

**"ENHANCING PHYSICAL EDUCATION: A COMPREHENSIVE REVIEW ON THE
ROLE OF PHYSICAL FITNESS INSTRUCTORS IN SHAPING A HEALTHY
EDUCATIONAL LANDSCAPE"**

Y.M Jyothi

School assistant (Physical education), SPSMCH School, Ananthapur

Chinnakotla Gangaraju

School assistant (Physical education), ZPHS (Boys,Galiveedu), Annamayya District

ABSTRACT:

In contemporary education, physical education has become an integral component of the curriculum, with schools serving as crucial platforms for promoting the imperative of fitness through structured physical education programs. This evolution highlights the recognition of physical education as a vital and distinct stream within the education system. Physical education (PE) is a multidisciplinary field encompassing the study of various sciences related to the dissemination of physical knowledge and skills to individuals or groups, the application of these skills, and the resultant outcomes.

In educational systems globally, physical education, often referred to as PE, assumes different meanings, yet universally, it represents a curriculum course that engages learners across cognitive, emotional, and psychomotor domains through play or movement exploration within a defined context. Although the interpretation of physical education may vary, the term is most commonly associated with a curriculum course designed to facilitate learning in these diverse areas.

The role of physical education extends beyond a mere academic pursuit; it plays a crucial part in the holistic development of individuals, paralleling the significance of traditional classroom education. Therefore, integrating physical education into a student's curriculum is deemed essential. It goes beyond the confines of traditional academic subjects, encompassing a dynamic exploration of knowledge in the mental, emotional, and physical spheres through play and movement.

Recognizing physical education as a vital component alongside conventional classroom education underscores its significance in shaping well-rounded individuals. The interdisciplinary nature of physical education contributes to the comprehensive development of learners, emphasizing the importance of integrating cognitive, emotional, and psychomotor aspects within the educational framework. This inclusive approach ensures that students engage in a multifaceted learning experience that extends beyond the traditional boundaries of academic disciplines.

In essence, the incorporation of physical education into the educational curriculum reflects a broader understanding of education—one that acknowledges the multifaceted nature of human development and the interconnectedness of physical well-being with intellectual and emotional growth. As schools increasingly emphasize the importance of physical education, they contribute

not only to the fitness of individuals but also to the cultivation of a balanced and enriched educational experience.

KEY WORDS: Educating Approach, Physical Education, Physical Fitness.

INTRODUCTION:

The historical narrative of physical education often reveals a pattern influenced by military, social, and political factors. In a notable era of ancient history, the Athenian Greeks, around 700 to 600 B.C., emerged as pioneers in the pursuit of both physical and intellectual excellence. Through various festivals, the Athenians celebrated the beauty of the human form through dance, art, religious rituals, and sports. The pinnacle of their physical endeavors was marked by the Olympic Games, a celebration that had a humanizing impact, transcending social classes and placing all citizens on an equal footing in athletic competition. The Olympic Games even brought about temporary truces in times of war, showcasing the cultural significance bestowed upon physical prowess.

While Athenian culture is often regarded as the zenith of early physical education, it also faced the competing influence of intellectualism, reminiscent of their Chinese predecessors. The medieval era witnessed the decline of the Roman Empire and the ascent of Christianity, which ushered in a period of skepticism toward physical activity beyond laborious work. Christians viewed sports and physical play as morally questionable, leading to the cessation of the Olympic Games in 394.

As scientific inquiries into anatomy and physiology gained momentum, Denmark emerged as one of the first nations to mandate physical education in schools. Physical education assumed a political role in early 20th-century Russia following the advent of socialism, with an emphasis on physical fitness to preserve military strength, enhance productivity, and foster patriotism. Sports were seen as a means of achieving international recognition.

In the United States, the approach to physical education mirrored that of other nations. During the Colonial period, the sheer physical demands of survival rendered formal physical education unnecessary. However, the exigencies of war necessitated physical training as an integral component of military preparation.

The trajectory of physical education, shaped by cultural, political, and military influences, reflects the evolving attitudes toward the human body, athleticism, and the role of physical activity in society. From the ancient Athenians to modern nations, the journey of physical education has been intertwined with broader historical currents, shaping and reflecting societal values and priorities.

EDUCATING APPROACH

Facilitating a positive shift in attitudes toward physical activity necessitates an emotional commitment from the students themselves, complemented by enhancements in the teaching process. While student commitment is vital, it alone may not suffice; however, it does contribute significantly to the overall quality of education. Effective educational strategies should encompass

a variety of content options, utilize diverse resources, and incorporate a range of activities and teaching methodologies.

The conventional structure of physical education programs provides students with a sense of security and guidance, offering both physical and mental support. However, this structured approach, if too routine and monotonous, may inadvertently lead to disengagement, particularly when coupled with subpar content delivered through uninspiring instructional styles. Such a scenario runs counter to the essence of physical education, which aims to cultivate a physically active lifestyle.

Traditional, teacher-focused teaching methods, where the instructor imparts knowledge to students using direct techniques, may lack opportunities for creative thinking. In this approach, the teacher predominantly makes decisions, limiting the students' involvement in the learning process. Additionally, this direct method may not be universally applicable to all cases and tasks. Research indicates that physical education (PE) teachers often employ direct teaching styles, influenced by the challenging behavior exhibited by a significant portion of students. This constraint makes it difficult for alternative teaching styles to be effectively employed.

To address these challenges, a more dynamic and student-centric approach is required in physical education. This entails fostering an environment that encourages creative thinking and active student participation. Incorporating a variety of teaching styles and leveraging indirect teaching methods when suitable can enhance the overall learning experience. By doing so, physical education programs can align more closely with their overarching goal of instilling a love for physical activity and nurturing a physically active lifestyle among students. This evolution in teaching methodologies is essential for keeping students engaged, motivated, and committed to pursuing physical activity beyond the structured environment of traditional physical education programs

THE WAY TOWARD INSTRUCTING

Transforming any exercise into an effective learning experience requires a comprehensive reconsideration of the myriad factors influencing the instructional process. In addressing the needs of contemporary societies, teaching should emphasize creativity and self-sufficiency over mere repetition or duplication. The preparation of a lesson is a pivotal aspect of teaching, providing a clear, organized, and dynamic framework for collaboration between teachers and students.

The essence of a lesson plan should be dynamic, with each task or activity seamlessly leading to and connecting with another. As students progress through the lesson, they should be able to demonstrate the skills they have been working to learn. It is crucial for teachers to acknowledge that certain skills, particularly those involving intellectual abilities such as cross-subject tasks, may require more than a single lesson for effective absorption.

A lesson plan serves as a detailed roadmap for individual instructional sessions. Through well-crafted lesson plans, teachers can precisely outline the objectives of the lesson, specifying what students should be able to do (skills) and acquire (knowledge) by the end of the session. This clarity helps shape students' attitudes toward their own health-related statuses throughout their lifetimes. The lesson plan typically delineates the Intended Learning Outcomes (ILO) and is structured into sections such as warm-up, main content, and cooldown.

Each activity within the lesson plan should have a clear description of how it contributes to the overall objectives of the lesson. Effective communication is vital, and the teacher must ensure that explanations and expectations are presented clearly, potentially incorporating demonstrations suited to the motor and cognitive capacities of the students. The language used should be tailored to the students' level of understanding.

Recent publications in physical education have incorporated a refreshing didactical approach, blending interactive teaching methods to enhance the learning experience. Careful consideration of the time allocated to each specific task is essential to ensure sufficient practice and learning opportunities that align with the class's learning outcomes. When devising a lesson plan, it is crucial for the teacher to assess the group's abilities and level. The teacher must determine whether a task is too easy or too challenging for the majority of the group, adjusting the difficulty level accordingly and progressively building complexity over time. Striking the right balance ensures that students are appropriately challenged and have room for skill improvement.

PHYSICAL EDUCATION IN MODERN ERA

Physical education is envisioned as an ongoing and continuous process, integral to fostering a mass fitness movement and propagating a sports culture. In the context of a nation, this entails an active and sustained engagement with a broad audience. The goal is to cultivate a widespread awareness and participation in physical activities. Sport management, in essence, revolves around the holistic development of individuals through appropriate education and strategic measures.

In the pre-independence era, significant steps were taken by the government and various organizations to promote physical education. The Indian Education Organization, in 1883, advocated for the inclusion of physical training in schools across all classes. The following year, discussions began on making physical education a mandatory subject. Although physical education programs existed during this period, they were primarily conducted by ex-government personnel employed by school and college authorities.

In 1914, Sir Hanuman Vyayam Prasarak Mandal, Amaravathi, was established by Vidya Brothers, marking a significant step towards making physical education a focal point in India. Notably, the Y.M.C.A. Physiological Education school in Madras, founded by H. C. Dollars in 1920, played a pivotal role in the scientific development of physical education.

However, the most extensive efforts to formulate and promote physical education in India were witnessed in Kankurgachi in Calcutta and later in Banipur, West Bengal. These initiatives, spanning various regions and time periods, underscore the importance of a concerted and sustained

approach to physical education, reflecting a commitment to the overall well-being and fitness of the populace.

TEACHER OF PHYSICAL EDUCATION

In educationally focused processes, much hinges on the leadership of the individual in control. However, this authority cannot be self-asserted; instead, it must be earned. Some physical education (PE) teachers may attempt to establish authority by showcasing their physical abilities or by directing children in motor and athletic skills. While this may be a short-term strategy, it is not sustainable for maintaining a proper educational process.

Genuine authority is earned through the "enchanted" ability of being a true educator, transcending the role of a mere sports teacher or coach. This implies that teachers should be capable of managing a class in various educational conditions, and their professional skills should extend beyond a specific subject area. For example, physical education teachers should be equipped to handle classes in subjects like math or science in case of an unexpected emergency or one-off substitution. The ability to adapt and lead in diverse educational settings contributes to lasting positive attitudes and fosters a conducive learning environment. This underscores the broader role of educators in shaping not just the physical skills but also the overall development and attitudes of the students they teach

LITERATURE REVIEW

Özyalvaç, N.T. (2010) emphasizes the significant role of physical education in child development, stating that physical activity directly impacts cognitive processes, enhances self-esteem, and influences a child's performance in school. The child should be able to organize independent physical activities to take responsibility for their own learning. To implement this approach, schools should provide a comprehensive version of physical education (Atencio et al., 2014).

Keskin, O. (2014) addresses the decreasing popularity of physical education among secondary school students, attributing it to ineffective and uninspiring physical education curriculums. Many students express negative feelings about attending physical education classes, and teachers report that the educational conditions do not support the goals of physical education. Keskin suggests a complete replacement of the current physical education model in secondary schools to address this crisis (Locke, 1992).

Stratton, G., & Mullan, E. (2005) argue that traditional class-exercise structures in physical education do not allow teachers to provide motor skill learning in line with the development of students' motor skills and abilities. The limited time allocated for each educational issue in the physical education curriculum does not permit the development of coordination skills and motor skills.

İmamoğlu, C. (2011) criticizes the traditional physical education system for its standardized approach, neglecting the individual differences of each student and failing to promote the lively

development of motor activities. This approach provides a clear organizational effect but lacks effective educational impact in terms of relevant educational and training effects of physical activities.

Şahin (2012) points out that if physical education teachers cannot provide classes in accordance with the regularities of stimulated development of motor characteristics, students will lack positive motivation for physical activities, sports, and a healthy lifestyle.

Küçük (2004) assesses body composition in professional women physical education students anthropometrically, indicating that they generally exhibit better strength and lower fat percentages compared to non-physical education students.

Hergüner (2004) describes and compares the effects of a physical activity program and a yoga program on well-being, mood, stress-coping, self-image, and social competence in healthy individuals.

Sallis et al., (1993) evaluate a health-related physical education program aimed at increasing physical activity during and outside of school for fourth- and fifth-grade students.

Colquitt G (2012) discusses the characteristics of physical education and approaches to physical activity at the state, school, and classroom levels in the United States.

Chatterjee S et al., (2003) examine whether additional school exercise activities would result in improved peak oxygen uptake and weight index standard deviation score, motor and coordinative abilities, circulating progenitor cells, and high-density lipoprotein cholesterol.

Omolayo et al., (2013) validate IPAQ-short against exercise capacity in Greek young adults.

Zahner Ramezankhani et al., (2013) outline the design of a school-based randomized controlled trial aiming to increase overall physical activity and improve fitness and health in 6-to 13-year-old children.

Nia BS (2012) investigates the relationship between motor skill, physical activity, and physical fitness in adolescents.

Sjögren et al., (2012) study the relationship between overweight, physical activity, and physical fitness in teenagers.

Trost (2002) examines the tracking of health-related fitness components in children from fourth to sixth grade.

Daskapan et al., (2006) explore health-related fitness values during adolescence in relation to changes in physical activity level.

Donatus (2014) evaluates the physical fitness of a 17-year-old female student.

Kristian et al., (2007) analyze relationships between adolescent physical fitness and adult health-related fitness.

ErturanIlker et al., (1995) follow a group of around 400 boys and girls from age 11 to 16 to assess body measurements, physical fitness, and physical activity over a 20-year period.

LenkaKulicova,(2005) investigates the predictive value of perceived competence and enjoyment on students' physical activity and cardiorespiratory fitness in physical education classes.

Huddleston et al., (2002) theorize that children's performance in health-related physical fitness tests would be negatively correlated with increasing BMIs, suggesting that fitness tests could be used as criteria for developing a more appropriate set of BMI standards.

Conclusion:

The primary goal of physical education is contingent upon the demands of the specific time and context. Frequently, diverse forms of physical education coexist, with most contemporary educational systems expressing their commitment to providing students with knowledge, skills, capacities, and values, coupled with the enthusiasm to maintain a healthy lifestyle into adulthood and even in later years. Some schools also mandate physical education to foster competitive sports and athletics. However, a physical education teacher must possess the competence to meet the school's requirements. The primary objective of the training program for physical education teachers is to prepare qualified, potential, and proficient educators. This preparation aims not only to enhance sports culture in society but also to promote youth fitness and cultivate healthy future citizens.

REFERENCES

- [1]. Mozafari, A., Ahani, K., Shajie, A., Hadavi, F. (2010). Tosif negaresh va gerayesh mardom be faliathai harkati va varzeshi dar jomhori eslami Iran /Attitude and tendency of people toward physical activity and sport in Islamic Republic of Iran/. Olympic, 18(1), pp. 69-81.
- [2]. Kamarudin, K., Fauzee, M. (2007). Attitudes toward physical activities among college students. Journal of Psychological Research, 22, pp. 43-54.
- [3]. Zimbardo, P.G., Leippe, M.R. (1991). The psychology of attitude change and social influence. New York: McGraw-Hill. (Hardcover edition: Philadelphia: Temple University Press).
- [4]. Ajzen, I. (2005). Attitudes, personality, and behaviour. 2nd ed. Milton-Keynes, England: Open University Press /McGraw/ -Hill.

- [5]. Carlson, T.B. (1995). We hate gym: Student alienation from physical education. *Journal of Teaching in Physical Education*, 14, pp. 467- 477.
- [6]. Silverman, S., Subramaniam, P.R. (1999). Student attitude toward physical education and physical activity: A review of measurement issues and outcomes. *Journal of Teaching in Physical Education*, 19, pp. 97-125.
- [7]. Aras, Ö. (2013). Examining the Attitudes and Views of the Secondary School Students and Their Physical Education Teachers toward Physical Education Lesson (Example of Kars). Unpublished Master's Thesis. Gazi University, Ankara.
- [8]. Özyalvaç, N.T. (2010). Examining the Secondary School Students' Attitudes towards Physical Education Class and Their Academic Achievement Motivations. (Example of Konya Anatolian High School). Unpublished Master's Thesis. Selçuk University, Konya.
- [9]. Keskin, O. (2014). Effects of Physical Education and Participation in Sports on Social Development in Children. *Journal of International Multidisciplinary Academic Researches*, 1(1), pp. 1-6.
- [10]. Stratton, G., & Mullan, E. (2005). The effect of Multicolor Playground Markings on Children's Physical Activity Level During Recess. *Preventive Medicine*, 41, pp. 828-833.
- [11]. İmamoğlu, C. (2011). Comparing the Attitudes of the High School Students who Actively Do and Do Not Do Sports toward Physical Education Class. Unpublished Master's Thesis. Gazi University, Ankara.
- [12]. Şahin, M., Yetim A. Z., & Çelik, A. (2012). Sports and Physical Activity as a Protective Factor in the Development of Psychological Strength. *The Journal of Academic Social Science Studies*, 5(8), pp. 373-380.
- [13]. Küçük, V., & Koç, H. (2004). Relationship between Human and Sports in the Process of Psychosocial Development. *Dumlupınar University Journal of Social Sciences*, 10, pp. 131-141.
- [14]. Hergüner, G., Arslan, S., & Ayan, S. (2004). Need for Physical Education Teachers in Elementary School. *Turkey Social Studies Journal*, 8, pp. 2-3.
- [15]. Sallis, J.F. (1993). Epidemiology of physical activity and fitness in children and adolescents. *Critical Reviews in Food Science and Nutrition*, 33, 403-408
- [16]. Colquitt G, Walker A, Langdon JL, McCollum S, Pomazal M., (2012) Exploring students attitudes to-wards physical education and implications for policy. *International Journal of Learning & Development*; 9 (2) pp. 5-12.
- [17]. Chatterjee S., (2003) Attitude towards physical education of school going adolescents in west Bengal.
- [18]. Omolayo BO, Olawa DB, Omole OC (2013) Attitude of university undergraduate students towards physical activity and fitness exercise in Ein Ekiti state, Nigeria, *Asian Journal of social sciences and humanities* ;2(3), pp. 230-237.
- [19]. Ramezankhani A, Motalebi M, Tavassoli E, Pour ZG, Heydarabadi AB, Barekati H, Hamid Reza Gilasi HR, Moosavi SA (2013) The Study of Knowledge, attitude and practice towards physical activity and its Related Factors of College Students Living on Cam-pus in Shahid Beheshti University of medical science; *Journal of Paramedical Sciences*; 4(3) 63-67.

- [20]. Nia BS, Mizany M, Sajadi SN, Rahimizadeh M. (2012) A comparison between attitudes of active and inactive students toward sport and physical activities; *Procedia - Social and Behavioral Sciences*, pp. 61–65.
- [21]. Sjögren M, (2012) Adolescents' attitudes towards physical activity on prescription for prevention and treatment of cardiovascular disease and type 2 diabetes
- [22]. Trost, S. G., Saunders, R., Ward, D. S. (2002). Determinants of Physical activity in middle school children. *Journal of Health Behavior*, 26 (2), pp. 95-102.
- [23]. Daskapan A, Tuzun EH, Eker L. (2006) Perceived barriers to physical activity in university student
- [24]. Donatus A. Aniodo, Ezeudu F and Eskay, M. (2014) Knowledge, Attitude and Practice of Physical Activities Among Undergraduate Students of University of Nigeria; *PARIPEX – Indian Journal of research*; 3(8) pp. 22-27
- [25]. Kristian A. Serabis-Fletcher (2007), "Student Attitude, Perception of Competence and Practice in Middle School Physical Education", Unpublished thesis, Columbia University.
- [26]. Erturan Ilker, and Arslan Demirhan (1995) "An examination of Turkish high school students' attitude towards physical education with regards to gender and age level". Unpublished Master's thesis, Pamukkale University, School of Sport Sciences and Technology, Denizli, Turkey.
- [27]. Lenka Kulicova, (2005) "Attitudes of Middle School Students Toward Physical Education and After-school Physical Activities," Unpublished Thesis, San Francisco State University, P.9.
- [28]. Huddleston, S., Mertesdorf, J., Araki, K. (2002). Physical activity behavior and attitudes toward involvement among physical education, health, and leisure services pre-professionals. *College Student Journal*, 36, pp. 555-572.