



AN ANALYSIS OF THE EFFECTS OF PHYSICAL ACTIVITY ON SECONDARY LEVEL STUDENTS' EMOTIONAL MATURITY, GENERAL WELL-BEING, AND SELF-CONCEPT

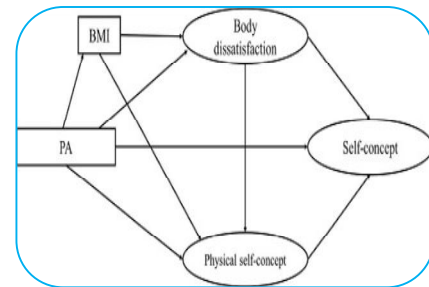
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ABSTRACT:

Physical activities have so many widely recognized merits and advantages, some of these are as follows:-if performed on a daily basis, moderate to vigorous intensity level of physical activity can help in strengthening our heart muscles. The ability of our heart to pump blood to the lungs and all over the body improves. Also the oxygen level in our blood rises up because of more flow of blood to our muscles. The capillaries also widens resulting in delivering more oxygen to our body and carrying away of the waste products. When done on a daily basis, moderate and vigorous intensity aerobic activity can help in lowering the possibility of Coronary Heart Disease (CHD). CHD is a state in which plaque develops inside the coronary arteries. Coronary arteries help in supplying oxygen-rich blood to the heart muscle. It plaque narrows the coronary arteries which results in lowering blood flow to the heart muscle. In the course of time, an area of plaque can break and a glob of blood can form on the surface of the plaque. As the size of the clot become large, it may totally block the flow of blood through a coronary artery which can result into a heart attack.



KEYWORDS: Physical activities, Coronary Heart Disease (CHD), Emotional Maturity, Rationale Of The Study, Physical self-concept, Self-Esteem, and Mental Well-Being.

INTRODUCTION

Physical activity refers to any physical or bodily movement produced by our skeletal muscles which needs the consumption of energy and strength. One must perform some form of moderate level of physical activity on a routine basis to achieve a healthy body and a healthy mind. It is also advantageous in reducing the possibility of diabetes, cardiovascular diseases hip and vertebral fracture, colon and breast cancer and depression. It also keeps in check our body weight. The four major types of physical activities are aerobic, muscle-strengthening, bone-strengthening and stretching. Aerobic activity involves the utilization of our large muscles, such as those in our arms and legs. Aerobic activities benefits are respiratory system and our cardiac system the most. Aerobic activity ia also referred as 'endurance activity.' It increases a person's heart rate. While performing aerobic activity a person breathes harder than usual. Regularly performing of aerobic activities can make our heart and lungs stronger and their ability to work better. The various types of aerobic activities includes swimming, biking, dancing, running, walking and jumping jacks. Muscles strengthening activities helps in bettering or ameliorating our endurance, strength, and power the various muscles strengthening

activities are weight-lifting, doing pushups and sit ups, climbing stairs, digging in the garden etc. While performing bone strengthening activities, our muscles get pushed against the bones as our feet, legs or arms support our whole body's weight which results in strengthening of our bones, if done on a regular basis. Some of the bone strengthening activities are walking, jumping rope, weight lifting etc. Bone-strengthening and muscle-strengthening activities can also be called 'aerobic activities' when they make our lungs and heart work harder. Like running, it is both a bone-strengthening as well as aerobic activity. Stretching helps in improving our pliability and our ability to move all the joints. Some examples of stretching are doing side stretching, toe touching and yoga.

EMOTIONAL MATURITY

Feelings or emotions are an integral part of human being. Our behavior is controlled by our emotions. One of the dimensions of a personal experience is emotion. These emotions are expressed as fear, love, anger, tear, laughter and so on. They involve feeling of depression or jubilation. In the absence of emotions life of any organism would have been devoid of aspiration. Emotional maturity related with the facts of development and potentialities involved in the process of development must stress not simply restriction and control but also the positive possibilities inherent in human nature. According to Walter D. Smitson (1974) emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-psychically and intra-personality.

CHARACTERISTICS OF AN EMOTIONALLY MATURE PERSON

According to Mangal (2007) persons with emotional maturity have the following attributes.

- a. They welcome the suggestions and opinions of others open-mindedly without getting offended. They are not thin-skinned and stubborn.
- b. They do not try to escape from reality and always perceive things as how they are in real instead of day dreaming about a different world.
- c. They always try to maintain healthy relationships with others, they are considerate in nature and try to avoid action/behaviour that may hurt others' feelings and sentiments.
- d. They are self-aware and know the importance of self-respect and never do anything that can go against their principles. They define their lines so that others can't cross it.
- e. They know how to conceal their feelings and how to deal with their emotions. They are calm and they know how to cope up with hurdles that come their way. They have good tolerance power.
- f. They are lucid (clear) with their thoughts and are a rational thinker. Their decisions are backed with logic and their own intellect.
- g. He or she accepts their faults instead of putting the blame on someone else or arguing in order to prove themselves right. They do not feel the need to deceive others by concealing the facts.
- h. They express their emotions in a very refined way. They are conscious with whatever they are saying. They are thoughtful about their behaviour and actions.
- i. They know when, how and where to express their emotions. If anyone tries to cause harm to their self-esteem or they see an innocent person suffering, they then express their anger. On the contrary if they have committed any mistake and are being scolded for the same, they are equally able to check their emotion of anger.
- j. Every emotion can easily be seen in their behaviour distinctively. There is no gap between their words and action. They have no confusion regarding what they intend to do and what they are doing.

SELF-CONCEPT

- a. Self-concept is generally described as the belief that someone holds about himself/herself i.e. what he /she thinks about himself/herself. Having awareness about oneself is what is termed as 'self-concept' so; one can say it is what a person perceives about his /her own identity that includes all of his attributes. Rogers opines that self-concept impacts how a person evaluates himself/herself and the surroundings where he lives in. A mentally healthy person tends to be consistent with his/her

notions, options, experiences and conduct. Self-concept refers to one's own image in one's own eyes i.e. the value one hold regarding his/her attributes, potentialities, behaviour and qualities. It is not an inborn thing rather it is something which develops gradually with time by an individual through interaction with his surroundings and responding back on that interaction. This fact of self-concept is very vital as it proves that self-concept may change with time.

- b. Self-concept is different from self-awareness. Self-awareness is the extent to which self-knowledge is defined, consistent and presently suitable to an individual's mental outlook and natural qualities. Self-concept is also distinct from self-esteem. The former is a rational or descriptive element of one's self whereas the latter is assessed or based on judgement.
- c. Self-concept of person includes his/her self-schemas and interacts with self-knowledge, self-esteem as well as the social self that forms the self as a whole. It covers the past present and future selves of an individual, in which future selves refers to a person's idea or plan regards what they want to become, what they are capable of becoming and what they don't want to become. Possible selves may act as or lead to incentive or any benefit for certain conduct or action.
- d. Many researchers debate upon when do self-concept development starts. Some of the view that gender stereotyping an expectations of parent from their children influences children's understanding about themselves by nearly around 3 years of age. However, at his age or at this development stage kids have a broad sense of self, generally they use words like nice or big to tell or describe about themselves or other people. Though this represents the inception of self-concept, other researchers propose that self-concept start to develop at about the age of 7 or 8 years. At this stage (time) children are capable enough to understand and interpret their own emotions, feelings and potentialities and also get feedback from their families, teachers and friends. In adolescence (pre adulthood) the self-concept goes through a notable and important transformation. Normally, self-concept changes more slowly and instead already existing ideas and concepts gets refined, clear and stiffed. Though, during adolescence the development of self-concept manifests a "u" shaped curve, where self-concept decreases in early pre adulthood and in later adolescence it increases.
- e. Moreover teenagers start assessing their capabilities on a continuum, as contrary to the "yes/no" evaluation of children. For instance children may evaluate themselves as "smarter than other average but not the smartest." In spite of the distinct view regarding the beginning of the development of self-concept, researchers accept and admit the significance of one's self concept, that effects individual's conduct and intellectual emotion outcomes which includes (but not restricted to) scholastic achievements, happiness level, stress, social-integration, self-respect and contentment.
- f. Academic or scholastic self-concept is the individual's belief and faith regarding their academic capabilities, performance and talents. Few researchers indicate that it starts developing from the age of 3 to 5 because of parents early educators influence. By the age of 10 or 11, children start evaluating their academic potentialities by comparing their performance with their fellow classmate and friends. This kind of comparison is referred as 'self-estimates.' Self-estimate of cognitive capabilities are most correct which evaluates subjects that deals with digits like mathematics whereas it expected to be inaccurate or poor in areas like reasoning speed.
- g. Several researchers think that to boost academic self-concept, parents and teachers should give children feedback particularly regarding their specific talents or abilities or performance. Some researchers are of the view that teaching learning and training opportunities must be organised or conducted in groups (includes both mixed abilities and like ability grouping) which minimizes or diminishes social-comparison, because extreme or excessive of any of the type of grouping can have negative effects on child's academic self-concept and it also adversely impacts their way of seeing themselves in comparison to their peers.
- h. Physical self-concept refers to a person's opinion about themselves regarding their physical potentialities and how they look. It includes concepts like endurance and physical strength whereas appearance refers to the outer attractiveness of a person. Adolescents undergo through significant changes in their general physical self-concept. On the commencement of puberty, which are nearly

11 years for females and 15 years for males. The changes or transformation in the bodily structure and appearance along with the psychological changes during this span of time makes adolescences more important for the growth of physical self-concept. Involvement in physical activities is a crucial factor for the proper development of physical self-concept. It is also recommended that adolescent's active participation in competitive sports leads to an increase in their physical self-concept.

RATIONALE OF THE STUDY

Physical activities refers to any bodily movement produced by the skeletal muscles which leads to the consumption of energy beyond resting expenditure. Exercise is also a part of physical activity that is planned, organized, repetitive and driven toward the betterment and perpetuation of physical fitness. Exercising is nothing but the exertion of body, making it a physical activity that aims at building a healthy or healthier body and mind. Exercise physiology is a sub-discipline of kinesiology which address the temporary or short term biological reactions to the stress of physical activity and how the body adapts to the repetitive physical activity over time. By exercise, I mean the amalgamation of both physical exertion of the body as well as the right intake of food with a motive of encouraging higher level of physical and mental wellness. Dieting is the combination of physical exercise with taking different types of nutrient rich and healthy food required for a healthy and energetic lifestyle. One of the significant aspects influencing overall self-esteem, which is recognised as a necessary component of a happy existence, is physical self-concept. Exercise has a positive impact on happiness because it aids in the development of a positive physical self-concept. Although the process of exercise participation leading to well-being has been implied in a number of studies, there has never been a case of this process being empirically examined in a single study. Existing research has also demonstrated that the idea of happiness is not a holistic viewpoint. One of the significant aspects influencing overall self-esteem, which is recognised as a necessary component of a happy existence, is physical self-concept. Exercise has a positive impact on happiness because it aids in the development of a positive physical self-concept. Although the process of exercise participation leading to well-being has been implied in a number of studies, there has never been a case of this process being empirically examined in a single study. Existing research has also demonstrated that the idea of happiness is not a holistic viewpoint.

Physical activity is not only significant for the proper development of mind and body but it is also crucial for learning. Research proves that any physical activity, be it biking, swimming, running, playing any sort of team sport have positive impact on the mind and also on the academic performance of a student. Physical activity have a direct effect on the behaviour of an individual. Physical activity improves an individual's brain in the below mentioned ways –

- The oxygen flow to the brain increase.
- The count of brain neurotransmitters also increases, which in turn aids to better focus or alertness, learning, retaining of what was learned and also better handling of stress.
- The count of brain – derived neurotrophins increase, which further assures the survival of neurons in areas of the brain that are in charge of memorising, remembering and higher thinking.

CONCLUSION :

Nobody in this world seeks out hardship; instead, everyone prefers happiness. Good health, happiness, prosperity, self-assurance, fulfilment, and peace of mind are essential for human beings to enjoy fulfilling lives. The greatest and simplest approach to get there is to have a healthy, physically active physique. Children are a country's future. Therefore, a nation will become worthy of itself if children are physically active, emotionally mature, and in a state of well-being with a high sense of their own worth. Therefore, this kind of research can help us improve both humanity and the wider world. The current study is significant in many different ways. In addition to helping students understand the link between physical activity and emotional development, overall health, and self-concept, this study is significant because it will help physical education teachers, general teachers, clinical psychologists, and other counsellors deal with a variety of issues related to adjustment, development, and life

accomplishments. This study was carried out to present the effect and direction of exercise for the pursuit of happiness and to verify the effects of positive changes in physical self-concept through exercise participation on changes in self-esteem and mental health in university students. The level of physical self-concept, self-esteem, and mental well-being of college students improved after participating in exercise for six weeks, and it was confirmed that there was a complementary mediating effect through the structural relationship analysis between the amount of change of each variable. These findings are significant because they proved the causation of the hierarchical relationship that links exercise engagement to physical self-concept, self-esteem, and mental well-being. The current study therefore points in the direction that for young adults who are in an important stage for the establishment of healthy behaviours that may be maintained throughout life, it is helpful to aim for a change in physical self-concept to pursue a happy life through exercise participation.

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