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Innovations in sports and physical education classes

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Abstract

This study provides a theoretical framework illustrating the innovation in sports and physical education classes. Today era, innovative ideas and practices are used to improve the status of sports and physical education. With the advances in multimedia, network and other technologies to improve the teaching methods and tools. Reviewed literature explored that innovations implementation in sports and physical education programme showed that the varieties of best teaching practices. Further, the managerial implications have also been discussed.

Keywords: Innovation, sports and physical education

1. Introduction

In modern era, with the development of information and communication technology, various sports and physical education programmes are improved. Innovative education is the extension and expansion of quality education and it is a vital way to cultivate creative talents with high quality. Innovative physical education programs are designed to be more comprehensive, dynamic, and enjoyable than traditional physical education classes. It helps students hunt for physical activity and develop a lifetime commitment to wellness. Implement physical education activities and sports that children enjoy and will continue to seek out their own. In physical education classes, we want kids, but a major goal is to teach them movement activities which they like so much that they want to do them at recess, after school, and at home as well, more than they want to play video games and watch television. Part of the trick is to emphasise fun or exercise. Programs allow students to develop a variety of movement skills and teamwork capabilities so kid feel more comfortable in both group and movement environments, making them more likely to seek out these environments on their own or to be asked by others to participate. In this context, innovation has created interest as a new paradigm for organising how teachers manage R & D (Chesbrough, 2003) [3] as well as teachers would benefit from 'systematically encouraging and exploring a wide range of internal and external sources for innovation opportunities, consciously integrating that exploration with firm capabilities and resources, and broadly exploiting those opportunities through multiple channels.' (West and Gallagher, 2006) [23]. Thus, the purpose of the current study is to explore the innovativeness in sports and physical education programmes.

2. Review of Literature

2.1 Innovation

Innovation is the process through which new assets are created or new potential for action are developed (Claver *et al.*, 1998) [4]. Innovation is the key to competitive advantage in a complex changing environment. It is an important source for market growth and profitability (Prajojo, 2006) [19]. In a complex and changing environment, innovation creates value and sustainable competitive advantage for the firms and also helps the firms to perform better and create new product and services (Hana, 2013) [8]. In other words, innovation can be considered as the adoption of new idea, product, method or service in an organisation (Jimenez-Jimenez and Sanz-Valle, 2011) [11]. Further, innovation as introduction of inventions and modified products and services into the market which have commercial value (Comlek *et al.*, 2012) [5]. Myers and Marquis (1969) [17] considered innovation as a process or sequence of events in which people interact with each other to bring new ideas into an organisation.

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Innovative capacity reflects the tendency towards novelty, experimentation and creative process which help organisations in growth and diversification. From different perspective, it is considered as successful exploitation of new ideas. In other words, it is a process to create new things with the help of necessary technology channels and creative thinking.

2.2 Sports

Sport is a vital part of our life and it is becoming more and more popular. Doing sports keeps us healthy, relaxed, as well as maintains our figure and strengthens our patience and endurance. In other words, sport as a process in which one of the few social activities of individuals that can be recognised in community and culture around the sphere as a vehicle for bringing people together (Eitzen and Sage, 2003) [7]. Sport participation is a part of a reliable group and internalise feelings of belonging (Allen *et al.* 2008) [1]. However, some participants believed that sport as a health benefits or enjoyment when individuals get together, but for many participant, it is as a experience which is intrinsically connected to their identity and self-concept (Weiss *et al.*, 2001) [22]. In other terms, sport can be employed as a way of maintaining one's cultural identity (Stodolska and Alexandris, 2004) [20]. Further, Waddington (2000) [21] recognised that sport is an intrinsically competitive activity which brings about distinct social relations, that it is infused with hostile masculinity. Additionally, Individuals who does not participate in sport may miss valuable opportunities for socialization, education, and even professional development (Majumdar *et al.*, 2012) [16]. Further, promotion of sport is the positive influence of sport participation on wellbeing, health, and consequently on the costs that go along with health care services (e.g., Pawlowski *et al.* 2014) [18]. In this context, the community needs to be contributed to the promotion of sport participation by providing adequate sport infrastructure (Wicker *et al.*, 2013) [24].

2.3 Physical Education

Physical Education develops the skills, knowledge, values and attitudes needed for establishing and enjoying an active and healthy lifestyle, as well as building student confidence and competence in facing challenges as individuals and in groups or teams, through a wide range of learning activities. It is also a significant approach to increase the youth physical activity and reduces the chronic diseases (Hilland *et al.*, 2016) [11]. Physical education advocates a rational and credible framework for engaging youth in regular, structured physical activity, and also helps to build up knowledge, skills and attitudes to enable participation in lifetime habitual physical activity (Heath *et al.*, 2012) [10]. In other words, physical activity can be considered as a significant aspect for quality of life, and evidence of organised physical activity (Kilborn *et al.*, 2016) [14]. They also stated that physical education supports personal and community wellness by empowering students to prevail over healthy, lifelong attitudes and behaviours through physical activity. Further, they believed that physical education helps to attain healthy levels of physical activity and fitness for all students; to encourage the acquisition of motor skills; to develop knowledge and attitudes and to develop specific objectives designed to meet the physical growth and developmental needs of all children and youth.

2.4 Difference between Sports and Physical Education

In modern society, sport and physical education are

occasionally confused with each other. Sport leaves a large footstep in the Olympic society, and is easier to see than Physical education. Sport is the acting of skills attained through experience and practise of a sport. Physical education is the key phase of sport and physical activity in general, as it is the education of sport and the reimbursement and health related issues that are knotted mutually are imperative to learning sport in the primary position. Further, the importance of Physical education in primary school is prime in teaching young students the knowledge of sports they see on television and how they can understand the foundation of it. It is the opportunity of children to learn what can be done with a cricket bat and where to hit the ball, the aim of soccer and how to kick a football. These are all things are every student should ideally know how to participate in, but how do they get the knowledge of the sport? Physical education has been providing students the growth of the sport industry ad.

3. Innovations in sports and physical education classes

This paper provides an outline of innovative practices in sports and physical education within school settings. Innovative ideas and practices must be viewed from the point of view of physical education's status in the province, in particular the value, importance and funds provided by the respective countries. In globalisation, physical education and sports in schools, Hardman (2005) [9] proved a decline of the subject: Deficiencies were evident in core curriculum, time allocation, subject status, materials, human and financial resources, gender and disability issues, and quality and programme delivery. Researcher also highlights that despite international advocacy supported by a vast medical, scientific, economic, social and culture case for effectively time-tabled physical education programmes in schools, physical activity levels are declining in most countries. Besides this, previous literature found that approximately two-thirds of the adult population are not active enough to ensure good health. Obesity among school children is an emerging concern – worldwide at 10%; Asia and the Pacific at 5.1%; United States at 31.8%; and Europe at 19.6%. Further, it is noticed that about two million deaths annually due to physical inactivity worldwide, the World Health Organisation (WHO) recommended that more emphasis on school physical education and sports. The WHO has also stated diet and inactivity as the two most common global risk factors for chronic diseases (Armstrong, 2005) [2].

4. Discussions and conclusions.

Physical education is the intellectual discipline and profession which emphasises on the art and science of human movement (Kroll, 1971) [15] with prominence given to sports, fitness and outdoor recreation. Sports refer to four types of physical activity, namely, Olympic competitive sports, outdoor games and recreation, exercise and fitness, music and movement (IOC, 1990). Innovations refers to create new ideas and thoughts or changes that are introduced (Oxford Dictionary, 1987). In the same line (Devecioglu *et al.*, 2012) [6] revealed that new technologies also presents new opportunities for innovation and improvement in education systems. Students are the futures of school education develop in awareness of innovation and role of the education activity course is a crucial way to achieve innovation. For some people the future for physical education is a future directed towards young people health and well-being. Now-a-days good physical education, health education and safety education of students is a top priority. Every teacher in class take advantage of the regular class safety education for students. They want students must

be proper sportswear, sports shoes, who are not in proper sports dress they can cause injury in sports, the teaching process to obey with classroom discipline, attention to the management of sports equipment, not chasing, in practice prior to observe the surrounding environment, safety first. In addition to this, the warming part of the activities of the use and operation of multimedia design reflects the innovative with the development of technology, tape recorders, computer speakers, wireless microphones and other technology has greatly enhanced the use of means of classroom efficiency and enhance the classroom results. Moreover, sport, play and physical education occupy a fundamental role in human development. Sport, play and physical education are about participation, inclusion and a sense of belonging. They bring individuals and communities together. These provides a platform to learn skills such as discipline, confidence and leadership, cooperation and respect. Sport and physical education teach the essential worth of endeavour and how to manage vital steps in life such as victory or defeat. During, hard economic times, conflict or under the pressure from other academic fields, physical education classes are frequently the first ones to be cancelled in schools. Further, physical education and sports are necessary components of education and culture. They help to develop the abilities, well-being and self-discipline of every students. In addition, physical education and sports are very important for children's health and well-being. Even though the physical education curriculum is widely taught in schools but the outcomes are not satisfactory and need to be improved maintained. In this context, the Department of Physical and Sports Education to certify all children have access to physical education and sports programmes in schools. To modify the core curriculum is needed to ensure that it is on same level with international standards. As well as promoting of teaching skills and provision of proper material and facilities are equally important. The Ministry of Education also apprehends the value of national-level sports events and competitions in hoisting public awareness regarding the importance of physical activities and sports, and in enhancing national and community spirit. Therefore, it will continue to support the organization of such events, with a view to cheering Sports for all on the one hand, and developing outstanding athletes to represent the country at international competitive sports events on the other. The major implications of this study is that sports and physical education is a dynamic discipline that is continuously growing through research in kinesiology, exercise physiology, and biomechanics. To support the development of physically literate learners, educators must continuously build upon their in-depth content related knowledge. Physical education and sport serves as the foundation to promote healthful changes that reinforce the importance that tomorrow's healthy lifestyle begin today. Additionally, the limitation of this study is that it is conceptual in nature, the same study need to be empirical tested in future.

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