



The 20th National and International Conference
"Strengthen knowledge to drive education and integrate across sciences for sustainable development"
December 3, 2025 Online Via Zoom

THE ROLE OF EDUCATIONAL MANAGEMENT IN FACILITATING PLAY - BASED PHYSICAL LEARNING FOR CHILDREN'S DEVELOPMENT

Chenxing Yuan

Student of Master in Educational Administration, Suan Sunandha Rajabhat University

E-mail: s67561802144@ssru.ac.th

Nuntiya Noichum

Graduate School, Suan Sunandha Rajabhat University

E-mail: Nuntiya.no@ssru.ac.th

Abstract

In today's education, play-based physical education is getting more attention. Many studies show it helps children grow and develop. Childhood is an important time for both body and mind to grow. What happens during this time affects how children grow later. Play-based physical education helps children's bodies grow. It also supports their thinking and social skills. But to make sure this kind of education works well and helps children the most, good management in education is needed. Good planning, smart use of resources, and clear supervision help set up the right environment. They also help play-based physical education run smoothly. This study looks at how educational management helps improve play-based physical education for children's development. The analysis encompasses multiple dimensions, including curriculum design, teaching staff, resource allocation, home-school collaboration, and the development of an evaluation system, in order to provide theoretical support and practical guidance for related educational practices.

Keywords: Educational Management, Play-Based Physical

Introduction

Play-based physical education is very important for helping children develop in many ways. It helps their body, thinking, and social skills grow. For physical growth, sports games like running, jumping, and throwing help children improve their coordination and movement skills. Studies show that children who join sports games do better than those who do not in muscle strength, flexibility, and heart and lung health (Zhao Y, 2021). Also, sports games often have competition, which can encourage children to try harder and build their confidence and ability to keep going. These qualities are very important for their future health (Xia ZZ, Huang QT, & Xu J, 2023).

Educational management works as a way to use educational resources well and make education better and more efficient. It does this by planning, organizing, leading, and checking. Educational management includes not just running schools but also making curriculums, training teachers, and checking teaching quality. Its core goal is to ensure the rational allocation and efficient use of educational resources (Zeng XW, 2020). Common educational management models are bureaucratic management, people-oriented management, and goal-oriented management. Bureaucratic management uses clear levels and duties. It makes sure educational activities run in order by following strict rules. People-oriented management cares



about teachers' growth and students' individual needs. It supports a way of education that puts people first. Goal-oriented management is results-oriented, promoting continuous improvement in education by setting clear goals and evaluation criteria (Qin SL, 2021).

Educational management plays a vital role in game-based physical education, and the two are closely linked. First, educational management creates a favorable environment for physical education. Educational administration departments make rules and policies. This helps physical education game courses run smoothly. They also provide needed resources like places, equipment, and teaching tools (Zhai DZ, 2021).

The role of educational management in curriculum design

Ensure the curriculum meets the developmental needs of children

The primary task of educational management in curriculum design is to develop appropriate physical education and game curricula tailored to the specific developmental stages of children and to meet their growth needs. Research shows that children's cognitive, physical, and socio-emotional development varies significantly across age groups, so curriculum design must fully consider these characteristics (Chu GW, 2020). For example, Dewey's theory of children's play emphasizes the importance of play in children's education, arguing that play is not only a crucial way for children to emulate adult life experiences but also effectively promotes the development of their physical fitness, motor skills, and intellectual abilities (Chu GW, 2020). Furthermore, in elementary school physical education, teachers should integrate game rules with physical education knowledge, tailoring them to students' specific needs. Using rules to govern student behavior and cultivate their ability to observe discipline and maintain order (Qi JX, 2020). This targeted curriculum design not only stimulates students' interest in learning but also organically integrates moral, intellectual, and physical education through play, thereby better serving children's all-round development.

Ensure the scientificity and interest of the course

Another important job of educational management in curriculum design is to keep the curriculum both scientific and fun. This helps sports games support children's growth and keep them interested. To keep it scientific, curriculum designers must clearly understand the educational value of sports games and connect it well with teaching goals. For example, research based on the "Five Educations" initiative has shown that sports games not only enhance students' physical fitness but also cultivate moral awareness through rigorous rule-based development and enhance their intellectual development through the integration of interdisciplinary resources (Ren DL & Wang Z & Ren ZP, 2024). Furthermore, fun is a crucial factor in attracting students' active participation. Research indicates that sports game design should focus on contextualization and storytelling, integrating teaching content into specific game scenarios to stimulate students' curiosity and enthusiasm for participation (Qi JX, 2020). In this way, students can learn knowledge and master skills through games while enjoying the joy of exercise, thus achieving the goal of combining education with entertainment.



The impact of educational management on the teaching staff

Selection and appointment of teachers

The primary task of educational administration in developing a strong teaching staff is to select teachers with the ability to teach gamified physical education and establish clear appointment criteria. Research shows that teachers' abilities directly influence the effectiveness of physical education game teaching. Therefore, the selection process should focus on whether teachers possess a solid foundation in physical education theory and extensive experience in game design (Zeng XW, 2020). Furthermore, the implementation of the "double reduction" policy further emphasizes the importance of teachers in transforming teaching concepts, requiring teachers to shift from the traditional "passive physical education" teaching model to a student-centered "active physical education" teaching model (Cui W, 2023). In this context, educational administration departments should prioritize teachers who can flexibly utilize a variety of teaching methods, pay attention to individual student differences, and excel at inspiring students' creative learning. Through a rigorous selection process, we can ensure that the overall quality of the teaching staff meets the requirements of gamified physical education.

Teacher training and development

Educational management has an important role in giving teachers professional training. This helps teachers get better at using games in physical education. Studies show that to plan and lead sports games well, teachers need many skills. They need to use knowledge from areas like exercise science, psychology, and educational psychology (Zhao Y, 2021). Educational management departments should often hold training for teachers. This helps teachers learn new ideas and skills for sports games. For example, training for physical education teachers in primary and secondary schools can teach them how to design games that fit students of different ages. It can also show them how to add moral and thinking lessons into the games (Cheng XC, 2020). In addition, through field visits and case analysis, teachers can more intuitively understand the application effects of sports games in actual teaching, thereby continuously improving their own teaching abilities. This continuous professional development mechanism not only helps to improve teachers' teaching level, but also lays a solid foundation for the promotion of sports game teaching.

Education management initiatives in resource allocation

Planning and construction of venue facilities

One important part of educational management is planning and building venues and facilities that fit gamified physical education. Studies show that how complete the facilities are can directly affect how well physical education games are taught. So, educational management departments should plan sports venues and facilities based on the real situation of the school (Zhai DZ, 2021). For example, in elementary school physical education, playgrounds can be designed with different game parts, like plum blossom shapes for games such as "Plum Blossom Competition," to give students more fun and active sports experiences (Qi JX, 2020). Also, for physical education changes in higher vocational colleges, some studies suggest building multi-use sports venues that match the subjects of each program. This can meet course needs and help students stay healthy (Zeng XW, 2020). With this kind of clear planning and



building, schools can give students a safer, more comfortable, and more fun place for gamified physical education.

Provision and management of teaching equipment

Educational management practices regarding the allocation and management of teaching equipment are crucial for ensuring the smooth implementation of gamified physical education. Research has shown that the scientific allocation of teaching equipment not only improves classroom teaching efficiency but also effectively stimulates student participation (Zeng XW, 2020). For example, in some studies, when schools use teaching methods like fun track and field, tennis games, and happy aerobics games, they need to provide the right tools. These include balls, jump ropes, and obstacles. This helps the teaching activities run smoothly (Tan DP, Chen Z, & Shan W, 2021). Furthermore, educational management departments need to establish a comprehensive equipment management system and regularly inspect the safety and integrity of equipment to avoid interruptions to teaching or safety accidents caused by equipment problems (Qi JX, 2020). Through this refined resource allocation and management, schools can provide a solid material foundation for gamified physical education, thereby better achieving teaching objectives.

The role of educational management in home-school cooperation

Establish a home-school communication mechanism

The main job of educational management in helping home-school cooperation is to build a useful way for both sides to talk and share information. Studies show that good communication between home and school can clearly make learning better. Parents' help and support are especially important for pushing forward gamified physical education (Li XT & Jiang WH, 2023). For example, by holding regular parent meetings and establishing online communication groups, schools can explain the teaching objectives and implementation methods of physical education games to parents, helping them understand the value of gamified physical education (Yang HJ, 2023). Furthermore, the implementation of the "double reduction" policy has provided new opportunities for home-school collaboration. Through policy communication, schools can guide parents to establish correct educational concepts and encourage their active participation in their children's physical exercise (Cui W, 2023). This two-way interactive communication mechanism not only enhances parental engagement but also fosters a synergistic home-school partnership to promote students' all-round development.

Guiding families to participate in physical education learning

Educational management plays an important role in guiding families to support and participate in children's gamified physical education, contributing to the formation of a collaborative educational force. Research has shown that family support not only enhances students' interest in sports but also fosters good exercise habits (Li XT & Jiang WH, 2023). For example, schools can organize parent-child sports activities and invite parents to participate in gamified physical education with their children, thereby strengthening parent-child relationships and increasing students' enthusiasm for exercise (Cui W, 2023). Furthermore, educational management departments can educate parents about the benefits of physical exercise on academic achievement and non-cognitive abilities through the distribution of



promotional materials and the holding of special lectures, helping them recognize the importance of physical education (Li XT & Jiang WH, 2023). Through this multifaceted guidance and support, families can become an extension of school education, creating a more conducive environment for students' growth.

The role of educational management in building an evaluation system

Establish scientific evaluation standards

The main job of educational management in building an evaluation system is to create clear and fair standards. These standards should fully measure how well students learn in game-based physical education. Studies show that clear and fair standards not only show students' learning results well but also help make teaching better (Zhao Y, 2021). The evaluation system should include many parts, such as students' physical fitness, moral values, and thinking skills. This fits the "five-pronged development" plan. By comprehensively assessing students' performance in physical games, it can comprehensively reflect their development (Ren DL, Wang Z, and Ren ZP, 2024). Furthermore, given the unique characteristics of physical games, evaluation criteria should also emphasize process-based evaluation, focusing on students' participation, cooperative spirit, and innovative ability during the game (Cheng XC, 2020). Through this multidimensional evaluation system, schools can more accurately grasp students' learning dynamics and provide more targeted guidance.

Utilize evaluation results to optimize management

Another important role of educational management in building an evaluation system is to adjust and optimize relevant management strategies based on evaluation results to improve educational quality. Research has shown that evaluation results can provide valuable feedback to educational management departments, helping them identify problems in the teaching process and implement timely corrective measures (Zhai DZ, 2021). For example, experimental research analyzing student physical fitness indicators revealed that different teaching models have different effects on students' physical form, function, and quality, providing important insights for educational management departments to optimize curriculum design (Tan DP, Chen Z, & Shan W, 2021). Furthermore, the implementation of the "double reduction" policy requires schools to continuously adjust teaching management strategies based on evaluation results to ensure that gamified physical education learning can better serve students' all-round development (Cui W, 2023). Through this data-based dynamic adjustment mechanism, educational management can continuously improve teaching quality and create a better educational environment for students' healthy growth.

Conclusion

Educational management plays an indispensable role in promoting the benefits of play-based physical education for children's development. Through a variety of initiatives, including curriculum design, teacher development, resource allocation, home-school collaboration, and the establishment of an evaluation system, a favorable physical education environment has been created for children, effectively promoting their physical, cognitive, and social-emotional development. This research demonstrates that scientific educational management can



.....

significantly enhance the effectiveness of play-based physical education and provide a solid foundation for children's holistic development and improvement in educational management in this area. On the one hand, further research on children's developmental characteristics can be deepened to more precisely tailor curriculum design to their developmental needs. On the other hand, continuous strengthening of the teaching staff is needed to continuously enhance teachers' professional qualities and teaching abilities.

References

- Cheng, X. (2020). Using sports games to promote the development of students' core literacy. *Shenzhou*, 0(2), 238.
- Chu, G. (2020). Theoretical research on the influence of Dewey's educational thought on physical education in Chinese schools. *Boxing and Fighting*, 0(2), 23.
- Cui, W. (2023). Opportunities and challenges faced by physical education practitioners under the background of "double reduction" policy. *Contemporary Sports Science and Technology*, 13(20), 155-160.
- Li, X., & Jiang, W. (2023). The impact of physical exercise and online games on adolescent academic performance - based on the mediating effect of non-cognitive ability. *Journal of Shandong Institute of Physical Education*, 39(4), 80-90.
- Qi, J. (2020). A brief discussion on the application of sports games in primary school physical education teaching. *Shenzhou*, 0(6), 145.
- Qing, S. (2021). Reflection and improvement on the problems of China's youth sports work. *Journal of Chengdu Sports University*, 47(1), 7-12.
- Ren, D., Wang, Z., & Ren, Z. (2024). Research on the value connotation and application strategy of sports games under the background of "five-pronged education". *Bulletin of Sports Science and Technology*, 32(4), 237-239.
- Tan, D., Chen, Z., & Shan, W. (2021). Research on the construction of a sports game-based student physical health promotion experiment. *Cultural and Sports Supplies and Technology*, (14), 68-70.
- Xia, Z., Huang, Q., & Xu, J. (2023). On the impact of traditional folk sports games on children's physical and mental health. *Cultural and Sports Supplies and Technology*, (15), 140-142.
- Yang, H. (2023). Implementing "double reduction" and "five management" to promote the comprehensive development of students. *Today*, (6), 256-258.
- Zeng, X. (2020). Research on classroom management of physical education game teaching in higher vocational colleges. *Contemporary Sports Science and Technology*, 10(31), 173-175.
- Zhai, D. (2021). Research on the integration of sports games into physical education practice - a review of "Physical Education Design and Practice in Primary and Secondary Schools". *Educational Theory and Practice*, 41(14), F0002.
- Zhao, Y. (2021). Research on physical education reform based on game theory. *Youth Sports*, (9), 93-95.