and [3] suggest, these studies do not take into account the social, cultural and environmental contexts that shape children's daily lives and the conditions

that may hinder them from participating in physical activities and recreation. Specifically, exercise and leisure 'depend on content' [3] are closely related to broader perspectives on socio-economic status and diversity. In addition, physical participation is made within class expressions, socio-economic status and gender [3]. Social divisions present different meanings to physical activity and leisure activities depending on the opportunities, which shape ownership and practices in relation to participation in compulsory and recreational situations [4]. According to [5], the state of participation in exercise arises from the complex interactions of various economic, cultural and social factors. All of these factors influence a person's habits, personality, and choices in the exercise and recreation that are characteristic of another person's class. Habitat is considered to be a major factor contributing to body growth [5]. It encompasses such a person's entire environment, including his beliefs and circumstances, and represents all that a person can choose to do. In [5] it suggests that habitus has its origin in early childhood by contacting family members and various other social groups (e.g. schools, neighbors). The habitus affects all aspects of a person's personality; and the way people 'taste' and acquire physical activity 'reveals a very deep state of habitus' [5]. Bodies are also formed by the development of 'taste' [6, 7]. 'Taste' is defined as 'a process in which people are qualified as voluntary and preferred options, lifestyles that are actually based on material problems' [7]. The development of taste, 'which can be seen as a manifestation of habitus pride', is compounded and affects the perception of people in their bodies [7] Social class has been identified as an environmental and social factor that can have a positive or negative impact on children 'participation in physical activities [8]. In addition the socio-economic status (SES) has been used as a metaphor for the social class representing socially based groups based on work, education and housing [8]. According to the various categories [5] they often develop their physical fitness which leads to the formation of different body forms. Bourdieu's work includes ideas for economic finance (financial institutions, goods and services); social finances (such as friends, peers, colleagues, religion, race and skills, knowledge and skills that young people have and learn about belonging to a particular community group); and the cultural capital (education, qualifications and long-term physical and mental health). The long-standing physical and mental condition described by Bourdieu as the 'making' of the cultural capital is also referred to as the 'capital of the body' [3]. According to [3] income generation. . . refers to bodybuilding in ways that are known to contribute to the social sphere while the



monetary transformation refers to the translation of physical participation in recreation, sports and physical into various forms of capital. Specifically [3] suggests that the revenue generated can be converted into economic funding (in the form of professional sports and sponsorship), cultural funding (in the form of university and advanced education) and social organization (through social media and communication through sports organizations). Framework [5] of social classification also describes how middle-aged and older people are often attracted to more expensive and new physical activities. Certain 'pros' or 'active athletic games' [9] are attractive in the lower classes because they are less expensive. Both 'cultural and physical finances' (education, scope and extent of social organizations, values, values and lifestyles; see [10] and 'economic incomes' (financial institutions) have a direct impact on levels of participation and involvement. In the economic capital they may be involved in work mainly because of the taste and symbolic values given to certain body parts but also because they can afford it, financially and on time. [2] In their study of family involvement in leisure activities, parents from higher SES view exercise as an 'activity' that influences the family's daily routines and travel plans. here and in this debate is the concept [5] of intergeneratio The transfer of material capital (habitus and taste of certain types of physical activity): efforts of one generation to develop its combined practices in the next generation. As [5] states that prominent classes are more likely to invest more time and money in their children's high-level activities designed to increase potential productivity and capitalization. In [11] they suggested that high social and economic status was linked to higher involvement in physical activity. In addition, access to higher education and family income contribute to higher participation in physical activity [9]. Young people from a lower socioeconomic background are twice as likely to survive as compared to their middle-class counterparts. In [11, 12] it was reported that a small

4. Review of Literature

J.R.F. Greenfield et al. (2015) Attitudes toward physical activity are greatly enhanced during childhood which means that physical education classes can have a powerful effect. National school enrollment data (n = 21 515) in England was analyzed to assess the relationship between the provision of sex education, age, location and economic education. Children in private schools had a fixed period of physical learning (P, 0.001; 95% confidence interval

(CI) 18 to 30 min per week). This association was true for males (P = 0.024); Southern schools (P, 0.001; 95% CI 2 to 3) and rural areas (P, 0.001; 95% CI 3 to 5); or with a high percentage of students eligible for free school meals (P, 0.001; 95% CI 3 to 4). Schools in the richest areas (P, 0.001; 95% CI 21 to 22) and those with a low percentage of students from minority backgrounds (P, 0.001; 95% CI 21 to 22) also have high minutes of physical activity education per week. In terms of age, 93% of schools met guidelines within 1 to 9 years; Only 45% do so in 10-13 years. Differences in physical education have been found in relation to the type of school, socio-economic status and resources available. Age-related differences in accordance with the guidelines are worrying; ways to increase the provision of adult children should be investigated [15].

K. L. Morton et al. (2016) There is a growing interest in learning and policy in interventions aimed at promoting the health of young people by ensuring that the school environment supports healthy practices. The purpose of this review was to summarize the available evidence on school-based policy, physical and social influences and the environment in adolescent physical activity and sedentary behavior. Electronic data were searched to identify subjects (1) affecting healthy adolescents (11-18 years old), (2) investigating school-environmental influences and (3) reporting on exercise activity and / or seating effect or topic. Findings were compiled using nonlinear combinations and thematic analysis. Ninety-three papers of the combined methods are included. The scope of school-based policy (e.g. duration of leave), physical (e.g. resources) and social and environmental (e.g. teacher behavior) factors associated with adolescent physical activity, and limited research on sedentary behavior. The integration of integrated courses has highlighted the importance of specific activity settings (type and location) and opportunities for indoor play for all students. The key elements associated with physical education were an encouraging environment focused on efficiency and independence of supportive teaching ethics. Evidence of merit highlighted the impact of climate change and highlighted the difficulties of organizations seen in many publications. This review identifies future research needs and discusses interventions that can be considered [16]

Shinyi Wu, et al. (2011) Many interventions have been shown to increase physical activity but are not planned for performance or cost. This study provides a systematic review of exercise interventions and calculates their cost effectiveness. A systematic review of the literature (5579 articles) and 91 active interventions that encourage physical activity were obtained, with sufficient detail to translate the results into available MET hours. Effective performance measures are then calculated as the cost per



hour of MET received per day per person achieved. Physical benefits were compared with U.S. recommended rates (1.5 MET-hours per day for adults and 3.0 MET-hours per day for children, equivalent to walking 30 and 60 minutes, respectively). The most effective strategies are designed to make a decision point (e.g., steps to encourage the use of stairs), with an average cost of \$ 0.07 / MET-hour / day / person; these strategies have had minimal side effects, adding only 0.2% of the recommended minimum levels of physical activity [17].

Takemi Sugiyama, et al., (2009) Research has found a variety of environmental factors associated with physical activity. However, mixed results have been reported with a natural combination of recreational exercise. Using a sample of Australian adults (n = 2194), we examined natural phenomena associated with physical activity or exercise that occurred on nearby roads, which are known to be used frequently for this purpose. Attraction, road connectivity, outdoor recreation and access to places of interest were strongly associated with the use of the local road following the adjustment of social dynamics. Developing these natural qualities and ideas about them can be very effective in promoting physical activity for residents [18]

Barbara E. Ainsworth, et al., (2003) Little is known about the physical contact of African and American women living in the southeastern United States. The purpose of this study was to explore the relationships of personal, social, cultural, environmental and physical policies and physical activity among women in small groups. The Women and Physical Activity Survey was used in a telephone interview of 917 African and American women living in two counties in South Carolina. A sample of women is selected by random dialing. About one-third (34.1%) of women met the current recommendation for moderate or vigorous exercise, 49.4% were understaffed, and 16.5% were unemployed. Meeting recommendations or doing insufficient work (compared to unemployment) was related to obtaining higher levels of education, marriage or partnership; to have better or better health, to do better, to see people exercising in your area, to get the best ratings for women who work out (social media points), who have low social problems, and to report the presence of roads or easy traffic in the area. Many factors contribute to physical activity. Additional exercise interventions should use a variety of methods including personal, social, and environmental factors related to participation in physical activity. [19]

Pedro J Teixeira, et al., (2012) Motivation is an important factor in supporting continuous exercise, which is also associated with important health outcomes. Similarly, research on the motivation for exercise from the point of

view of autonomous theory (SDT) has grown significantly in recent years. Previous reviews have been widely discussed and hypothetical. Aimed at a comprehensive review of the art details, this article examines the powerful literature on the relationship between the key elements of SDT and exercise and the effects of physical activity [20].

David K. Ingledew and David Markland, (2009) The aim was to explore a three-dimensional motivational model, based on the concept of self-determination. According to the model, discarded goals (represented by health objectives) influence participation objectives (use participatory objectives), which influence control objectives (ethical exercise), which influence behavior (participation). Participants were 251 adults. They completed the Aspirations Index, Exercise Motivations Inventory version 2, Behaviour Regulation in Exercise Questionnaire version 2, and a frequency measure of the amount of physical activity. The model was tested using a flexible model of at least a few squares. Exercise involvement was definitely predicted by identification and nature but not before.[21]

4.1 Social Environment

The term social environment refers to the way that a classroom environment influences or supports the interactions that occur among young children, teachers, and family members. A well-designed social environment helps foster positive peer relationships, creates positive interactions between adults and children, and provides opportunities for adults to support children to achieve their social goals. To create a classroom environment that supports positive social interactions, teachers need to plan activities that take the following aspects into consideration. Click the items below to learn more.

4.2 Physical Environment

The term *physical environment* refers to the overall design and layout of a given classroom and its learning centers. Teachers should design the environment by organizing its spaces, furnishings, and materials to maximize the learning opportunities and the engagement of every child. To effectively do so, teachers can apply a concept known as Universal Design for Learning (UDL), which stresses that the environment and its materials in it should be accessible to everyone. Creating this accessibility might involve providing books at different reading levels, placing materials within easy reach on a shelf, or creating ample space so that a child who uses a wheelchair can maneuver around the classroom [22, 23]. When they set out to design



an effective physical environment, teachers should consider all of that environment's various aspects.

5. Conclusion

This study underscores the need for better and more comprehensive physical education in schools in the poorest economies to pay for lower levels of physical activity outside of school. In this study, the provision of PE and school sports in poor areas was problematic, supporting research evidence that current forms and delivery of PE school programs are too low in performance and that students from poor backgrounds are poorly represented in community sports clubs. This can also ensure that education inequality persists, process inequality and the introduction of PE in schools. It seems that PE is no longer able to deal with the problems associated with the social class and provide equitable experiences for students regardless of their social and economic background, as it is very difficult for PE to combat the broader social processes, the social class that continues to be a dominant factor. The purpose of this study was to provide further information on the location of the social class and the participation of young people in school sports and physical activity.

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