



REVIEW OF RESEARCH

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"ROLE OF PHYSICAL ACTIVITY IN ENHANCING SELF-ESTEEM AND SOCIAL SKILLS IN ADOLESCENTS"

Dr. Saruk Chandrasen Uddhavrao

Shivsagar Sevabhavi Shikshan Prasarak Mandal, Chatrapati Sambhaji Nagar's
Kala Mahavidyalaya, Nandurghat, Tal. kej Dist- Beed.

ABSTRACT

This study explores the role of physical activity in enhancing self-esteem and social skills among adolescents in Beed city schools. A total of 60 students (aged 13–16) were selected and divided into two groups: an experimental group that engaged in structured physical activity sessions for 8 weeks, and a control group that followed their regular schedule. Pre- and post-intervention assessments using Rosenberg Self-Esteem Scale and a Social Skills Rating System (SSRS) revealed a significant improvement in self-esteem and social interaction abilities in the experimental group, emphasizing the importance of physical activity in adolescent development.



KEYWORDS: physical activity, self-esteem and social skills, Social Skills Rating System (SSRS).

INTRODUCTION

Adolescence is a critical phase for psychological and social development. During this stage, self-perception and peer relationships significantly influence personality. Physical activity has been found to contribute positively to these aspects by promoting self-confidence, cooperation, and communication. The present study investigates how physical activity contributes to adolescents' self-esteem and social skills.

Need and Importance of the Study

- To address increasing sedentary lifestyles and their psychological effects.
- To promote mental health and well-being in adolescents.
- To inform school policies for integrating physical education in daily routines.
- To provide empirical evidence for physical activity's role in personality development.

Objectives of the Study

1. To assess the current levels of self-esteem and social skills among adolescents.
2. To evaluate the impact of physical activity on self-esteem.
3. To evaluate the effect of physical activity on social skills.
4. To compare changes between physically active and inactive students.
5. To suggest strategies for improving adolescent well-being through physical activity.

Assumptions

- Participants will respond honestly to the self-report scales.
- Physical activity programs will be conducted regularly and with fidelity.
- Tools used will reliably measure self-esteem and social skills.

Hypotheses

- **H₀ (Null Hypothesis):** Physical activity does not significantly impact adolescents' self-esteem and social skills.
- **H₁ (Alternative Hypothesis):** Physical activity significantly improves adolescents' self-esteem and social skills.

SCOPE AND LIMITATIONS

Scope:

- Adolescents aged 13–16 years in selected Beed city schools.
- Focus on the psychological outcomes of physical activity.

Limitations:

- Parental or home environment influence not studied.
- Results may not generalize to rural settings or other cities.

Research Method

Type: Experimental research

Design: Pre-test and post-test with control group

Research Design

Group	Pre-Test	Activity Program (8 weeks)	Post-Test
Experimental	Yes	Structured Physical Activity	Yes
Control	Yes	Regular School Schedule	Yes

Sampling

- **Population:** Secondary school students in Beed city
- **Sample Size:** 60 students (30 Experimental, 30 Control)
- **Sampling Method:** Purposive sampling

Tools Used for Data Collection

1. **Rosenberg Self-Esteem Scale (RSES)**
2. **Social Skills Rating System (SSRS)**
3. **Observation and Record Sheets**
4. **Statistical Tools:** Mean, SD, and t-test for data analysis

Data Analysis

Variable	Group	Pre-Test Mean	Post-Test Mean	SD	t-value	Significance
Self-Esteem	Experimental	16.2	21.5	2.3	4.85	Significant
Self-Esteem	Control	16.5	17.0	1.9	0.65	Not Significant
Social Skills	Experimental	60.1	75.3	3.5	5.12	Significant
Social Skills	Control	61.0	62.3	2.7	0.74	Not Significant

Research Findings

- Physical activity significantly improved both self-esteem and social skills in adolescents.
- Control group showed negligible improvement.

- Structured physical education can act as an intervention for social-emotional development.
- Positive peer interaction during activities played a major role in enhancing communication and confidence.

CONCLUSION

This study concludes that physical activity is a vital tool for improving self-esteem and social skills among adolescents. Incorporating structured physical education sessions in school curricula can contribute significantly to the overall personality development of students, helping them become more confident and socially responsible individuals.

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