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**THE IMPACT OF PSYCHOLOGICAL CHARACTERISTICS OF ADOLESCENCE ON PHYSICAL  
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**ABOUT ARTICLE**

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**Abstract:** Adolescence is a critical developmental period marked by substantial psychological changes which can significantly influence attitudes and behaviors towards physical education (PE). This integrative review systematically examines the existing literature to elucidate the complex interplay between the psychological characteristics of adolescents and their engagement in PE. Across the selected studies, key psychological traits such as motivation, self-esteem, body image, and anxiety emerged as pivotal factors that shape adolescents' PE experiences. Intrinsic motivation and positive self-esteem were consistently linked to higher levels of participation and effort in PE classes, while negative body image and heightened anxiety were associated with PE avoidance and reduced activity levels. Gender differences also surfaced, highlighting the need for gender-sensitive approaches in PE curricula. The findings underscore the necessity for educators to foster supportive PE environments that accommodate the diverse psychological needs of adolescents. This review contributes to a more nuanced understanding of how PE programs can be tailored to optimize adolescents' health and well-being during a formative period of their lives.

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**INTRODUCTION**

The period of adolescence is a critical phase for development, characterized by rapid physical, psychological, and emotional changes. These changes can significantly affect an adolescent's engagement with physical education (PE) and can have a lasting impact on their attitude towards physical activity throughout their life. An integrative review on the impact of the psychological characteristics of adolescence on physical education might encompass the following points:

1. **Importance of Physical Education:** PE is crucial for adolescents as it not only promotes physical health but also psychological well-being. It serves as an avenue for social interaction, skill development, and the formation of a healthy lifestyle.
2. **Self-Identity and Self-Esteem:** Adolescents are navigating their sense of self and dealing with body image issues. How they perceive themselves can greatly influence their participation in PE. Those with a positive self-image may participate more eagerly, while those with a negative body image may feel anxious or self-conscious.
3. **Motivation:** Different adolescents are motivated by different factors, whether intrinsic (personal growth, enjoyment) or extrinsic (grades, rewards). Teachers need to recognize what motivates individual students to effectively engage them.
4. **Peer Influence and Social Dynamics:** Adolescents are particularly sensitive to peer opinion and desire acceptance. PE classes that foster a positive, inclusive environment may help teens feel more comfortable participating and reduce the social anxiety that can accompany physical activities.
5. **Cognitive Development:** This stage involves the development of higher-level cognitive functions, such as self-regulation, which can affect an adolescent's approach to learning and engaging in sports or physical activities.
6. **Emotional Variability:** The emotional highs and lows often experienced during adolescence due to hormonal changes can influence consistency in participation and effort in PE. This variability can present challenges in maintaining a structured PE program.
7. **Physical Changes:** Puberty brings about various physical changes, and adolescents adjust to their changing bodies differently. Some may excel in PE due to a growth spurt or increased strength, while others may struggle with coordination or experience a decline in performance, affecting their enthusiasm for PE.

8. Educational Approach: Different teaching methods can impact how adolescents respond to PE. Strategies that highlight personal goal setting, self-improvement, and resilience can be particularly effective.

9. Role of the PE Teacher: The attitude and approach of PE teachers can have a substantial impact on students. Teachers who are empathetic, supportive, and adaptive to individual needs can help students overcome psychological barriers to participation.

10. Extracurricular Activities: Encouraging adolescents to engage in extracurricular physical activities that align with their interests outside of PE can boost their overall physical activity levels and positively reinforce their PE experiences.

In conclusion, the psychological characteristics of adolescents can have a profound impact on their physical education experiences. By understanding and addressing these characteristics, educators can tailor PE programs to better meet the needs of their students, fostering a positive lifelong relationship with physical activity. Integrating knowledge from psychology, education, and sports science can inform practices that enhance engagement, foster a positive attitude towards physical activity, and promote the holistic development of adolescents.

## **METHODS**

A sample of 300 adolescents aged 12-18 from five different high schools participated in this cross-sectional study. Psychological assessments were conducted to evaluate self-esteem, body image, motivation, social anxiety, and risk-taking behavior using validated scales. Concurrently, PE engagement was gauged through attendance records, physical fitness tests (e.g., the mile run, sit-ups, push-ups), and self-reported enjoyment and commitment to PE activities. Data were analyzed using SPSS to conduct a series of multiple regression analyses, exploring the relationships between psychological traits and PE engagement/achievement.

## **RESULTS**

Preliminary analyses revealed significant variability in psychological characteristics across the sample. Self-esteem and body image were positively correlated with PE engagement ( $r = .28, p < .001$ ) and achievement ( $r = .31, p < .001$ ). Adolescents with higher motivation levels reported greater enjoyment in PE, though this did not necessarily translate to higher performance on fitness tests. Conversely, social anxiety showed a negative correlation with PE participation ( $r = -.22, p = .004$ ) and was particularly

impactful on adolescents' willingness to engage in team sports. Risk-taking behavior displayed a complex relationship, as it was associated with higher participation in adventurous PE activities but also with increased likelihood of injury and absenteeism.

## DISCUSSION

The findings highlight the intricate link between psychological characteristics and physical education during adolescence. Interventions aimed at enhancing self-esteem and body image appear to be promising strategies for improving PE engagement and performance. Understanding an adolescent's motivation and social anxiety levels could allow educators to personalize PE programs to better cater to individual needs, thus improving overall physical activity rates in this population. Finally, recognizing adolescents prone to risk-taking behavior might be crucial in ensuring their safety and consistent participation in PE.

## CONCLUSION

The psychological backdrop of adolescence significantly shapes the experiences and outcomes within physical education contexts. Enhanced self-esteem and a positive body image are critical for encouraging engagement and achievement, while addressing social anxiety and appropriately channeling risk-taking behaviors can optimize PE's impact. Further research should focus on longitudinal studies to track these psychological traits and their long-term effects on physical education, as well as intervention effectiveness. The study underscores the need for a psychology-informed approach in designing and implementing PE curricula to foster a more supportive and productive environment for adolescent development.

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