

Implementing a Quality Physical Education Program in India with reference to Teacher-Related Challenges

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Abstract: In a given school, teachers have a significant impact on how well kids may perform at grade level. It has been determined that teachers have a key role in encouraging PA in kids. It is crucial for teachers to be able to adapt their subject-matter expertise and impart it to pupils in ways that promote learning. Deep understanding of the subjects they teach is essential for effective teachers. The Quality Physical Education Program implementation challenges are now being addressed by the Indian educational system (QPEP). The main concerns of education in schools during QPEP implementation were covered in this article. These include a high student-to-teacher ratio, a shortage of trained physical education teachers, and poor PE teacher quality. Besides this paper provides a review of the evidence about the results of children and young people participating in sports and physical education, with a particular focus on the relationship between sports, physical education, and education. The possible role that physical education and sports may play in advancing educational objectives is given particular consideration. According to the review, there is substantial evidence that participation in sports and physical education has a positive impact on academic performance. There is a lot of proof that sports, physical education, and education are all positively correlated. In general, nevertheless, it is clear that much more empirical study is required if youth and child sports engagement is to become much more than a theoretical dream. The government should hire skilled PE teachers in a sufficient quantity in order to increase the caliber of children, and the employment of specialized (qualified) PE teachers needs to be prioritized.

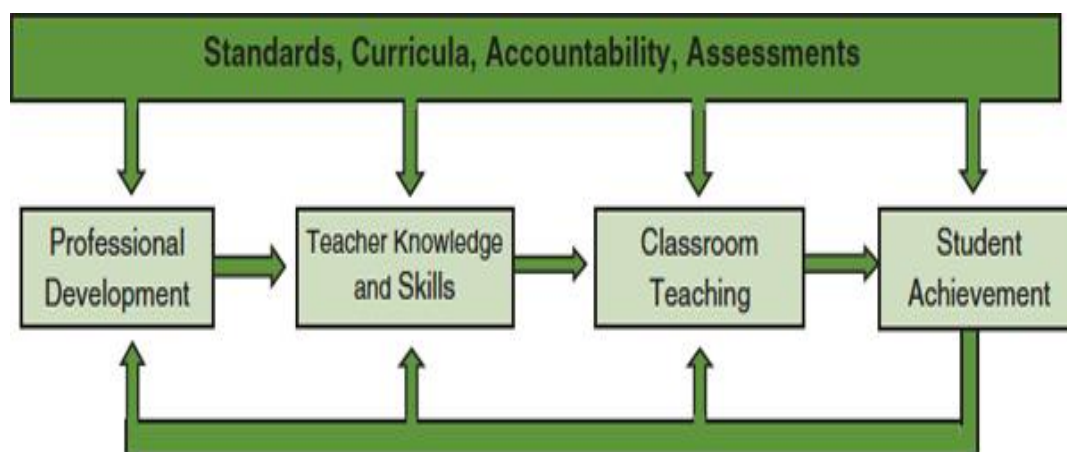
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Introduction:

Because it is a skill-based subject, physical education (PE) is crucial for giving kids the knowledge and self-assurance they need to pursue PA throughout their lives. "Physical education is the most effective means of providing all children and youth with the skills, attitudes, values, knowledge, and understanding for lifelong participation in society," according to the declaration of the Berlin 2013-UNESCO World Sports Ministers Conference (MINEPSV). Because physical education gives students the skills they need to start and keep up a physically active lifestyle throughout their lives, the Centers for Disease Control and Prevention (CDC) (2010) and NASPE (2010) support this viewpoint. According to Siedentop and Tannehill (2000), the most crucial factor affecting how children learn and develop in schools is the caliber of their teachers. According to research, active and effective teachers are good at instructing kids, especially beginners at any age level, less-skilled students, and students from educationally disadvantaged backgrounds. The current article focuses on how teachers can encourage students and have an impact on their physical activity. It also emphasizes the value of teachers having pedagogical content knowledge and sheds light on significant issues with the school education system when implementing quality physical education programs. As we all know, education is a lifelong process that involves all of the factors that affect our lives, such as our homes, social networks, media, environments, and other factors that shape a person's character and personality. Education is a process that is indirect and incidental and is not only limited to academic institutions or to a certain time in life. The educational process begins at birth and lasts all the way to death. A person learns throughout his or her life from parents, elders and the people in his or her home, friends, colleagues, and other members of society. In addition to these, a man can learn a lot by engaging in a variety of activities and even by watching others. Since learning is an ongoing process and one must adapt to the ever-changing nature of life, one can never be said to have attained complete education. The importance of informal education cannot be overstated, and we must remember that formal education does not provide real education or knowledge. It is a process that allows a man to learn through a positive attitude, which is necessary for being a human. "Education is a process in and by which knowledge, character, and behavior of the young are shaped and molded," claims Prof. Drever. It is a process that results in enlightenment and the development of a person's physical, mental, emotional, social, intellectual, and spiritual selves. The goal of education is holistic development. The word "education" is often misused to refer to school curricula, the length of schooling, or the intellectual development of oneself, which would be counterproductive to the very purpose of education. No person, group of people, or country can rely solely on one aspect of life to sustain itself. As a

psycho-physical organism, man should not be thought of as having a separate mind and body. "It is not a soul, it is not a body that we are training up, it is a man and we ought not to divide him into two parts," said Montaigne, summarizing the situation very well. The three R's (Reading, Writing, and Arithmetic) have been replaced by the three M's (Man, Material, and Methods), which refers to the overall development of personality, in the modern era. It demonstrates unequivocally that physical education is an essential component of learning and that without physical education and sports, educational goals cannot be met. Even education's goals align with and are compatible with those of physical education. Physical education can aid in achieving the educational goals of self-realization by encouraging an open mind, teaching a philosophy of life, and encouraging self-expression. Through its many activities, physical education offers rich opportunities for socialization, teamwork, leadership, and other traits that all support the sense of good human relationships, a different educational goal. By emphasizing that one's level of health and fitness determines how successful they will be in their chosen profession or vocation, physical education supports economic efficiency, the third educational goal. By fostering qualities of good citizenship, leadership, patriotism, humanitarianism, and teaching law-abiding behavior through physical education, the fourth objective of education civic responsibility—is achieved. Although the methods used may vary, physical education unquestionably achieves and meets the goals of general education.

Young people's holistic development, which includes improving their physical, social, and emotional health, depends on physical education. The advantages of physical education extend beyond its positive effects on health, and the educational value of sports in schools should not be underestimated; physical education is a crucial part of high-quality education. Physical education classes not only encourage physical activity, but under some circumstances it has also been shown that students who take them perform better in school. A healthy alternative to antisocial behavior like drug abuse, violence, and crime can be found in sports. The development of motor abilities and performance is one aspect of physical education's potential educational impact. This speaks to the beneficial connection between physical activity and academic growth. Sports and physical education are essential to children and youth's early development, and the lessons learned through play, physical education, and sport help young people develop holistically. While the physical benefits of participating in sports are well known and backed by a substantial body of empirical evidence, sports programs must place more of an emphasis on the development of the individual than just the development of technical sports skills in order to achieve broader goals in education and development. Physical activity and sports can also be advantageous for education. Physical educators frequently claim that involvement in their field has a positive effect on academic success. If these claims are true, it is imperative that we examine the effects of a standards-based physical education curriculum. According to national recommendations, a typical physical education curriculum follows a suitable set of objectives and goals. The primary focus of physical education curricula makes it possible to observe the connection between physical education and academic achievement through the potential academic advantages of physical activities.



Above figure showing logic model of the impact of professional development on student achievement

Teachers' influence on Physical activity:

Teachers' contributions have been identified as a key element in promoting PA in teenagers (Standiford, 2013). In a given school, teachers have a significant impact on how well kids may perform at grade level. Effective motivation is necessary to reach greater PA levels, and this can be accomplished by enhancing instructional methods (Rosenkra, et al., 2012). According to earlier studies (Haerens et al., 2010), children who are highly autonomously driven (behaviors carried out because they find them enjoyable) are more likely to engage in physical activity, even outside of physical education classes. According to Rutten et al. (2015), PE

teachers should be encouraging to maintain students' high levels of enthusiasm. Pethkar (2012) found that the teachers' views are influenced by their stage of service. Pre-service teachers have more favorable attitudes regarding physical activity and fitness, but teachers' opinions have an impact on students' attitudes as well.

Importance of Pedagogical content knowledge of teacher:

For a teacher to be good at what they do, they need to know enough about the subject they teach. A big part of what you need to know to teach PE is about the rules and conventions of the activity, as well as its strategies and skills. Shulman (1987) says that teachers should have general knowledge of students, general knowledge of how to teach, local knowledge about the students they teach, and knowledge of the curriculum's content. They should also be able to turn their knowledge of the curriculum into ways that help students learn. This kind of knowledge is called "pedagogical content knowledge." Content knowledge and pedagogical content knowledge help people decide what to teach and how to teach it. Teachers who are good at what they do must know a lot about the things they teach. Active teachers spend as much time as possible on teaching the material and give every student enough chances to learn.

Researchers (Dodds, 1994; O'Sullivan, 1996) have shown that teachers who know more about both the content and how to teach it are better able to help a wide range of students, organize activities, spot and correct common mistakes, and plan for remedial activities. Rink (1993), Siedentop (2000), and Tannehill (2000) all say that what a teacher does in a PE class can be put into three main groups. There are three types of these activities: those that teach students about the subject matter, those that organize and manage the learning environment and lesson so that students behave properly, and other activities that help create and keep an effective learning environment. Instructional activities are directly related to what the teacher knows about the subject and how to teach it. Active teachers create learning tasks that are interesting to students, give the right amount of information in an effective and efficient way, and get students practicing quickly (Siedentop and Tannehill, 2000). Teachers' involvement in PE class can be well described by the above qualities of an effective teacher, which are directly linked to students' learning outcomes and their physical activity.

Major Issues of School Education System while implementation of Quality Physical Education Program:

1. Lack of Qualified Physical Education teachers:

It is a widely held belief in society that schools should hire teachers who are certified to teach in the subject matter areas in which they are licensed in order to maintain the quality of education. In comparison to classroom teachers who have received physical education training, research shows that certified physical education specialists can offer students more opportunities to meet physical activity guidelines over a longer period of time (McKenzie et al., 2001). "All personnel who assume professional responsibility for PE and sport must have appropriate qualifications and training," states the International Charter of PE and Sports. To ensure they achieve an adequate level of specialization, they must be carefully chosen in a sufficient number and given both initial and additional training. PE and sport instruction, coaching, and administration should be handled by qualified individuals. Every primary school should have a physical education specialist to teach PE, according to a Carney and Howells (2008) proposal. Blackburn (2001), who contends that the specialized PE teacher has the greatest impact on students' achievement in PE, supports this point of view. Majagaonkar (2018) discovered in her research that PE specialists are superior to generalists and non-specialists. In her research, she also discovered that non-specialist teachers teach physical education to students in secondary schools and that there is not a single specialized PE teacher appointed to primary schools in Satara City. According to Morgan and Bourke (2008), many primary teachers would prefer not to teach any physical education, so finding qualified PE teachers needs to be a top priority. Ruch, Scheiwiller, Kriemler, and Mader (2012) discovered that PE instruction in small classes and large gyms by PE specialists had a positive impact on kids' MVPA during physical activity. They also discovered that high overall PA had a beneficial effect on MVPA. Further studies have shown those students' overall PA increases in small PE classes with qualified PE teachers. In fact, there is not enough staff for physical education in schools. Physical education classes are taught by D.Ed./D.T. Ed. teachers in primary schools because there is no provision for appointing specialized PE teachers to teach the subject. There is a provision for B. P. Ed. teachers to be appointed in secondary schools, but this may change due to government policy, school budgets, or a reduction in the number of PE teachers (to minimum 1 for whole school). Non-physical education teachers are required to teach physical education in order to balance PE classes and provide a PE teacher. Recent reports confirmed that the primary responsibility for teaching physical education in elementary schools still rests with the classroom teacher. It becomes challenging to implement a good PE program as a result. Cothran and Kullina (2008) assert that a key component of successful teaching is the teacher's knowledge. Since teachers with D. Ed., B. P. Ed., and B. Ed. degrees have different skills, game knowledge, and activity knowledge, this could affect teachers' participation and involvement in class. When

compared to classroom teachers who have received physical education training, research (Mckenzie et al., 2001) shows that certified physical education specialists can give students more and longer opportunities to meet physical activity guidelines. Furthermore, a significant increase in PA can be anticipated when PE teachers impart strategies to promote vigorous or moderate intensity physical activity. The responsibility for physical education in elementary schools is frequently split between the PE specialist and the classroom teacher.

2. Pupil-teacher ratio:

According to a survey report by the British Council (2014), the major challenges facing the Indian School education system today include a high pupil-teacher ratio, a dearth of professionally trained teachers, and poor student learning resulting in weak learning outcomes at each stage of education. According to the report, there are too few students per teacher in 46% of primary schools and 34% of upper primary schools. Due to the size of the class, the teacher was unable to attend to the needs of each student and failed to involve every student in physical activity. Low pupil-teacher ratios have an impact on both advanced learners and students with low skill levels (advanced skilled student).

3. Deficiencies relating to quality of PE teachers:

Researchers have shown the barriers to offering PE programs in primary schools that are related to the teachers. Lack of training and knowledge, difficulty in providing safely planned and structured lessons, gender stereotyping of activities, poor planning, and perceptions of the value of physical education are some of these (DeCorby, Halas, Dixon, Wintrup, and Janzen, 2005); high levels of accountability for other subjects; attitudes toward physical education (Dwyer et al., 2003); confidence in teaching physical education; expertise or qualifications; interest in physical education; and personal school experiences in physical education (Morgan and Hansen, 2008). According to a study by Jenkinson and Benson (2010), more than two thirds of the participating teachers had trouble getting their students interested in PA and believed that their own instruction may have had an impact on the students' participation in PE and PA. Majagaonkar (2018) discovered that primary and secondary school teachers in Satara city were unable to get all of their students moving during physical education class, and that they spent, respectively, an average of 3.86 (1.82) and 2.48 (1.65) minutes getting them moving. Nalkar (2015) conducted a survey of 59 teachers in Pune and looked at planning time, instruction time, teaching time, child waiting time, and activity time. He discovered that teachers spend more time engaging students in activity than actual teaching, which is a sign of poor lesson planning and a lack of subject matter expertise on the part of the teachers.

“A sound mind in a sound body is a short but full description of a happy state in this world”:

Physical education is a subject of "Man Making," it is made very plain. Charles A. Butcher had a similar viewpoint when he declared physical education to be an essential component of the entire educational process. According to UNICEF, physical education is a crucial and significant way for children to learn and acquire life skills, both inside and outside of the classroom. Sports and play opportunities are a few essential parts of providing a high-quality education, in keeping with a child's right to optimum growth. Physical education is being increasingly challenged in educational systems around the world, despite the good effects sports have on learning and child development. This entails a reduction in the time allotted for physical education, the number of trained employees, the quantity of training provided to physical education teachers, and the expenditure on materials needed to deliver physical education in schools. In many nations, girls and young people with disabilities impose additional barriers that restrict and, in many cases, prevent participation in physical education and sports. While physical education programs vary greatly from country to country, a recent analysis of 126 nations found that physical education is almost always marginalized. Numerous studies on comparative studies in physical education are being conducted, however in the past ten years; little has changed in the region and in developing nations. This has significant implications for young people's access to a comprehensive and high-quality education, especially those who reside in underdeveloped nations. It is significant to remember that children and teenagers may access sports and physical education activities through community programs in some nations when physical education is weak or nonexistent inside the school system. Community clubs, a variety of different organizations, or unstructured or casual games and play might expose these. Sports and physical education options outside of the classroom can benefit children and young people's education given the extremely low rates of school attendance.

Education related aspects:

Life itself is a school, and education is a lifetime process that encompasses all the factors that shape our lives, such as our homes, social networks, media, environments, and other factors that shape a person's personality and character. Education is a process that is indirect and incidental and is not just limited to

educational institutions or to a certain time in life. The educational process begins at birth and lasts all the way until death. "Education in its larger sense involves all the forces which fall upon a person along his transit from cradle to the grave," says Dumville, who succinctly summarizes this. It is true what Raymont said: "It is life itself that instructs." Since learning is a lifelong process and life's patterns change over time, especially in today's complicated world, no one can ever claim to be fully educated. Therefore, education encompasses all people regardless of age, sex, caste, or creed and is not just restricted to classroom lessons or students. We must remember, though, that formal education is not the same as genuine knowledge and the value of informal education cannot be overstated. One type of education cannot alone develop in a person the qualities and qualifications necessary for success in real life. The formal and informal educational processes do not compete with one another but rather support one another. In order to give education in the truest sense for the comprehensive and harmonious development of an individual, there needs to be a proper balance between formal, informal, incidental, and purposeful forms of instruction, coordination, and cooperation between the school and all other agencies. Greek philosophers and intellectuals had a big influence on how we think about education. One such philosopher was Plato, who understood education as a continuous process that not only imparts knowledge but also fosters healthy ideals, attitudes, and routines. The ultimate goal of education, according to Swami Dayananda, is to lead to freedom through the formation of character, as mentioned in his book *Satyartha Prakash*. "The end of all education, all training should be man making," said Swami Vivekananda. He went on to say that "we want that education, by which character is created, mind strength is increased, the intellect is broadened, and by which one may stand on one's own two feet," which further clarified the purpose of education. The purpose of education, in Annie Besant's words, is to "bring out the child's capacities and develop and train them in such a way that he becomes a valuable, cultured, and healthy member of society." Education's primary goal is development rather than teaching or imparting knowledge (John Pestalozzi). According to the Indian Education Commission (1964), the most significant and urgent reform needed in education is to transform it into an endeavor, relate it to people's lives, needs, and aspirations, and thereby make it a powerful instrument of social, economic, and cultural transformation, necessary for the realization of the national goals.

Conclusion:

The study's findings lead to the conclusion that instructors are the most crucial element in giving kids more opportunity to learn, be physically active, and sustain a physically active lifestyle over the course of their lives. To attain a standard pupil-teacher ratio and enhance the caliber of physical education, it is recommended that the government focus on teacher training and recruit enough competent specialized PE teachers. In addition, after two to three years, in-service training should be given to PE teachers to increase their quality. In a nutshell, it can be said that physical education is a necessity of the hour. Research has shown that no other subject in the classroom has the potential to improve a student's overall wellbeing and is one of the best ways to prevent serious health issues linked to many chronic diseases (such as obesity, high blood pressure, and high cholesterol). According to the most recent research by the American Heart Association and the National Association of Sports and Physical Education (NASPE, 2012), physical exercise gained via involvement in physical education enhances one's general well-being. Physical education needs to be offered in schools, taught by qualified teachers, and concentrate on healthy habits if schools are to have a good impact on the health of our children now and in the future. A vast body of research focuses on the (mainly positive) impacts of sports and exercise on physical health, growth, and development when it comes to the health and physical education components of children's and young people's development. to accomplish more in terms of personal growth and education than just improving one's technical sports abilities Sports and physical activity can have a favorable impact on education, even if the physical benefits of playing sports are widely recognized and backed by a lot of empirical research.

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