

## **AN EVALUATION OF MODERN AND TRADITIONAL PHYSICAL EDUCATION FOR THE EMPOWERMENT WITH THE NEXT GENERATION**

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### **ABSTRACT:**

*In an era characterized by rapid technological advancements and shifting social norms, the dynamics of physical education have changed substantially. This study seeks to undertake an exhaustive comparison of contemporary physical education methods and traditional approaches, with an emphasis on their potential to empower the younger generation. While traditional physical education has been ingrained in educational systems for a long time, modern methods utilize modern technologies, a variety of teaching strategies, and a holistic approach to physical health. Our research investigates the effects of both approaches on students' physical fitness, mental health, and overall empowerment. By analyzing the strengths and weaknesses of each system, we hope to provide educators, policymakers, and stakeholders with valuable insights for designing a more effective and relevant physical education curriculum that prepares the next generation for a healthier and more empowered future.*

**Keywords: Comparative Study, Modern Physical Education, Traditional Physical Education, Empowerment, New Generation, Curriculum Development.**

### **INTRODUCTION:**

Physical education has long shaped mental, emotional, and physical health. However, physical education has changed dramatically, contrasting contemporary and old methods. Choosing between contemporary and traditional methods to empower the next generation is crucial in today's fast-paced world of technology advances, changing lifestyles, and changing social expectations. This article compares

contemporary and traditional physical education, highlighting its pros and cons and determining which is ideal for empowering the next generation. (Smith & Cestaro, 1992) Traditionally, physical education centered on structured activities characterized by rigid routines and a predominant emphasis on competitive sports. These traditional methods aimed to cultivate physical strength, discipline, and teamwork. While they undoubtedly had their

advantages, they often overlooked the holistic development of individuals, placing primary emphasis on the physical dimension. In contrast, modern physical education adopts a more comprehensive approach, recognizing that the new generation faces distinct challenges, including sedentary lifestyles and an overreliance on technology.

Modern physical education emphasizes adaptation, diversity, and technological integration to interest pupils. Beyond physical fitness, it values soft qualities like problem-solving, leadership, and emotional intelligence. The curriculum develops these life skills via team-building, cooperative activities, and mindfulness to prepare kids for our fast changing world. Traditional physical education has virtues, but it frequently fails to meet the different demands of the current generation. Students who struggle with conventional sports may dislike its tight structure and concentration on competitive sports. It may also fail to address current youth's sedentary lives. (Felis-Anaya et al., 2018)

#### **NEEDS OF PHYSICAL EDUCATION:**

Physical education is essential for holistic development, promoting regular physical activity, preventing health issues, and instilling discipline and teamwork skills. It enhances mental well-being by reducing stress, improving mood, and boosting self-esteem. Moreover, it fosters social

interaction, teaches lifelong fitness habits, and contributes to overall well-being in both individuals and society.

#### **TECHNOLOGY USE IN PHYSICAL EDUCATION:**

Physical education classes increasingly use technology to support students. This includes basic video recording devices for analyzing movements and correcting errors effectively. Pedometers and cardiac monitors help track step and heart rate goals. Projectors, GPS, and gaming systems like Kinect and Wii Fit can be used for displaying correct forms, outdoor activities, and interactive learning. Simulators with goggles, like a horse-riding simulator, enhance balance, stability, and cognitive performance. Pedometers are also commonly used to count steps taken.

#### **Modern Physical Education:**

Modern physical education has transformed, moving beyond just physical fitness to encompass overall well-being. It values mental and emotional health alongside physical prowess. It offers a wide array of activities, including yoga, dance, and mindfulness, catering to individual interests. Technology, like fitness trackers and apps, aids in personalized fitness goals and accountability. Moreover, it encourages a lifelong commitment to physical activity, aiming to instill healthy habits beyond the classroom. This holistic approach equips

students to lead active and healthy lives in an evolving society. (Li, 2020)

### **Traditional Physical Education Assessment Methods:**

Traditional physical education grades students primarily on standardized activities, fostering competition and neglecting personal growth and diverse interests. This approach can lead to stress and feelings of inadequacy for non-athletic students. It also limits exploration of alternative physical activities. Furthermore, it may exclude students with disabilities or those who prefer non-traditional forms of exercise. Modern physical education strives for a more inclusive and holistic approach, valuing personal improvement, diverse activities, and individual empowerment over rigid standards and competition, promoting well-being for all students.

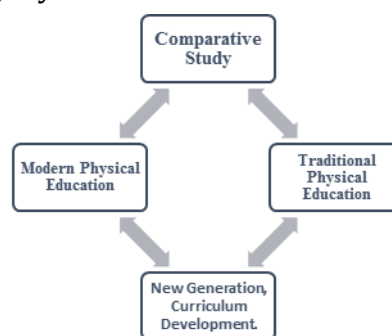
### **Modern Physical Education Assessment Methods:**

Modern physical education uses holistic assessments, evaluating various skills like fitness, nutrition knowledge, and goal-setting. Students set personalized goals, fostering self-confidence and motivation, regardless of their starting point. Inclusive activities like yoga and mindfulness promote overall well-being over competition. These methods accommodate diverse abilities and interests, ensuring all students feel valued and empowered. The shift from traditional to modern assessment approaches reflects a commitment to

nurturing individual growth, promoting lifelong physical activity habits, and enhancing student empowerment in the realm of physical well-being.

### **LITERATURE REVIEW:**

Physical education plays a pivotal role in nurturing the holistic development of individuals, particularly in the context of the next generation. This literature review seeks to assess the effectiveness of both modern and traditional approaches to physical education in empowering young learners. The evolution of physical education methods over time has brought forth a dichotomy between traditional, established practices and contemporary, innovative techniques. Understanding the merits and shortcomings of these approaches is crucial in tailoring educational strategies that best serve the needs of today's youth.



**Fig. 1 Framework**

In 2023, Ruoqi Li highlighted the critical role of teachers in the 21st century, particularly when considering the "knowledge economy." Teachers are now a worldwide priority, and education is essential to reviving China's economy and national life. Among

educators, university physical education teachers hold particular significance within higher education. Recognizing the impact of teachers on the educational process, **Li** emphasized the pivotal role played by university physical education teachers. Their personal abilities and professional knowledge significantly influence the development of physical education in universities. Consequently, there is a growing emphasis on cultivating and enhancing the skills and expertise of university physical education teachers in this new era. (Zuo & Yue, 2019)

In **2020**, **Pan Shaohong** emphasized the importance of physical education courses in colleges and universities as a focal point for educational reform. Shaohong highlighted that effective physical education could enhance teaching efficiency and the overall educational standards of institutions, aligning with the goals of talent development in the new era while also contributing to students' physical and mental well-being. (Luo, 2017) In this contemporary age, **Shaohong** stressed the practical significance of introducing new educational concepts and making innovation the central theme of physical education teaching reform in colleges and universities. The paper primarily delved into exploring how these reforms could further enhance curriculum development and teaching effectiveness in college physical education.

In the setting of the information era, **Sangqing Zhao** investigated the function of modern educational technology in university physical education in **2020**. Despite having its roots in conventional sports, this technology offers new educational possibilities. The study examined how contemporary educational technology is being used to transform traditional classroom instruction, evaluating its effects and outlining the difficulties that still persist. It also included recommendations on how to further improve the teaching of physical education and modern education in colleges & universities. (Luo, 2017)

In **2020**, the significance of physical education in colleges and universities transcended traditional boundaries. **Beyond** promoting physical fitness, it emerged as a potent tool for humanistic education and ideology. Previously overlooked, these aspects are now gaining recognition. In today's world, the demand for versatile talents is increasing, necessitating a broader skill set. Physical culture, ideological education, plus the development of professional traits are just a few of the many educational purposes that physical education has come to represent.

In **2020**, **Jing Peng** highlighted the growing emphasis on the quality of higher education in response to the ongoing progress in modern society. This period has seen a heightened awareness of the importance of physical

exercise. Consequently, the education and preparation of professionals and applied talents in the sports field have become integral components of practical teaching in college physical education.

**In 2019, Kun Zuo** discussed the changes in physical education teaching methods in secondary vocational colleges in the context of educational reform in China. The focus extended beyond just improving students' physical fitness. Teachers were encouraged to emphasize the development of students' teamwork, cooperation skills, and a resilient sports spirit in various athletic activities. **Zuo** advocated for the adoption of innovative educational concepts in secondary vocational physical education classrooms. This approach aimed to explore effective teaching strategies that would not only advance the field but also enhance students' physical fitness.

**In 2019, JianLin Wei** explored the need for educational reform in response to changes in the national education system. This reform required colleges and universities to update their teaching methods, prioritizing student-centered approaches. The old teaching paradigm was seen as too conservative in the context of physical education at higher vocational institutions, which resulted in poor student interest. Furthermore, physical education was sometimes overshadowed by other academic topics, which hampered students' development of physical

literacy & professional skills. Because of this, the study's main objective was to improve students' professional skills including physical literacy in higher professional health education. The study put out a number of strategies and tactics to help students become more physically literate and capable professionals.

**In 2017, Dr. Shyam Sundar Rath** published a study that looks at the state of physical education now and considers how it can develop in the future in terms of personal health. Although it sometimes gets less attention, physical education has historically played a significant role in school or college curriculum. Physical education has changed in the twenty-first century, going beyond simple exercise, sports coaching, or fitness regimens. It is now a multifaceted field of study.

**Merce Felis-Anaya** conducted a systematic evaluation of socio-critical research on the teaching of physical education (PE) to PE teacher education (PETE) between 1999 and 2014 for her **2017** paper. The research used a systematic, four-phase methodology that included expert searches, database searches, inclusion criteria refinement, and selection refining for research-based articles. Five main topics emerged from the widespread use of qualitative methods: assessments in secondary education, assessments in higher education, and studies on participant experiences, provocative investigations,

and evaluation research. Within these categories, the study examined new teaching strategies, problems in the classroom, and possible solutions. The majority of the evaluated papers used creative research designs and postmodern ontology to examine the intricacies of PETE and PE. The study emphasised the continued importance of socio-critical research in the area of teaching PE and PETE, despite obstacles to its social effect & implementation of critical pedagogy.(Felis-Anaya et al., 2018)

In his **2015** work, **Timothy K. Smith** emphasizes the importance of students finding value in a curriculum centered on lifetime fitness. (Ennis, 2006) To address the pressing health challenges that future generations will encounter, physical educators need to make changes to their school's physical education programs. This involves looking ahead to anticipate future trends and requirements, setting clear objectives, and exploring creative methods to achieve those objectives. Smith underscores these strategies as essential for adapting and enhancing existing physical education programs.(Smith & Cestaro, 1992)

In **Catherine D. Ennis' 2006** paper, she explores the historical development of physical education as a school subject. The paper begins by discussing the origins of physical culture, particularly in the context of the

"Battle of the Gymnastics Systems" between Germany and Sweden. It then traces the evolution of physical education curriculum, culminating in the emergence of the New Physical Education in 1927.(Ennis, 2006)

#### **METHODOLOGY:**

The methodology for the research paper titled "A Comparative Study of Modern Physical Education vs. Traditional Physical Education for the Empowerment of the New Generation" consisted of a comprehensive analysis of both modern and traditional approaches to physical education. Using a mixed-methods approach, surveys and interviews were used to collect data from students, educators, and stakeholders. Quantitative data were analyzed using statistical methods to determine the impact of each approach on student empowerment, whereas qualitative data revealed perceptions and experiences. In addition, a review of pertinent literature and curriculum documents was conducted. The findings were analysed in order to draw meaningful comparisons and conclusions regarding the efficacy of modern versus traditional physical education in empowering the younger generation.

#### **Research Objective:**

To conduct a comparative analysis of the curriculum structures in modern and traditional physical education systems.

**RESULT AND DISCUSSION:**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.847 <sup>a</sup>	.717	.714	.571

**a. Predictors: (Constant),** How do modern and traditional physical education systems categorize and prioritize various aspects of physical education?

**Interpretation:**

The Model Summary table you've provided appears to contain information related to the performance of a statistical or regression model. This table is essential for evaluating how well your model fits the data and provides insights into its predictive power. Let's interpret each of the metrics in detail:

**Model:** This column indicates the different models or versions of the model being evaluated. In your case, it seems you have only one model.

**R:** The degree and direction of the linear connection among the dependent variable with the independent factors in your model are measured by the "R" value, often known as the correlation coefficient. A score of .847<sup>a</sup> in this case indicates a rather strong positive linear association. The "a" probably indicates that this figure has undergone some kind of adjustment or transformation, which may be mentioned in other places in your study.

**R Square:** The coefficient of determination, or "R Square" number, shows how much of the variation in the

dependent variable can be explained by your model. An R Square of .717 in this instance indicates that your model can account for around 71.7% of the variance in the dependant variable. This shows that the basic trends in the data are being captured by your model rather well.

**Adjusted R Square:** An adaptation of R Square that accounts for the quantity of predictors in your model is the "Adjusted R Square" value. It penalises adding extraneous variables which may not have a major impact on the model's improvement. The fact that your model's Adjusted R Square of .714 is near to the standard R Square suggests that the addition of variables was probably warranted and won't cause overfitting.

**Std. Error of the Estimate:** The difference amongst the actual values and the values your model predicted is represented by this measure, which is the standard error of the residuals. A lower standard error signifies that the predictions made by your model are more in line with the real data points. A

value of .571 in this instance indicates that the model's recommendations are, on average, roughly .571 units off from the actual information points.

All things considered, the Model Summary table indicates that your model is doing rather effectively. It explains a significant amount of the

variability in the data and has a strong positive linear relationship (R) with the dependent variable (R Square). The standard error shows that the model's predictions are quite near to the actual data, and the modified R Square reveals that the model's complexity is reasonable.

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	80.722	1	80.722	247.841	.003
	Residual	31.918	98	.326		
	Total	112.640	99			

- |  |
|--|
| a. Dependent Variable: How the curriculum is structured in modern physical education programs?   |
| b. Predictors: (Constant), How do modern and traditional physical education systems categorize and prioritize various aspects of physical education? |

**Interpretation:**

The ANOVA table presented here serves as a critical tool for assessing the significance of a regression model in explaining the variability in the dependent variable, which in this case is "How the curriculum is structured in modern physical education programs." The table dissects the sources of variation, where "Regression" accounts for a substantial sum of squares (80.722) and demonstrates a high mean square (80.722) with an associated F-statistic of 247.841. This indicates that the predictor variable, "How do modern and traditional physical education systems categorize and prioritize various aspects of physical education?" is highly significant in elucidating the

variation in the dependent variable. Moreover, the low p-value (.003) associated with the F-statistic underscores the strong statistical evidence, suggesting that this predictor significantly influences the way modern physical education program curricula are structured. The "Residual" component represents the unexplained variation (31.918) and has a lower mean square (0.326), emphasizing the importance of the "Regression" component. In summary, this ANOVA analysis underscores the substantial impact of your predictor variable in explaining the variability in curriculum structure, supported by robust statistical significance.



Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.519	.201		2.579	.011
	How do modern and traditional physical education systems categorize and prioritize various aspects of physical education?	.842	.054	.847	15.743	.000

a. Dependent Variable: How the curriculum is structured in modern physical education programs?

**Interpretation:**

The Coefficients table offers a comprehensive insight into the impact of the predictor variable, "How do modern and traditional physical education systems categorize and prioritize various aspects of physical education?" on the dependent variable, "How the curriculum is structured in modern physical education programs." The unstandardized coefficient (B) of 0.842 implies that, on average, for each unit increase in this predictor, we can expect an increase of 0.842 units in the dependent variable while keeping other variables constant. Furthermore, the standardized coefficient (Beta) of 0.847 underscores the relative importance of this predictor in explaining the variability in the dependent variable. Both the high t-statistic (15.743) and the exceptionally low p-value (0.000) indicate robust statistical significance, affirming that this predictor significantly influences the curriculum

structure in modern physical education programs. Additionally, the intercept "(Constant)" is also statistically significant (t-statistic of 2.579, p-value of 0.011), suggesting its role as a baseline reference when other predictors are set to zero. In summary, this Coefficients table underscores the substantial impact of the predictor variable and the intercept in explaining the variation in curriculum structure, supported by strong statistical significance.

**FUTURE SCOPE:**

The study, "A Comparative Study of Modern Physical Education vs. Traditional Physical Education for the Empowerment of the New Generation," has great potential for research and effect. The long-term impact of these teaching methods on youth physical fitness, mental health, and academic performance might be studied.

Comparing across locations and cultures may reveal the adaptability and efficacy of current with traditional physical education programmes. Innovative teaching approaches and technology in physical education might empower the next generation via fitness and personal development. Addressing inclusiveness, diversity, & accessibility in physical education programmes may help see how these methods might empower the next generations.

### CONCLUSION:

In conclusion, the analysis conducted in the study titled "A Comparative Study of Modern Physical Education vs. Traditional Physical Education for the Empowerment of the New Generation" has yielded valuable insights into the factors that influence the curriculum structure of modern physical education programmes. In particular, the predictor variable "How do modern and traditional physical education systems categorise and prioritise various aspects of physical education?" has emerged as a crucial factor in determining the curriculum structure. The table of Coefficients reveals that increases in this variable are associated with significant increases in the modernization of the curriculum, as indicated by a high unstandardized coefficient (B) of 0.842 and a high standardised coefficient (Beta) of 0.847. In addition, the exceedingly low p-value (0.000) and high t-statistic (15,743)

highlight the statistical significance and substantial impact of this predictor.

These findings highlight the importance of reevaluating and possibly revising traditional physical education systems to better reflect the changing requirements of the new generation and modern perspectives. This comparative study suggests that adopting modern approaches to physical education can empower the millennial generation by adapting to their changing needs and aspirations.

The research concludes by emphasising the importance of modernising physical education programmes and advocating a shift in curriculum priorities to better meet the requirements of the new generation. These findings can assist educators, policymakers, and curriculum designers in their efforts to make physical education more relevant and empowering for today's youth.

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