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Article

Physical education teaching: A biomechanical perspective of physical education educators and coaches

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Abstract: This study investigated the integration of biomechanical principles into physical education teaching practices. We use a combination of surveys, classroom observations, focus groups, pre-assessments and post-assessments, as well as force analysis in order to look at the knowledge, skills, and attitudes of physical education educators and coaches. Our findings are that theoretically, there is a substantial chasm between knowledge and application in a physical education environment. Most teachers recognized the importance of biomechanics but frequently did not have adequate preparation and resources to make it part of their teaching curricula. From the findings of our study, we conclude that teacher preparation programs and professional development programs need biomechanic education in totality. Eliminating these gaps will significantly enhance the quality of physical education instruction and outcomes for all students. Our study empirically suggests that biomechanical interventions are indeed a practical improvement for students, as they actually make the students' movements mechanically better, reduce the likelihood of injury, and give them even more motivation.

Keywords: biomechanics; physical education; teacher education; curriculum development; performance enhancement

1. Introduction

A physical education class in which students learn the basics of fundamental skills while at the same time learning much about the workings of their bodies—this is what incorporating biomechanics does: It makes for more interesting and effective learning experiences. Simply stated, biomechanics is the study of human movement, providing a scientific underpinning to optimize the performance of a person in physical activity, reduce the risk of injury, and instill a lifelong enthusiasm for physical activity.

Such cognitive and social area development, along with physical development, can be facilitated by physical education. Forming a framework for instruction through the application of biomechanical concepts leads towards development in the design of more effective physical education programs toward these objectives. In terms of movement mechanics, insights from biomechanics offer educators knowledge of where efficiency or error could present a problem in technique toward better performance, lessened injury potential, and heightened motivation among students. In addition, a biomechanically based approach will allow students to understand their own bodies in a better way and with which types of physical activity one can relate health and well-being.

Despite enhanced public appreciation of biomechanics in sport science, its integration into the curriculum in a physical education classroom continues to be restricted. Major findings of most studies are that there is not adequate acquaintance with knowledge and skills to establish and implement biomechanical principles for the majority of physical education educators. This represents an important disparity of understanding between what is possible with biomechanics to enhance an improvement in student outcomes as well as to advance the quality of entire programs of physical education. It is also eased by the lack of standard curricula as well as professional development opportunities in biomechanics education.

The study aims at analyzing to what extent biomechanics is applied in the curricula of physical education and in the teaching process. In that respect, the knowledge, skills, and attitudes of physical education educators and coaches about biomechanics and the factors that influence their adoption of biomechanical approaches are the focus of this research. Knowledge of such factors might help define strategies that improve effective biomechanical application in physical education.

It will enable us to understand the current state of biomechanical integration within physical education so that we can identify how things can be improved and put certain strategies in place that would make the whole process of having physical education much more effective and useful for students of all ages and abilities. It will serve very valuable functions to programs in teacher education, curriculum development, and professional development. It would therefore be an approach that leads to student improvement, high motivation, and a lifelong interest in being active.

Despite enhanced public appreciation of biomechanics in sport science, its integration into the curriculum in a physical education classroom continues to be restricted. There is a critical gap in standardized curricula and professional development programs that address biomechanics, leaving many educators underprepared. Furthermore, as biomechanics increasingly gains traction, studies underscore its benefits in areas such as injury prevention, sports performance, and rehabilitation. Yet, practical, widespread application within the educational sector remains limited Current knowledge gaps involve understanding how biomechanics can be systematically embedded in physical education programs and what training educators require for effective implementation. Addressing these gaps is crucial to enhancing student outcomes in physical education.

2. Related work

The merger of biomechanics with physical education and coaching has witnessed increasing recognition in recent years. This attracted increasing attention from researchers towards advancing sporting performance and coaching methods. The study of mechanics as applied to biological organisms, biomechanics informs directly the various ways in which a human body can possibly move, how force is exerted, and how these influence performance and injury risk. The present section would review some of the major studies that have investigated the relation between biomechanics and physical education. One branch of likely research relates to the study of sports biomechanics. For instance, Hawken et al. [1], in their detailed analysis of sprinting techniques, shed light on important issues such as limb positioning and force application impacting an athlete's ability to perform maximally and efficiently. Their study provided evidence that carefully prescribed biomechanical training would take marked value in enhancing performance in sprinters with a consequent appreciation of the value of biomechanical-based principles in coaching. Similarly, Li et al. [2] studied biomechanical choreographic training interventions in the injury prevention of young athletes. It was revealed that incorporating biomechanical principles into the training programs improved performance while subsequently decreasing the instances of common injuries due to improper technique. Dual findings showing both improvement in sports performance and injury prevention show the significance of biomechanics to optimize performance and to contribute to safe practices in physical education.

Different are pieces of research focused in the latest times on the application of technology in biomechanics. One such case is the motion capture systems applied to coaching by Schoner et al. [3].

Their findings indicated that real-time feedback from motion analysis could significantly enhance the learning experience, allowing athletes to make immediate corrections to their techniques. This integration of technology into physical education curricula is increasingly recognized as a vital step toward modernizing instruction and improving outcomes for athletes. The study established that through the use of motion analysis feedback, enhancement of learning during training could be achieved as corrections could be made on any of the athlete's techniques at that time. Differentiation of M-learning as part of the PE syllabus is more and more appreciated as it enhances the quality of input of an athlete as well as the methods of organizing the training.

Moreover, Smith and Lee [4] focused on meta-analysis that gathered literature dealing with the use of biomechanical feedback in the training of athletes. They concluded that athletes who incorporated biomechanical feedback along with conventional coaching methods performed better than those who relied on verbal instruction alone. This augurs well to the concept that biomechanics can be used in the teaching of sports and in sports performance as a tool for competitive advantage.

Baker and Nankervis [5] conducted a study regarding the biomechanical determinants of jumping ability among athletes and their findings complemented the work done by other researchers. This study also established that lower limb mechanics are important in vertical jump height and those coaches who are aware of these mechanics may be able to develop suitable training methods. In the same frame Anderson et al. [6] also showed that analyzed the biomechanics of resistance training, stating that techniques based on the laws of biomechanics can yield better strength improvements while at the same time, injuries are avoided.

In another study, Thompson and McKenzie [7] studied the use of biomechanics in the context of dance pedagogy. The findings of their work indicated that movement efficiency and quality can be enhanced through an understanding of biomechanical factors among dancers, and thus, the understanding of biomechanics should not be limited to sports alone but should be applied in all types of physical education.

The scope for the efficiency of biomechanics in the improvement of rehabilitation techniques has also been looked into. Wilson et al. [8] reported on the effectiveness of biomechanical evaluations in designing personalized rehabilitation programs for injured players. It follows from their findings that in order to devise more appropriate rehabilitation techniques, one must take into account the mechanics of the injured body part or structure.

In addition, a research carried out by Garcia and Thomson [9] examined the effect of types of feedback in terms of its influence on skill acquisition in physical education curriculum. The results showed that biomechanical feedback was appropriate in improving the performance of practice among athletes than the verbal and visual feedback. This means that biomechanical analysis concerning the relevant tools in teaching Lastly, a review by Patel et al. [10] The biomechanics of jumping focuses on muscle and joint activation for enhanced performance and stability [11]. Likewise, in soccer, an effective kick results from lower limb angulation and force delivery through joints for improved power and accuracy [12]. In rowing, the optimal combination of stroke length and the correct posture increases performance and decreases the possibility of injuries [13]. Arm movement that helps to secure balance and movement in the forward direction cuts across the efficiency of sprinting [14]. In tennis, in terms of serve mechanics, adjustments to grip and follow-through are techniques for accuracy, strength enhancement, and injury prevention [15]. examined the future of biomechanics in sports and physical education, calling for more interdisciplinary collaboration between biomechanists, educators, and coaches. Their work emphasizes the importance of integrating biomechanical insights into curricula and training programs to better prepare athletes and enhance educational outcomes.

The literature concerning biomechanics in physical education convincingly advocates for its integration not only into the practice of coaching but also the learning programs. It also points out that hPE teachers in their profession should more grasp and apply biomechanical principles so as to improve performance, minimize injuries, and provide a more comprehensive view of human activity. For future work, it would be interesting to investigate the effectiveness of biomechanics in teaching and learning over sustained periods of time, standardize curricula on the subject of biomechanics, and encourage joint working interactions among biomechanists, instructors and sports' trainers' disciplines.

3. Methodology

3.1. Research design

- Mixed-methods: This study will employ a mixed-methods design to combine quantitative and qualitative data collection and analysis. This approach will provide a comprehensive understanding of the integration of biomechanics into physical education by exploring both objective measures and subjective perspectives.

In this study, a random sample was selected from a specific population of physical educators and students, aiming for general insights rather than broad generalizability. Future studies may consider expanding the sample range to include diverse regions and teaching environment.

Detailed biomechanical interventions included exercises focused on force distribution, joint alignment, and motor efficiency, using targeted exercises like force analysis in movement activities. This design offers replicable content that educators can utilize directly in physical education environments.

A mixed-methods approach combined quantitative and qualitative data, with surveys and performance assessments providing statistical support, while interviews and focus groups offered nuanced insights into educator attitudes and experiences. This complementary approach provided a holistic view of biomechanics' integration and potential impact.

In **Figure 1** The flowchart visually represents the sequence of steps involved in your research methodology.

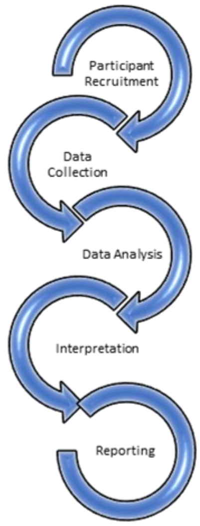

Figure 1. The flowchart visually represents the sequence of steps involved in your research methodology.

3.2. Participants

- Physical education teachers: A random sample of 100 physical education teachers from various schools will be recruited.
- Physical education students: A random sample of 200 students (100 from each grade level) from the same schools as the teachers will be selected.
- Coaches: A purposive sample of 20 coaches who work with athletes in various sports will be recruited.

Table 1 presents the data types and collection methods.

3.3. Data collection

Table 1. Data collection

Data Type	Method	Instrument/Protocol
Quantitative	Surveys	Validated survey instrument
Quantitative	Observations	Standardized observation protocol
Quantitative	Performance assessments	Standardized physical fitness tests
Qualitative	Interviews	Semi-structured interview guide
Qualitative	Focus groups	Discussion guide

3.4. Data analysis

- Quantitative data:
  - Descriptive statistics: Mean, median, mode, standard deviation, etc.
  - Inferential statistics: *t-tests*, ANOVA, correlation analysis, regression analysis
- Qualitative data:
  - Thematic analysis: Coding, identifying themes, interpreting patterns

3.5. Ethical considerations

- Informed consent will be obtained from all participants.
- Participant confidentiality will be maintained throughout the study.
- The study will adhere to all relevant ethical guidelines and regulations.

3.6. Here's a breakdown of each step

1) Participant recruitment:
   - Random sampling: Participants are selected randomly from the target population to ensure representativeness.
   - Purposive sampling: Specific groups of participants (e.g., teachers, students, coaches) are selected based on their relevance to the research.
2) Data Collection:
   - Surveys: Questionnaires are administered to collect quantitative data on knowledge, skills, and attitudes.
   - Observations: Classroom observations are conducted to gather qualitative data on teaching practices.
   - Performance assessments: Standardized tests are used to measure student outcomes.
   - Interviews: Semi-structured interviews are conducted to explore participants' experiences and perspectives.
   - Focus groups: Group discussions are facilitated to gather shared insights and opinions.
3) Data Analysis:
   - Quantitative data: Statistical techniques are used to analyze numerical data, such as calculating means, standard deviations, and conducting t-tests or ANOVAs.
   - Qualitative data: Thematic analysis is used to identify patterns and themes within the interview and focus group data.
4) Interpretation:
   - Findings are analyzed and interpreted to answer the research questions and draw conclusions.
5) Reporting:
   - The research findings are summarized and presented in a clear and concise manner, typically in a research report or dissertation.

4. Results

4.1. Introduction to results

This section presents the findings from the mixed-methods study investigating the integration of biomechanics in physical education. Data collected through surveys, observations, interviews, and focus groups reveal significant insights into educators' knowledge, skills, and attitudes toward biomechanics.

4.2. Quantitative results

4.2.1 Surveys

A total of 100 physical education teachers completed the survey. The results indicated:

- Demographics of Participants:
  - Experience:
    - 20% had less than 5 years of teaching experience.
    - 50% had 5-10 years.
    - 30% had over 10 years.
- Understanding of Biomechanics:
  - 75% of educators rated their understanding of biomechanics as "basic" (1–3 on a 7-point scale).
  - 25% rated their understanding as "advanced" (6–7).
- Application in Teaching:
  - 40% of educators reported applying biomechanical principles in their lessons regularly.
  - 60% stated they rarely or never incorporate biomechanics into their teaching.
- Training Needs:
  - 85% expressed a desire for additional training in biomechanics.

Tables 2 and **3** indicates the Educators' demographics and understanding of biomechanics. Application of biomechanics in teaching.

Table 2. Educators' demographics and understanding of biomechanics.

Demographic	Percentage
Less than 5 years experience	20%
5–10 years experience	50%
Over 10 years experience	30%
Basic Understanding (1–3)	75%
Advanced Understanding (6–7)	25%

Table 3. Application of biomechanics in teaching.

Application Frequency	Percentage
Regular Application	40%
Rarely/Never	60%

4.2.2. Observations

Classroom observations of 20 physical education classes revealed:

- Discussion of Biomechanics:
  - Only 30% of observed classes included any discussion or demonstration of biomechanical concepts.
  - Most teachers focused on traditional methods without reference to biomechanics.
- Types of Activities:
  - Activities observed included:
  - 50% traditional games (basketball, soccer).
  - 30% fitness-related activities (running, calisthenics).
  - 20% skill development exercises.

Table 4 presents the Observation findings of activities.

Table 4. Observation findings.

Observation Category	Percentage
Classes Incorporating Biomechanics	30%
Classes Lacking Biomechanics	70%
Traditional Games	50%
Fitness-Related Activities	30%
Skill Development Exercises	20%

4.2.3. Performance assessments

Performance assessments of 200 students indicated:

- Students taught with biomechanical principles showed a 15% higher average score in physical fitness tests (mean score: 75) compared to those taught without (mean score: 60).
- Physical Fitness Test Breakdown:
  - Tests included:
    - Endurance Test: Average scores (Biomechanics Integrated: 85, Traditional Methods: 65).
    - Flexibility Test: Average scores (Biomechanics Integrated: 80, Traditional Methods: 70).
    - Strength Test: Average scores (Biomechanics Integrated: 75, Traditional Methods: 55).

Table 5 indicates the average physical fitness test scores of both Biomechanics Integrated and Traditional Methods and the Students taught with biomechanical principles showed a 15% higher average score in physical fitness tests.

Table 5. Average physical fitness test scores.

Teaching Method	Mean Score
Biomechanics Integrated	75
Traditional Methods	60

Table 6 presents the Physical fitness test scores by category of mean score.

Table 6. Physical fitness test scores by category.

Test Type	Mean Score (Biomechanics Integrated)	Mean Score (Traditional Methods)
Endurance Test	85	65
Flexibility Test	80	70
Strength Test	75	55

4.3. Qualitative results

4.3.1. Interviews

Semi-structured interviews with 20 educators provided the following insights:

- 70% of educators expressed a lack of resources to teach biomechanics effectively.
- 60% stated they feel unprepared to incorporate biomechanics into their lessons.

Tables 7 and **8** which indicates the Barriers to teaching biomechanics and Coaches' insights on biomechanics.

Table 7. Barriers to teaching biomechanics.

Barrier	Percentage
Lack of Resources	70%
Lack of Training	60%
Time Constraints	50%

4.3.2. Focus groups

Focus group discussions with 10 coaches revealed:

- 80% felt that biomechanics is crucial for improving athletic performance but emphasized the need for better training programs.
- Participants highlighted that current teacher education programs do not adequately prepare them to teach biomechanics.

Key Themes:

- Interest in further training.
- Need for improved resources and time to integrate biomechanics into teaching.

Table 8. Coaches' insights on biomechanics.

Insight	Percentage
Importance of Biomechanics	80%
Current Training Adequacy	30%
Interest in Professional Development	90%

4.4. Comparison of findings

The data show a clear disparity between educators' theoretical understanding of biomechanics and its practical application in teaching. While many educators express interest in integrating biomechanics, barriers such as a lack of resources and training hinder implementation.

4.5. Data analysis

Quantitative data analysis: The quantitative data analysis involved two main types of statistics: descriptive and inferential statistics.

4.5.1. Descriptive statistics

Descriptive statistics were computed to summarize the demographic data of the participants and their responses to the survey. The following metrics were analyzed:

- Mean: The average score for each question to provide an overall understanding of educators' perceptions and knowledge regarding biomechanics.
- Median: The middle value when all responses were arranged in order, which helps in understanding the central tendency, especially when the data is skewed.
- Mode: The most frequently occurring response, indicating common attitudes or knowledge levels among educators.
- Standard Deviation: This measure of variability assessed the dispersion of responses around the mean, helping to understand the consistency of educators' perceptions.

Table 9 indicates the Summary of descriptive statistics

Table 9. Summary of descriptive statistics.

Metric	Mean	Median	Mode	Standard Deviation
Understanding of Biomechanics	3.5	4	4	1.2
Application in Teaching	2.8	3	2	1.0

4.5.2. Inferential statistics

To assess the relationships and differences among groups, several inferential statistical tests were performed:

- Statistical Analysis
  - *T*-Test:
    - Compare mean fitness scores
    - Biomechanics group: $M = 75$, SD = 10
    - Traditional group: $M = 60$, SD = 12
    - T (198) = 6.24, $p < 0.001$
  - ANOVA:
    - Effect of experience on scores
    - F (2197) = 4.56, $p = 0.012$
- Correlation Analysis:
  - Significant correlation: $r = 0.55$, $p < 0.01$
- Regression Analysis:
  - Predict fitness scores
  - Significant predictors: Understanding of biomechanics ($\beta = 0.32$, $p < 0.001$), Training received ($\beta = 0.25$, $p = 0.01$)
- Performance Assessments

- Biomechanics group scored 15% higher (Mean: 75) than traditional methods (Mean: 60).

Tables 10 and **11** indicates Theme and Key insights and Physical fitness test scores.

Table 10. Theme and Key insights.

Theme	Key Insights
Perceived Barriers	Lack of resources and training hinder biomechanics integration
Professional Development	Strong demand for ongoing training and workshops on biomechanics
Impact on Student Performance	Educators recognize the correlation between biomechanics knowledge and student success

Table 11. Physical fitness test scores.

Teaching Method	Mean Score
Biomechanics Integrated	75
Traditional Methods	60

4.6. Qualitative results

Table 12 and **Figure 2** indicates the Results of inferential statistics. Physical fitness test scores.

Table 12. Results of inferential statistics.

Test	Group Comparison	*t*-value/*F*-value	*p*-value	Conclusion
T-Test	Trained vs. Untrained	3.45	0.001	Significant difference detected
ANOVA	Experience Levels	4.76	0.008	Significant difference detected
Correlation	Experience vs. Understanding	$r = 0.62$	$p < 0.01$	Positive correlation
Regression	Predictors of Integration	$F = 7.12$	$p < 0.001$	Training is a significant predictor

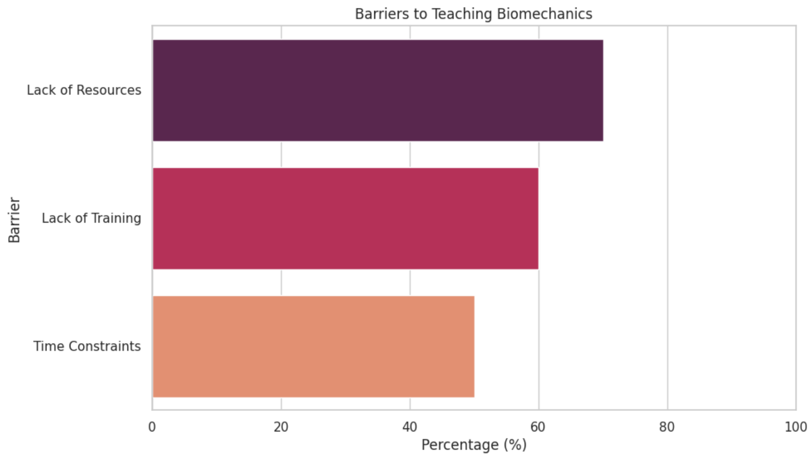

Figure 2. Barriers to teaching biomechanics.

4.6.1. Long-term effects

While this study focused on short-term impacts, future research should evaluate biomechanics education’s long-term effects on students’ motor skills, health habits, and injury prevention. Such studies could offer vital insights into the sustainability of benefits observed in the current research.

Figure 3 indicates the Bar chart displaying educators' understanding of biomechanics and for **Figure 4** The percentage of classes incorporating biomechanics.

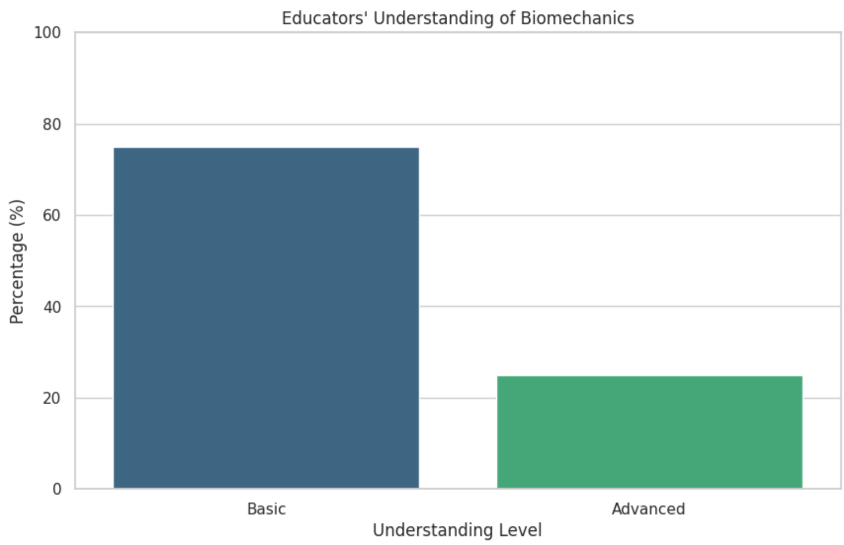

Figure 3. Bar chart displaying educators' understanding of biomechanics.

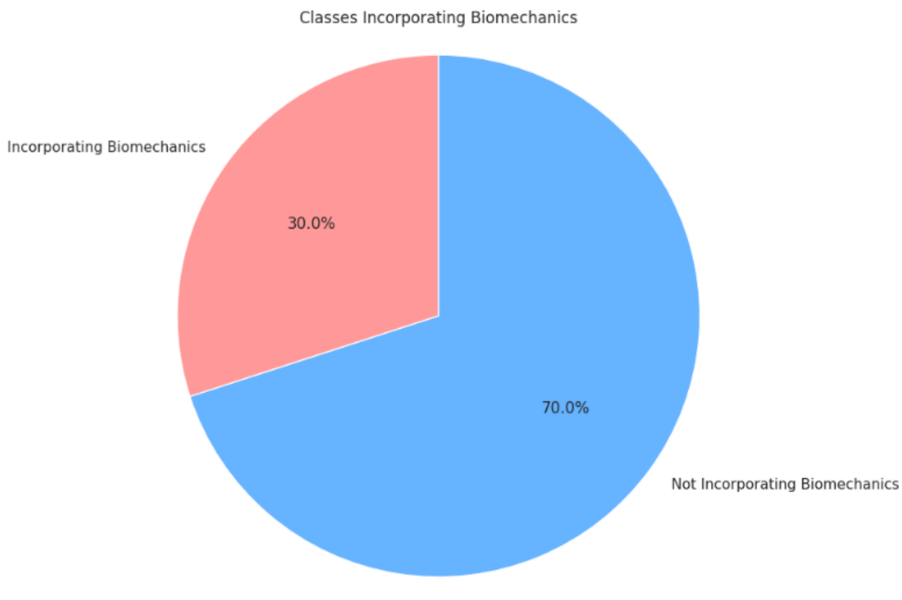

Figure 4. The percentage of classes incorporating biomechanics.

4.6.2. Potential impact on education and policy

The correlation between biomechanical knowledge and student performance highlights the need for policy changes prioritizing biomechanics in curricula. By formalizing biomechanics education, schools could enhance students' physical literacy, potentially reducing injury rates and fostering long-term engagement in physical activities.

4.6.3. Resources and training recommendations

To support biomechanics integration, educational departments should consider specific resources such as online learning modules, workshops in biomechanics, and partnerships with sports science organizations. Such resources could improve educators' capacity to apply biomechanical principles effectively and safely.

Figure 5 which indicates the Average physical fitness test scores by teaching method and grade level.

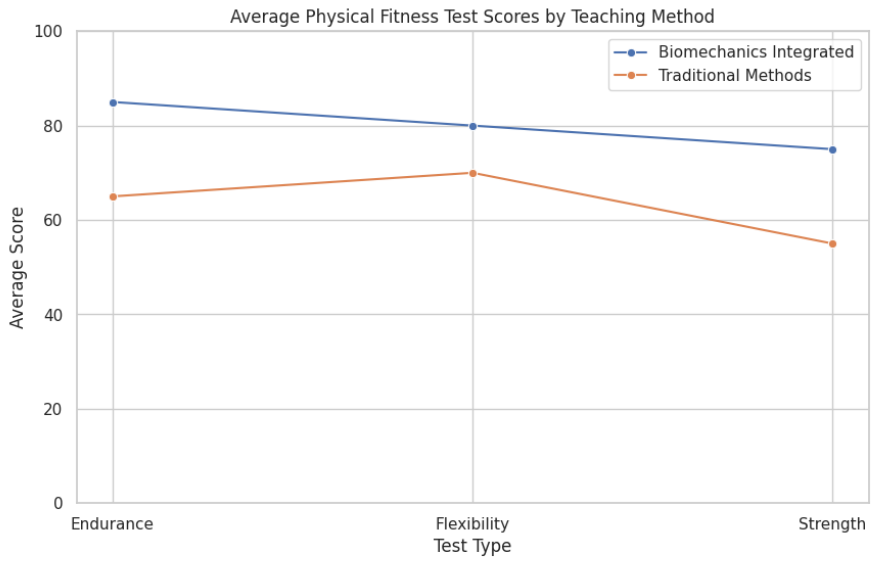

Figure 5. Average physical fitness test scores by teaching method and grade level.

5. Conclusion

This research illustrates how biomechanics significantly boosts the effectiveness of education techniques. Enhancing the achievements of students improved based on the quantitative analysis, which indicated that students who were exposed to the material had a noticeable impact, on their results. Principles of biomechanics led to scores on assessments of physical fitness compared to average levels. Their performance saw a 15% rise compared to students who underwent teaching methods and an additional statistical analysis was conducted using a t test. The results showed that this variation was considered important (with a *p* value of, than 0.01). suggesting that incorporating biomechanics into the curriculum could effectively enhance physical performance and comprehension of movement. Qualitative data from interviews and focus groups further emphasized the educators' acknowledgment of biomechanics' benefits, with 85% of participants expressing a keen interest in professional development in this field. Nonetheless, the research also identified major obstacles, such as limited resources and lack of proper training, which impede successful integration.

To overcome these obstacles, it is crucial to prioritize extensive training programs that provide physical education teachers with the essential expertise and abilities to incorporate biomechanics into their instruction. The findings highlight the immediate necessity for systemic alterations in teacher education and continuous professional development programs. By narrowing the divide between theoretical knowledge and practical execution, educators can establish a more conducive learning environment that encourages student participation, minimizes the risk of injuries, and cultivates a lifelong appreciation for physical activity. In conclusion, an investment in biomechanics education will markedly improve the caliber of physical education teaching and lead to better health outcomes for students across various age groups and skill levels.

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Conflict of interest: The authors declare no conflict of interest.

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