

ANALYZING THE RELATIONSHIP BETWEEN PHYSICAL EDUCATION AND SOCIAL INEQUALITY

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ABSTRACT

With an emphasis on gender, race, nation, and social mobility, this article examines current studies on the connection between physical and social inequality. Participation in organized sports, outdoor recreation, physical education, play, and other movement-based activities can enhance social, emotional, and physical well-being and foster resilience. These spaces are especially crucial for preventing social marginalization and lowering health inequalities across the lifespan. It is often known that there are disparities in physical activity, particularly amongst socioeconomic classes. However, it is difficult to make headway in lowering these disparities. Social inequality and health inequality are tightly related, as research continuously shows. Understanding the significance and impact of social inequality in this setting is essential to developing critical pedagogies in physical education (PE). Even though the social determinants of health have substantial evidence, health promotion and policy frequently target individual lifestyle factors (such as nutrition and physical activity) in an effort to alter behavior on a large scale.

Keywords:

Physical Education, Social Inequality, Gender, Race, Nation, Social Mobility, Lifelong Learning, Social Cohesion, Coaches, Sports, Minorities

INTRODUCTION:

Enhancing physical fitness and promoting a healthy lifestyle are frequently linked to physical education (PE). Even though these are important factors, physical education plays a far larger role in the educational process. It can serve as an effective tool for promoting social cohesiveness, which is a notion that denotes the quality and strength of ties as well as a feeling of resilience among a society's constituents. PE frequently plays a multifaceted role that is underappreciated and understudied. However, the role of physical education in promoting social cohesion is gaining emphasis as the importance of social cohesion in maintaining societal peace and stability is more recognized. [1]

In today's society, students must contend with a socially constructed and educational war of knowledge, meaning that their everyday experiences are shaped by a neoliberal, consumer culture and mediated world that shapes social groups and inequalities. At the same time, they must participate in educational practices that prioritize high-stakes testing and standards over the real world. Because each group speaks and interacts in its own language, this knowledge clash leads to a breakdown in communication and understanding between administrators, teachers, and students. At the same time, the language used by administrators and teachers dominates school curricula and discourse, silencing students and ignoring their embodied identities.

Many people believe that education is the key to lowering social disparity. It gives them the chance to acquire credentials, abilities, and knowledge that will help them thrive in life. By giving everyone, regardless of background, equal opportunity, education also contributes to leveling the playing field. However, when analyzing this subject, it is crucial to take into account the various aspects that can influence how education contributes to the reduction of social disparity. [2]

1. Access to Education

One of the most important factors in lowering social inequality is access to education. Due to limited access to high-quality education, children from low-income families may have fewer chances in the future.

2. Quality of Education

Reducing social disparity also heavily depends on the quality of education. It is common for students from underprivileged homes to attend schools with lower academic standards, fewer resources, and less experienced teachers. For all students to have equal opportunity, the quality of education in these institutions must be improved.

3. Vocational Education

The reduction of socioeconomic inequality also includes vocational education. Many low-income students might not be able to go to college, but vocational education can give them the training and skills they need to be successful in the job.

4. Lifelong Learning

Reducing socioeconomic inequality requires lifelong learning. Throughout their lives, it enables people to acquire new talents and pursue more education. This can enhance their employment possibilities, raise their earning potential, and offer chances for personal development.

5. early Childhood education

Another crucial element in lowering socioeconomic disparity is early childhood education. Attending top-notch early childhood education programs increases a child's chances of success in both school and life.

In order to lessen socioeconomic disparity, education is essential. Equal access to education, raising educational standards, encouraging vocational training, encouraging lifelong learning, and funding early childhood education are all significant measures that can lessen social inequality. [3]

The Role of Physical Education in Social Cohesion:

PE's inherent qualities make it an appealing platform for promoting social togetherness. First and foremost, physical education involves a variety of tasks that call for collaboration and coordination. For players to thrive in sports like football, basketball, volleyball, and others, teamwork and coordination are crucial. Students learn how to work together, appreciate the benefits of collaboration, and understand the importance of each member's role. Cooperation and respect for one another are essential for peaceful coexistence, and this understanding of group dynamics and synergistic concerted effort can be extended to social collaborations. The lesson that group accomplishment usually surpasses individual grandeur is retained by the students. This lesson can promote social cohesion when implemented in a larger social context. [4]

Promoting Equality and Social Justice through Physical Education

PE can promote social justice and equality by lessening societal inequalities. It helps resolve conflicts between different social groups by providing all pupils with equal access to opportunities. By reducing conflict and promoting justice, this equality of support and reward can strengthen social cohesiveness. When students are able to compete fairly with one another, they are less likely to treat peers from different social groups with contempt. Instead of dividing pupils based on their social identities, healthy competition in physical education teaches them to see merit. When applied to the larger social environment, this equality can have a significant positive impact on social cohesiveness. [5]

REVIEW OF LITERATURE:

Social exclusion is "a shorthand label for what can happen when individuals or areas suffer from a combination of linked problems such as unemployment, poor skills, low incomes, poor housing, high crime environments, bad health, and family breakdown," according to the Social Exclusion Unit (Citation 2001). According to this idea, exclusion can manifest itself in a variety of ways, including a lack of access to opportunities, resources, services, knowledge, power, and choice. [6]

Public and private schools in America are attended by an estimated 56.6 million youth. Most choose to participate in or must finish physical education (PE) classes at school. It is reasonable to wonder if children are accustomed to receiving fair and high-quality possibilities, and if teachers have adequate working conditions to optimize the advantages for students (Lawson, 2018). In summary, it can be argued that the two-component, inherited system of physical education teacher education (PETE) and school PE is no longer suitable for use as a stand-alone entity in the twenty-first century, especially as families and communities face new difficulties, alternative school models and digital age learning systems emerge, and higher education systems change. The PE system is in a dangerous position as demands for evidence-based policies and practices rise, demands for outcomes-based accountability intensify, and competition from other school program providers intensifies. [7]

The study of the harmonious development of the body and mind is at the heart of physical education, which holds a significant place in philosophy. Plato and Aristotle, two ancient Greek philosophers, highlighted the importance of physical education in fostering the moral and intellectual development of individuals. Plato stated in "The Republic" that physical education involves both bodily activity and the soul's purification. According to Aristotle, physical education is crucial for achieving a "good life" since it fosters both moral perfection and physical health (Booth, 2009). Physical education is seen in contemporary philosophy as a way to support people's total development. According to John Dewey's pragmatic theory, which places a strong emphasis on education's experiential and practical components, physical education fosters people's sense of social duty and camaraderie via physical activity. According to Dewey, physical education is a crucial means of fostering socializing through physical activities in addition to teaching physical abilities (Demirel & Yildiran, 2013). Merleau-Ponty holds that the body serves as the foundation for our interactions with the outside world, and that physical education enables people to comprehend and engage with the environment through hands-on bodily activities. This point of view highlights the importance of physical education in a person's cognitive development and holds that people can have a better understanding of their relationships with others and the outside world by engaging in physical activities. [8]

The interaction relationship between social development and physical education reflects the philosophical connection between the two. In addition to being the outcome of social development, physical education plays a significant role in advancing social progress. People who receive physical education not only become more physically fit but also fully develop their moral, intellectual, and social faculties. According to functionalist theory, physical education contributes to social

development in a variety of ways. Through cooperation and competition, it fosters social responsibility and a sense of community in addition to improving physical health on an individual basis (Green, 1998). This type of education is crucial for fostering cultural identity and social cohesiveness. Because physical education has a distinct culture and set of values, it also influences how society develops. Fair play, respect for rivals, and teamwork are examples of sportsmanship, which has grown in importance as a component of social ethics. Through physical education, these ideals are propagated and strengthened, and they contribute to society's moral advancement. [9]

Objectives:

- To study the Relationship Between Physical Education and Social Inequality
- To study the Promoting Equality and Social Justice through Physical Education
- To explain social functions of sports
- To Evaluate the social inequality in sports.

Research Methodology:

The study completes the circle by emphasizing the necessity of integrating well-designed physical education programs into curricula in order to foster a culture of harmony and understanding. In order to fully address PE's potential to promote social cohesiveness, the article also emphasizes the need for more study and policy development in this area. It looks at some of the ways that sport has aided in social change as well as contemporary manifestations of inequality. It implies that at least three perspectives could be used by future researchers looking into the connection between social inequality and sport: (i) inequality of condition; (ii) inequality of opportunity; and (iii) inequality of capability. The findings provide credence to the idea that sports can help people's opportunities in life. The overall design of this study was exploratory. The study is exploratory in nature. The data used for preparing this paper are secondary in nature which is collected from the various published resources. The data derived for preparing this research paper has been extracted from various elite journals and relevant websites.

RESULT AND DISCUSSION:

The essence of the unique functions of sports is first and foremost described as a unique kind of activity that reveals human opportunities in specially created conditions and is continuously pushing the frontier of their apparent boundaries, according to an analysis of the scientific and methodological literature and the authors' publications in a similar direction. Sports' social and personal worth, their cultural impact, and their broader application for important social goals are all significantly influenced by this. Apart from the aforementioned, the research and partial solution of the best legal protection regime for sports training methods and techniques as the outcome of creative activity are based on the work of Russian colleagues. There is a significant challenge in the training approach patenting procedure. [10] Although the method refers to the effect of a material object on a material object, the existing legislation permits the patenting of the method. shown that patenting sports training systems and techniques is both legal and commonly advised; requirements for patenting training methods are listed. The aforementioned characteristics do not exclude sports training techniques from being covered by intellectual property laws. These characteristics just demonstrate the need for research on the issue of whether training methods' intellectual property laws may be protected. Six functions express the social meaning of sport (Figure 1). These include heuristic (search), reference, cultural-spectacular, preparatory-labor, preparatory-defensive, and prominent sporting events. [11]

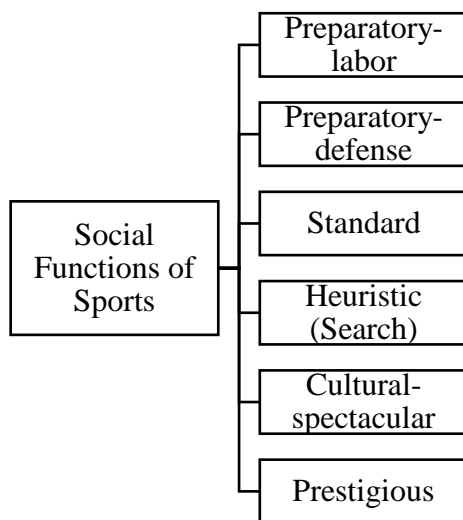


Figure 1. Social functions of sports

Factors that restrict players and coaches in a particular sport are referred to as social inequality in sports.

The Rooney Rule, head coaches, gender, minorities, player and coach compensation, and the influence of sports will all be covered in our presentation.

By the end, you will have a better understanding of some of the social injustices that occur in sports and be able to make your own judgments about social issues that arise in sports. [12]

Inequality of coaches

- Whatever they say goes!
- Any sport's head coaches have unmatched influence over their players, fellow coaches, and supporters.
- Coaches in some sports have an unfair edge since they receive more funding than those in others.
- Coaches exhibit bias while selecting athletes and players by selecting favorites based on personal issues and bias.
- In rate situations coaches unnecessarily “ruff up” their players.

Inequality of the Genders

- Sports are characterized by aggressiveness, strength, and daring—all traits associated with the traditional guy. A successful female athlete is not viewed as girly or womanlike, but a successful male athlete is perceived as macho.
- For generations, women have been hindered by the notion that they are not as good at sports as men. Women were prohibited from participating in the first
- Olympics in 1896, but they were also expected to play golf and tennis at the second Olympics.
- Scholarships for sports in which men play are less common for women.
- Even when compared to less well-known male sports, women's sporting events receive relatively limited television coverage. [13]



Inequality in Pay

- College and professional sports continue to provide unequal funding for women.
- The average basketball player made \$5.84 million in 2009. Baseball players earned \$3.26 million on average. \$2.4 million for a hockey player. The average salary for football players was \$770,000.
- -Player's salary far exceeds the salary of any coach



The Power of Sports

Athletes and coaches at US universities receive "special treatment." For instance, if there are penalties at all, they are not as harsh.

Even high school athletics are starting to follow suit.

Schools feel that because these athletes generate so much revenue from funding and games, they are too important to punish them severely or to criticize them. These athletes believe that there will be no consequences if they behave out.

Because of the public's intense interest in sports, athletes and coaches have enormous influence on the public and can effectively operate "above the law."



Inequalities for Minorities

Michael Jordan is the only black majority owner in the four major professional sports, and he has received racist taunts from supporters.

White coaches are typically paid more than African American coaches.



Rooney Rule

- Named for Dan Rooney, owner of the Pittsburgh Steelers and chairman of the league's diversity committee, the Rooney Rule was established in 2003.
- The Rooney Rule requires "NFL teams to interview minority candidates for head coaching and senior football operation jobs."
- This regulation was put in place to ensure that all job applicants had an equal chance at employment.
- One of the numerous actions made to address the issue of inequality in sports is the Rooney Rule.

- European sports have been striving to address discrimination in sports and promote fairness. [14]

Sociological Theory

Numerous viewpoints are used to study sports sociology. Sociologists examine the differences between amateurs and professionals, men and women, athletes and spectators, and so on. Sports sociology was recognized as a legitimate academic discipline in 1970. Sociologists now support one of the four viewpoints that link sports to society: symbolic interactionism, conflict theory, critical theory, or structural functionalism.

Chaz's Reaction

I became aware of the extent of social disparity in sports and how it impacts our daily lives while conducting the research. I discovered the astronomical earnings of athletes and how they stack up against those of female athletes and coaches. Additionally, I became aware of the extent of coaches' power and the ease with which they could misuse it. Today's society is working to eradicate this kind of behavior, but it will be difficult to combat such disparity because people are inherently seeking unfair advantages over others. [15]

CONCLUSION:

To sum up, social cohesion in schools and society at large is greatly enhanced by physical education. It promotes inclusivity, teaches core social values, provides a variety of open doors for diverse pupils to participate, and aids in the reduction of social inequalities. It contributes to a more inclusive, courteous, and cohesive society by fostering social cohesiveness outside of the classroom. Physical education is a vital component of the educational system that supports the holistic development of people's social, psychological, and physical skills as well as their social, cultural, economic, and sustainable growth. Its intellectual foundation highlights the dialectical relationship between social development and physical education, showing that the two are complimentary and interdependent. By enhancing people's physical fitness, mental health, cognitive growth, and social adaptation, physical education fosters the development of healthy human resources for society as a whole and helps shape personalities.

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