

# Exploring Perceptions and Effects of Physical Education in Academic and sports Organisations

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## ABSTRACT

This research paper examines various perspectives on Physical Education (PE) across different educational professions and institutions. The study analyses a dataset comprising responses from professors, students, administrators, and sports organisation members to analyse subjects such as understanding of physical education, its role in development, implementation of the National Education Policy (NEP), and integration of technology. The results demonstrate a multitude of perspectives, emphasising the need for tailored approaches to professional development, targeted awareness campaigns for specific roles, and thorough strategies for implementing the NEP. The variations in the efficiency of technology integration highlight the necessity for targeted workshops. Parental involvement is essential, highlighting the need for well-structured engagement frameworks. The research proposes tailored strategies for educators, administrators, and sports groups based on the precise details that have been uncovered. The paper recommends carrying out longitudinal research on academic achievement to strengthen the empirical evidence supporting the influence of physical education. This study contributes to the ongoing discourse on physical education in academic settings, providing pragmatic insights for educators, policymakers, and stakeholders to enhance the holistic growth of children.

**Keywords:** Physical Education, National Education Policy, Technology Integration, Parental Engagement, Academic Performance

## INTRODUCTION

Physical Education (PE) is essential for holistic development, improving physical well-being, and fostering vital life skills and cognitive abilities. Understanding the various perspectives and impacts of physical education is crucial as educational paradigms evolve. The objective of this research is to examine and analyse various aspects of physical education in different educational settings and organisations. The significance of Physical Education (PE) in school settings has been well recognised by scholars, highlighting its advantageous effects on physical well-being, cognitive abilities, and social aptitude (Brown, 2019; Smith et al., 2020). An essential aspect is to assess

the perspectives of different stakeholders, including academics, students, administrators, and parents, in order to have a comprehensive understanding of the challenges and possibilities associated with physical education. The National Education Policy (NEP) has recently emphasised the need of a holistic education, which encompasses physical fitness and sports education (Ministry of Education, Government of India, 2020). The extent to which NEP objectives are accomplished and the overall integration of PE into the broader educational framework are still under research. This study employs a diverse dataset comprising comments from multiple educational positions and institutions to provide a comprehensive viewpoint on the awareness, developmental impacts,

implementation of the National Education Policy (NEP), and the broader implications of Physical Education (PE) on academic performance. Our objective is to offer valuable insights that can impact policy, practice, and future research in the field of physical education through the analysis of these elements.

## METHODOLOGY

### Participants:

The study encompassed persons in diverse educational roles, including professors, instructors, coaches, administrators, and parents, from a range of institutions such as higher education, secondary schools, primary schools, and sports groups.

### Data Collection:

Data was collected through a survey that was distributed to the participants using Google Form. The survey encompassed many subjects including familiarity with physical education (PE), perceived impacts on development, adoption of the National Education Policy (NEP), integration of technology in PE programs, parental engagement, and the perceived impact of PE on students' academic accomplishments.

### Data Analysis:

The survey responses were interpreted using quantitative analysis. Analysed were the assessments of each participant on multiple criteria to establish a numerical basis for comparisons and insights. The dataset was analysed using statistical techniques such as calculating averages and standard deviations to detect patterns and correlations.

The research adhered to ethical standards by giving priority to participant confidentiality and getting informed consent. Anonymisation of the data was carried out in order to protect the identities of the responders.

### Limitations:

The study acknowledges the presence of potential biases in the self-reported survey data, despite efforts made to include alternative perspectives. The cross-sectional nature of the study may impede the establishment of causal relationships.

## RESULTS AND DISCUSSION

Participants in different educational roles and

institutions shown a high level of comprehension of Physical Education (PE), with an average rating of 3.68 on a scale ranging from 1 to 5. Professors, professors, and coaches demonstrated a significant level of consciousness, as indicated by an average score of 4.14 (Table 1).

### Impact of Physical Education on Development:

The perceived impact of physical education on development varied across different occupations. The influence of the program was positively perceived by professors, instructors, and coaches, who gave it an average score of 4.04. However, administrators and parents evaluated it slightly lower, with scores of 3.44 and 3.18, respectively (Table 1).

### NEP Implementation:

Participants had generally favourable views regarding the implementation of the National Education Policy (NEP), as indicated by an average score of 2.78. However, there were notable discrepancies among institutions, with higher education institutes displaying a more positive viewpoint (average score of 3.25).

The integration of technology into physical education programs had an average rating of 3.02. Academics, educators, mentors, and athletic institutions generally assigned higher scores to this aspect compared to other positions (Table 1).

### Parental Engagement:

The degree of parental participation in physical education programs was generally positive, with an average rating of 3.12. Parents rated their level of involvement slightly higher, with an average score of 3.35, compared to professors/teachers/coaches, who had an average score of 3.08 (Table 1).

### Impact on Academic Achievement:

The influence of Physical Education on students' academic achievement was generally regarded positively,

**Table 1: Summary of Key Findings**

Aspect	Average Rating (1-5)
Awareness of PE	3.68
PE's Developmental Impact	2.78
Integration of Technology in PE	3.02
Parental Engagement	3.12
Impact on Academic Performance	3.62

with an average value of 3.62. Higher education participants had the highest average rating of 3.88, indicating a robust conviction in the positive correlation between physical education and academic achievement (Table 1).

### Conclusion:

The dataset analysis uncovers the varied attitudes and experiences of Physical Education (PE) among different educational roles and institutions. The results of this study highlight the need for targeted interventions to address the numerous challenges and opportunities in the current physical education implementation landscape.

The findings underscore the importance of enhancing awareness initiatives, providing continuous professional growth opportunities for educators, fostering collaboration to ensure effective implementation of the National Education Policy (NEP), and strategically integrating technology into Physical Education curricula. Parental involvement was recognised as a vital factor in the achievement of physical education activities.

While the dataset offers valuable insights, it is imperative to acknowledge its limitations. This research is confined to the perspectives of the selected community. To enhance the generalisability of the findings, it is recommended to undertake additional studies with larger and more diverse groups.

As the educational landscape evolves, we must likewise modify our approaches to nurturing the holistic development of students. The recommendations in this study align with current educational debates and offer tangible strategies for educational institutions, lawmakers, and interested parties to enhance Physical Education methods.

This study contributes to the discourse on the significance of Physical Education in academic environments, emphasising the need for continuous improvement, collaboration, and investigation to ensure optimal student development.

### Recommendations:

1. Tailored Professional Development: The available information suggests variations in perceptions of physical education among different educational roles. Smith and Johnson (2018) recommend tailoring professional development programs to suit the specific needs of teachers, coaches, and administrators.

2. Customised Awareness Campaigns: Create awareness campaigns that are specifically designed for different jobs, taking into account their varying levels of awareness. Campaigns targeting administrators may focus on the policy implications, while those targeting teachers could emphasise the instructional benefits (Jones & Noble, 2016).
3. Inclusive Strategies for Implementing NEP: In order to address disparities in awareness and perceived impact of NEP, it is crucial to adopt inclusive approaches in the implementation of NEP. Incorporating diverse educational roles throughout the planning and execution stages can ensure a comprehensive approach (Smith & Johnson, 2018).  
Institutions should arrange tailored technology integration seminars for instructors to cater to their specific needs and address different degrees of effectiveness. By incorporating technology, individuals can enhance their ability to utilise it for more efficient physical education programs (Jones and Noble, 2016).
5. Parental Involvement Frameworks: Educational institutions should establish systems for including parents into physical education programs, acknowledging the importance of parental participation. According to Smith and Johnson (2018), this may entail employing regular communication techniques, conducting workshops, and organising events.
6. Academic achievement over time Research yields divergent perspectives on the impact of Physical Education (PE) on academic performance. In order to obtain more conclusive evidence, it is recommended that institutions carry out longitudinal studies to monitor the correlation between physical education participation and academic achievement over an extended period of time.

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