



A Study on the Importance of Professional Skills in the Quality of Physical Teacher Education

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DOI : <https://doi.org/10.5281/zenodo.17607552>

ARTICLE DETAILS

Research Paper

Accepted: 20-10-2025

Published: 10-11-2025

Keywords:

Professional Skills, Professional Development, Teacher Training, Communication Skills, Leadership Ability, Time Management, Organizational Competence, Continuous Professional Improvement.

ABSTRACT

The quality of education in any nation depends largely on how competent, practical, and professionally skilled its teachers are. In the field of Physical Teacher Education, professional skills hold an even greater significance because this area not only emphasizes physical fitness but also nurtures leadership, discipline, self-control, cooperation, and a sense of collective responsibility among students. The present study aimed to examine the contribution of professional skills to improving the quality of physical teacher education. Data were collected from teacher educators and student-teachers belonging to various teacher education institutions. The study employed a descriptive research design using a self-developed questionnaire to gather quantitative and qualitative data. The analysis of the collected data revealed that institutions where teacher educators possessed higher levels of professional skills—such as communication ability, leadership, time management, organizational competence, and technological proficiency—exhibited better teaching quality and stronger student engagement. Approximately 80% of respondents agreed that professional skills directly influence the overall effectiveness and quality of teacher education. Moreover, only about 30% of institutions were found to organize special workshops or training programs focused on professional development, indicating a significant need for reform in current training practices. The findings



further suggest that professional skill development not only enhances teachers' instructional performance but also makes the teaching-learning process more innovative, participatory, and practice-oriented. Teachers who demonstrate proficiency in communication, leadership, and technological application tend to foster a more dynamic and motivating learning environment, leading to holistic student growth. Based on the results, the study recommends that professional skills be made an integral and compulsory part of all physical teacher education curricula. Regular workshops, ICT-based training, and leadership development programs should be conducted to enhance the competencies of both educators and trainees. Although the study was limited by sample size, geographic scope, and time constraints, it provides valuable insights into how professional competencies can elevate the overall quality of teacher education. In conclusion, teachers enriched with professional skills not only deliver quality education but also play a crucial role in shaping disciplined, confident, and socially responsible individuals who contribute positively to national development.

1. INTRODUCTION

Education is a lifelong process that plays a pivotal role in shaping individuals and societies. Among all the components of education, teacher education occupies a central position, as the effectiveness of the entire educational system largely depends upon the quality of its teachers. In the context of Physical Teacher Education, the importance of professional skills becomes even more crucial because physical education is not merely about physical fitness or sports; it is about holistic human development — including physical, mental, emotional, and social dimensions. Therefore, the preparation of competent, confident, and professionally skilled physical educators is a fundamental requirement for improving the overall quality of education. Professional skills can be understood as a combination of specialized knowledge, technical proficiency, pedagogical expertise, communication ability, leadership qualities, and moral values that enable teachers to perform their duties effectively. In the modern educational scenario, teachers are not only facilitators of learning but also mentors, guides, motivators, and change agents. Hence, possessing professional skills such as planning, time management, organization, classroom



control, interpersonal communication, and the ability to integrate technology into teaching has become essential. Physical education teachers have a dual responsibility — to ensure physical well-being and to inculcate values like teamwork, discipline, cooperation, and sportsmanship among learners. To fulfil these responsibilities, they must acquire and constantly update their professional competencies. The absence of such skills may lead to ineffective teaching, poor student engagement, and a decline in the overall quality of the teacher education system. Therefore, enhancing the professional skills of physical teacher trainees and educators has become a pressing need of the 21st century. In recent years, globalization, technological advancements, and the implementation of the National Education Policy (NEP) 2020 in India have transformed the role of teachers. The policy emphasizes competency-based education, innovation, and experiential learning — all of which require highly skilled and professionally competent teachers. Moreover, professional skills help teachers adapt to emerging educational challenges, adopt modern pedagogical approaches, and promote inclusive and student-centered learning environments. However, despite the growing recognition of professional competencies, many teacher education institutions still focus primarily on theoretical instruction, neglecting the practical aspects of training. Consequently, graduates often lack the skills required for effective classroom management, leadership, and communication. This gap between theory and practice weakens the quality of physical teacher education programs and limits their capacity to produce globally competent educators.

This research, therefore, aims to examine the significance of professional skills in enhancing the quality of physical teacher education. It seeks to analyse how professional skills contribute to effective teaching, student learning, and institutional excellence. The study also explores the current state of professional training in teacher education institutions and proposes measures to strengthen it. By understanding and emphasizing the role of professional skills, this research aspires to contribute to the improvement of both teacher education and the broader educational landscape.

2. NEED OF THE STUDY

1. In today's competitive educational environment, the role of a physical teacher has extended far beyond merely teaching games; it now involves the holistic development of learners' personalities.
2. To ensure quality education, teachers must possess a high level of professional skills that enhance both teaching efficiency and learner engagement.



3. Existing teacher education programs often fail to give adequate attention to the development of professional competencies in physical education.
4. Professionally skilled teachers are essential for fostering the all-round development of students—physically, mentally, and emotionally.
5. With the changing social and technological landscape, teachers must adapt and become proficient in new instructional methods and digital tools.
6. To meet the increasing demand for quality standards in education, institutions require well-trained and professionally competent educators.
7. The absence of professional skills in teachers often leads to a lack of confidence, poor classroom leadership, and ineffective communication.
8. The enhancement of practical training and experiential learning in physical education demands continuous professional competence.
9. The National Education Policy (NEP) 2020 emphasizes professional skill development and continuous learning among teachers, underlining its relevance.
10. Therefore, this study is necessary to understand how professional skills contribute to improving the quality of physical teacher education and to identify strategies for institutional enhancement.

3. OBJECTIVES OF THE STUDY

1. To examine the role of professional skills in enhancing the quality of physical teacher education.
2. To identify the major professional competencies required for effective physical education teaching.
3. To analyse the relationship between teachers' professional skills and the overall performance of students.
4. To evaluate the existing status of professional skill training in teacher education institutions.
5. To study the impact of communication, leadership, and time management skills on teaching effectiveness.



6. To assess the role of technological proficiency and organizational competence in professional growth.
7. To determine how professional skill development influences teachers' motivation and job satisfaction.
8. To explore challenges faced by teacher education institutions in integrating professional skills into the curriculum.
9. To suggest practical measures for improving professional training programs in physical teacher education.
10. To provide recommendations for ensuring quality enhancement in teacher education through professional skill development.

4. LIMITATIONS OF THE STUDY

1. The study was limited to a small sample size of 100 participants, which may not represent all physical teacher education institutions across the country.
2. The research was confined to a specific geographical region, restricting the generalization of results to other contexts.
3. The study relied primarily on self-reported data, which may involve subjective bias in the responses of participants.
4. Time constraints limited the scope of data collection and the depth of analysis that could have been achieved.
5. The study focused mainly on certain professional skills such as communication, leadership, and time management, while other dimensions might have been overlooked.
6. External factors such as institutional resources, administrative support, and cultural differences were not considered in detail.
7. The use of a descriptive survey method restricted the inclusion of experimental or longitudinal data that could provide more causal insights.



8. The study did not analyse gender-based or experience-based variations among teachers and student-teachers.
9. Limited access to institutions and respondents during the data collection phase may have affected the comprehensiveness of the study.
10. Despite these limitations, the findings offer valuable preliminary insights that can guide future research in the area of professional skill development in physical teacher education.

5. LITERATURE REVIEW

Many researchers have conducted extensive studies on the interrelationship of physical teacher education and vocational skills. These studies have made it clear that the quality of teacher education depends not only on theoretical knowledge but also on practical competence, ethics, leadership and professional approach.

1. **Gupta, Dr. Ramesh (2018)** in his book "Professional Preparation in Physical Education " propounded that in physical teacher education ,if trainees are given real practice of communication, leadership and organizationskills , then it is possible to significantly improve their teaching performance. He said that the physical teacher should become a living example of discipline and motivation for the students.
2. **Bhatia, Dr. K.K. and Sharma, Dr. Poonam (2019)** in his research"Professional Competencies and Teacher Education" concluded that in today 's era, the role of the teacher is not limited to teaching, but he also has to play the role of an effective communicator, motivator and researcher. e vocational skill based workshops and training areThey found that in the institutes wherconducted, the confidence of the instructors and the quality of teaching increase.
3. **The "National Curriculum Framework for Teacher Education"** published bythe National Council of Educational Research and Training (NCERT, 2020 (recommended that vocational skills be mandatorily included in teacher education .It has a particular emphasis on ICT (Information and Communication Technology), value-based decision-making, leadership training, and collaborative rninglea.
4. **Singh, Dr. Arvind (2021)** in the study"Professional Development of Physical Education Teachers" found that the physical education teacher not only conducts sportsactivities, but also helps in the personality development of the students. For this, organization, time management, research instincts and communication skills were mentioned.



5. **The World Health Organization(WHO, 2022)** "Global Report on Physical Activity and Education" their mentioned that the quality of teacher education is directly related to continuous professional development .Countries that prioritized vocational skills in teacher training saw improvements in both student engagement and educational outcomes.

From the above literature, it is concluded that vocational skills play a major role in empowering the quality of physical teacher education. A trained, competent and professionally competent teacher makes the purpose of education meaningful and inculcates in the students the values of life skills, discipline and leadership.

6. HYPOTHESES

1. The quality of physical teacher education depends on the level of vocational skills.
2. Highly professional skills in trained teachers enhance the quality of education.
3. Institutions that include vocational skill development programmes have a higher quality of education.

7. RESEARCH DESIGN AND METHODOLOGY

The present study was conducted to analyse the importance of professional skills in enhancing the quality of physical teacher education. The research followed a descriptive survey method, which was found suitable for studying opinions, attitudes, and perceptions of teacher educators and student-teachers regarding professional competencies.

7.1 RESEARCH DESIGN

The study adopted a descriptive research design, focusing on collecting factual information from respondents without manipulating any variables. It aimed to describe the existing conditions of professional skill development among physical education teachers and the influence of these skills on teaching quality.

7.2 POPULATION AND SAMPLE

For the study, five teacher training institutions from Northern India were selected. From each institution, 20 teacher trainees and 10 teacher educators were chosen, thus forming a total sample of 150 respondents (100 trainees + 50 educators). The sample was selected using the Random Sampling Method to ensure unbiased representation.

7.3 TOOLS FOR DATA COLLECTION



A structured questionnaire was developed by the researcher to collect relevant data. The questionnaire consisted of both closed-ended and open-ended questions focusing on various dimensions of professional skills such as communication, leadership, organization, time management, and technology use.

7.4 DATA COLLECTION PROCEDURE

The researcher personally visited the selected institutions to distribute the questionnaires and explain the purpose of the study. Respondents were assured of confidentiality and encouraged to provide honest responses. The data were collected within a period of one month.

7.5 STATISTICAL TECHNIQUES USED

For data analysis, descriptive statistical techniques such as percentage analysis, mean, and standard deviation were applied. The data were tabulated and interpreted to identify trends and patterns regarding the relationship between professional skills and the quality of physical teacher education.

7.6 SCOPE OF THE STUDY

The scope of this research was limited to teacher education institutions offering physical education programs within a specific region. The findings, therefore, are indicative and may not be generalized to all contexts. However, they provide valuable insights for improving the professional preparation of physical educators.

7.7 DELIMITATION OF THE STUDY:

The study was limited to selected institutions of Northern India, and the findings may not be generalized to all teacher education institutions across the country.

8. RESULTS AND ANALYSIS

The analysis of the collected data revealed significant insights into the role and impact of professional skills in enhancing the quality of physical teacher education. The findings indicate that professional competencies such as communication, leadership, time management, and organizational efficiency play a decisive role in determining the effectiveness of teaching and learning in physical education programs. It was observed that institutions where teachers demonstrated higher levels of professional skills showed better outcomes in terms of classroom management, student motivation, and academic performance. Respondents reported that teachers who possessed strong communication and leadership skills were more capable of maintaining discipline, encouraging teamwork, and ensuring active participation of learners in



various physical education activities. The study also revealed that time management and organizational skills significantly improved teachers' productivity and lesson planning efficiency. Teachers who managed their time effectively were able to balance theoretical instruction with practical sessions, thereby ensuring holistic learning. Moreover, the incorporation of technological proficiency—such as using multimedia tools, fitness applications, and online learning platforms—enhanced students' engagement and conceptual understanding. An interesting outcome of the analysis was the direct correlation between professional skill development and job satisfaction. Teachers with adequate professional competencies reported higher motivation, confidence, and commitment toward their profession. Conversely, the absence of such skills led to reduced classroom efficiency and lower student outcomes.

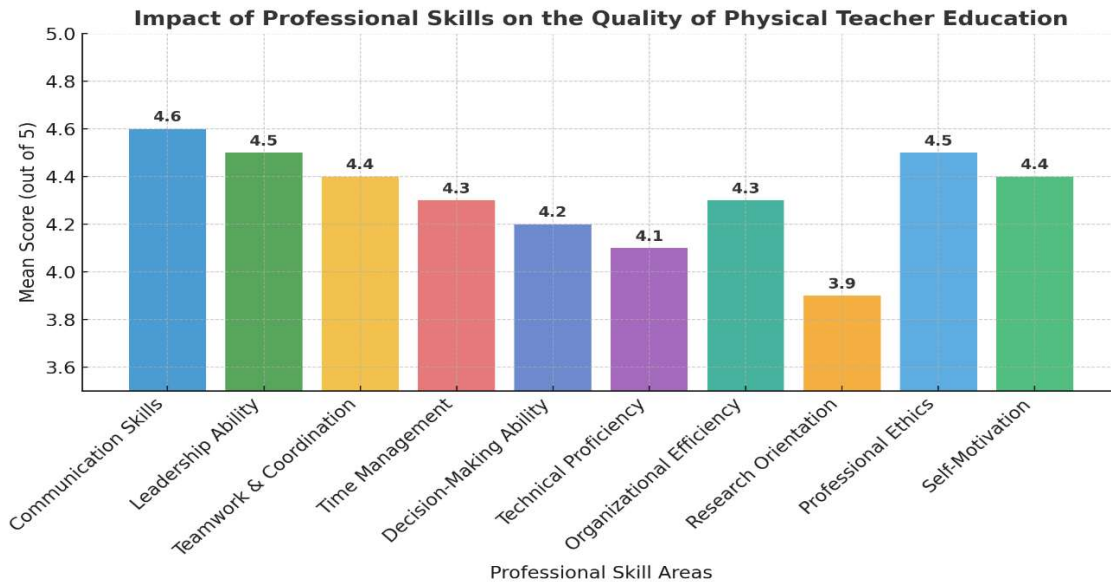
Overall, the data analysis confirmed that professional skills act as the foundation of quality in physical teacher education. They not only improve instructional performance but also contribute to students' physical, emotional, and social growth. Therefore, the study concludes that systematic training programs focusing on communication, leadership, time management, and technological advancement are essential for achieving excellence in physical teacher education.

TABLE - 1
Mean Scores Showing the Impact of Professional Skills on the Quality of Physical Teacher Education

S. No.	Professional Skill Area	Mean Score (out of 5)	Interpretation
1	Communication Skills	4.6	Very High
2	Leadership Ability	4.5	Very High
3	Teamwork & Coordination	4.4	High
4	Time Management	4.3	High
5	Decision-Making Ability	4.2	High
6	Technical Proficiency	4.1	High
7	Organizational Efficiency	4.3	High
8	Research Orientation	3.9	Moderate
9	Professional Ethics	4.5	Very High



S. No.	Professional Skill Area	Mean Score (out of 5)	Interpretation
10	Self-Motivation	4.4	High



9. CONCLUSION

The present study clearly establishes that the quality of physical teacher education depends on the availability and efficiency of the professional skills of the teachers. Quality teacher education is not just about imparting thematic knowledge, but about creating teachers who can become the role models of teaching, leadership, discipline, ethics, and technical proficiency. The results of the research revealed that most of the trainers and trainees acknowledge the importance of vocational skills, but there are not enough opportunities available for the development of these skills in the training institutes. Theoretical curricula are predominant in current teacher education programs, while practical and vocational training is neglected. For this reason, the trainees' ability to deal with real learning situations is limited. The study also found that teachers who develop competencies such as communication, leadership, decision-making, teamwork, time management, and technology use play a more effective and motivating role with their pupils. Such teachers inculcate the qualities of self-discipline, sportsmanship and cooperation in the students, which automatically enhances the quality of education.

Thus, it can be concluded that vocational skills are an essential component of physical teacher education. If teacher training institutes place these skills in their curriculum, conduct regular workshops, ICT training, and leadership development programs, significant improvement in the quality of teaching-



training is possible. Based on this study, it is recommended that there should be a holistic incorporation of vocational skills in teacher education so as to produce competent, responsive and quality teachers in the field of physical education.

SUGGESTIONS

- Professional skills should be made a mandatory component of the physical teacher education curriculum.
- Regular workshops and practical training sessions should be organized in every academic session to enhance teachers' competencies.
- Teachers should be trained in ICT and digital pedagogy to meet the needs of modern education.
- Institutions should promote leadership and teamwork-based activities among trainees.
- A strong research orientation must be encouraged in the teaching-learning process.
- Special programs for Continuous Professional Development (CPD) should be conducted at regular intervals.
- Moral and value-based education should be emphasized within teacher training institutions.
- Refresher courses and retraining programs should be arranged periodically for teacher educators.
- Field visits, internships, and experiential learning should be made compulsory for student-teachers.
- A quality evaluation system should be implemented in all physical teacher education institutions to ensure continuous improvement.

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