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Role of Sports and Games in Holistic Development of Prospective Teachers

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Abstract

Sports and games are vital in educating the whole development of aspiring educators and facilitate the mental, emotional and physical well being. In addition to building physical fitness, these exercises also work on building crucial life qualities such as discipline, leadership and teamwork, as well as time management. Playing sport greatly benefits teachers-in-training by helping them become resilient, stress reduction, positive outlooks, and all skills that are helpful for their professional and personal development. The addition of sports in teacher education also fosters healthy life and the educated and duty feeling to practise similar habits to their future pupils. The inclusion of games and sports in teacher preparation programs in educational institutions will enable production of well round and compassionate teachers who can encourage healthy lifestyle choices in next generation.

Keywords: Physical fitness, Team work, Life skills, Stress management, Students well-being

Introduction

Teacher education must be holistic because when teachers are prepared to develop the whole child, they are ready to promote the child in terms of academic skill as well as the child's social and emotional and physical development. This encourages critical thinking and creativity, develops empathy and means to life long learning, closing with students who are able to be responsible and contributing members of society as well as rounding individuals capable to adapt complex situations. Games and sports in the classroom helps us to learn the value of self control and fair play. They teach us how to be successful and how to overcome setbacks. Healthy competition and a feeling of teamwork are fostered. Outside of classroom, sports and games, a child's development also has an impact in the development of vital life skills including teamwork, leadership, discipline, resilience and more. Furthermore, they foster a sense of social interaction and physical activity which services can create important for aspiring teachers.

Sports and Games Benefits for Education

Sports and games in the class room also has several benefits ranging from increasing self esteem, developing leadership capabilities, boosting teamwork skills, aiding in physical health, teaching discipline, encouraging time frame management, teaching how to combat with stress, improving cognitive ability, teaching how to cope with resistance and fostering positive social interactions.

Games and Sports as Pedagogical Aids

Using sports as a teaching tool for core subjects provides an enhancement in reasoning, critical and higher order thinking abilities, social and emotional skills and organizational and time management skills. This will get our students ready for success in academic and extracurricular parts of life in the twenty first century. Playing sports can make students understand collaborating as a team, learn leadership qualities and help them to develop it as well. The result is that they become more confident, which in turn improves their social interactions and self-esteem. Moreover, they equip them with the tools to enable them make better decisions and boost their confidence level about their investment decisions.

Implication for Integrating Games and Sports

It is often hard to include sports, games, and other similar references to development of aspiring teachers, partly because of insufficient infrastructure and resources. Many teacher education institutes have insufficient playgrounds, gyms and sports equipment so that chances for experimental learning remain only limited. This problem exacerbates into an even more difficult situation because there are budgetary restrictions which limit the availability of one's money for academic and not extracurricular activities. It may also be challenging to locate suitable physical education instructors or sports coaches to aid in the professional development of those wanting to become teachers. The second factor to the disparity is the absence of formal sports program and the denigration of this matter as a key element in the whole person development. These issues need to be addressed in order to develop well rounded instructors who put the same emphasis on intellectual development as they do onto physical.

Attitudes severely hamper the incorporation of games and sports into overall development of aspiring teachers. The teachers education programs consider sports as secondary or non essential activity. This viewpoint is supported by faculty and institutional leadership who trivialize the importance of physical education in professional and personal development. Unable to make it, aspiring educators don't know that athletics has many advantages, and they are very reluctant to be involved. This difference widened further as the social attitude supported intellectual accomplishments rather than physical fitness. To overcome these obstacles we need a culture shift of a value in the world of sports to promoting future educators teamwork, leadership and general well being. Different challenges arise when integrating games and sports within a holistic approach to the development of would be teacher. Obstacles to be overcome in this culture shift include a high value that is placed on sports for the developing of future educators of teamwork, leadership and general well being.

The inclusion of games and sports in the all round development of the aspiring educator is a number of difficulties. One of the main challenges is that there is rarely enough time for physical activity due to the academic pressures which leave virtually little time for this. Along with that, these might not have enough facilities or enough qualified staff to be able to support the sports programs well. Second, the time management skill can also be underdeveloped among student teachers, hence it is difficult to allocate time for both domains. An added layer of complexity comes from resistance from stakeholders like faculty or parents who favour academics over sports. Moreover, this integration is harder to achieve on account of the need to ensure fair participation and not put excessive pressure on the student to perform well in activities and the academics. You have to have an organized, well worked out strategy to get past these obstacles.

Methods for Encouraging Athletics in Teacher Education

If sports are to be successfully promoted in teacher education in institutions, they should be given top priority in giving sports inclusion in the curriculum. Use of physical education and sports

can be incorporated in some ways into teacher preparation programs as a firm requirement. The course should include both the practical and academic aspects, such as inclusive practices, fitness and sports pedagogy. Integration of athletics will give students-teachers the required skills and sense of self to incorporate athletics into their later professional life.

Another useful tactic is to hold seminars and workshop on sports education. There are many many educational benefits of sports: it improves mental health, promotes team work and a healthy living. These events can help achieve the above benefits. The trainees can be led into these sessions by professional from domains about coaching, physical education, and sports science, which they can introduce new insights and creative teaching strategies. Regularly planning of intramural events within the school can also create co-operation, healthy competitive among students-teachers and culture of involvement.

By partnering with sports organizations, teacher education programs can utilize access to resources, professional coaching, as well as state of the art facilities that general might not be available in other places. Further, the trainees are allowed to be part of two or more community based sports activities either through partnership with local, regional or national sports bodies for practical skills acquisition and understanding of social impact of sports. The partnership can enhance the overall experience and train teachers to demand sports in their schools.

Conclusion

Sports and games develop mental toughness, physical health and success oriented life skills that are vital for an all round development in people. For sports to be integrated into educational institution, institutions and the policymakers need to invest in infrastructure, frame all that curriculum that is inclusive, and cause the generation of an atmosphere of active participation. The implementation of these actions will enable future teachers and students to embrace well-rounded, balanced development to actualize their fully potential.

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