



Original Article

ROLE OF SPORTS IN RAISING STANDARDS OF LIVING AND GROWTH

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Abstract:

This review aims to illustrate how physical education—as a subject area—can be thoughtfully aligned with overarching educational ambitions. By thoroughly exploring, comparing, and integrating distinct educational goals, we identify sustainable development targets that are both practical and meaningful. Specifically, the focus is on promoting sustainability via exercise, physical activity, and physical education initiatives. With the conclusion of the 15-year journey toward the Millennium Development Goals (MDGs), global attention has transitioned to the 2030 Agenda for Sustainable Development. Introduced in 2015, this agenda presents 17 Sustainable Development Goals (SDGs), charting a comprehensive path for global progress over the next decade and a half. Central to its mission is fostering a harmonious relationship between humanity and the planet, ensuring that everyone is included—aptly summarized by the slogan “leave no one behind.” Moreover, the 2030 Agenda presents a powerful opening to promote worldwide initiatives—including those leveraging sport and physical education as drivers for development and peace. Against this global backdrop, physical education and structured physical activity emerge as compelling tools to further multiple SDGs. They contribute directly to goals like good health and well-being, quality education, gender equality, reduced inequalities, and sustainable lifestyles. Physical education cultivates not only physical abilities but also critical thinking, collaborative problem-solving, and environmentally responsible mindsets—key qualities for sustainable development. Likewise, recreational sports and activities enhance academic engagement, social cohesion, cultural understanding, and ecological awareness—all of which support SDGs 3, 4, 5, 10, and 13. By framing PE as more than just exercise, this article highlights its potential as a strategic educational instrument—one that can weave sustainability awareness, global citizenship, and peace-building skills into students’ physical and personal growth. To truly realize this potential, curricula and instruction should be deliberately crafted to nurture sustainability literacy and civic responsibility—not just athletic competence.

Keywords: Sustainability, Physical Activity, Goals, Sports, Development

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Introduction:

A multidisciplinary approach in education is essential for addressing the complex challenges of the future. Traditional, single-discipline education models are increasingly inadequate in preparing students for the interconnected issues they will face. By integrating knowledge and methodologies from various disciplines, a multidisciplinary approach fosters critical thinking, creativity, and adaptability—skills vital for navigating and solving real-world problems. This approach encourages students to see connections between subjects, promoting a more holistic understanding and preparing them to contribute meaningfully to society.

In the context of physical education, this multidisciplinary approach is particularly pertinent. Physical education is not merely about physical activity; it encompasses aspects of health, well-being, social interaction, and ethical development. By aligning physical education with broader educational objectives, it can play a significant role in achieving sustainable development goals. However, this requires a shift in perspective—viewing physical education not as a separate entity but as an integral part of the educational framework that contributes to the development of well-rounded individuals capable of addressing future challenges.

To facilitate this integration, it is necessary to analyze and compare various educational objectives to identify synergies and areas where physical education can make a meaningful contribution. This

process involves examining how physical education aligns with and supports other curricular goals, such as those related to health, social inclusion, and ethical development. By doing so, educators can develop strategies to incorporate these objectives into physical education programs, ensuring that they contribute to the broader educational mission.

Furthermore, this analysis serves as a foundation for future research in educational institutions. By establishing clear connections between physical education and other curricular objectives, researchers can explore effective methodologies for integrating these areas. This research can inform the development of curricula and teaching practices that promote a multidisciplinary approach, ensuring that education systems are better equipped to prepare students for the complexities of the future.

In conclusion, establishing the potential link between physical education and other educational objectives is crucial for developing a comprehensive educational framework that addresses the challenges of the future. By adopting a multidisciplinary approach, education systems can foster the development of individuals who are not only knowledgeable but also capable of thinking critically, collaborating effectively, and contributing positively to society. This approach aligns with the goals set out in the 2030 Agenda, promoting sustainable development and preparing students to navigate and address the complex issues of the future.



Physical education (PE) poses an expansive and visionary opportunity to help realize the ambitions of the 2030 Agenda. Beyond promoting health and fitness, PE cultivates settings where teamwork, mutual respect, gender equity, and entrepreneurial spirit thrive—each aligning with various Sustainable Development Goals (SDGs). However, it's clear that PE cannot directly address every SDG. Since the launch of the Millennium Development Goals (MDGs) in 2000, sport has been woven into all eight target areas, and the 2030 Agenda (Resolution 70/1) continues this by recognizing play and sport as powerful drivers of social progress.

Over time, the value of sport has expanded: it now supports healing, reconciliation, women's and youth empowerment, community networks, education, and inclusion. This evolution echoes UNESCO's International Charter of Physical Education, Physical Activity and Sport (originally from 1978 and updated in 2015), which frames PE and sport as essential human rights and emphasizes principles such as gender equality, non-discrimination, and sustainable development.

Despite this recognition, UN discussions on the SDGs seldom directly highlight environmental education, PE, and recreation. This lack of specificity can marginalize PE's role in sustainable development. The absence of clear PE targets also contributes to troubling outcomes: according to WHO data, approximately 80% of adolescents and 27%

of adults globally do not meet the minimum recommended physical activity levels. This inactivity epidemic threatens public health and underscores the urgency of increasing daily movement through PE.

In response, WHO recommends that young people engage in at least 60 minutes of moderate to vigorous exercise each day, while adults should aim for 150–300 minutes per week. During the COVID-19 crisis, the role of physical activity in supporting immune function has been highlighted, highlighting PE's crucial contribution to both individual health and collective resilience.

Enhancement in Standard of Living through Physical Education:

Physical Education (PE) plays a vital role in shaping the skills, knowledge, values, and attitudes needed for living an active and healthy lifestyle. It supports the growth of student confidence and their ability to overcome challenges—both individually and as part of a group—through a broad range of physical and social learning experiences. Moreover, PE serves as a practical strategy for increasing youth engagement in physical activity, helping to prevent lifestyle-related diseases and promoting long-term health.

Beyond simply encouraging movement, physical education provides a structured, sustainable approach to building habits of regular activity. It helps young people develop the competencies and mindset to stay physically active throughout their lives. In parallel, the global focus on



environmental protection and human well-being led the United Nations, in 2015, to adopt a comprehensive framework for sustainable development. This vision—known as the 2030 Agenda—introduced 17 Sustainable Development Goals (SDGs), broken down into 169 specific targets. These goals span a wide range of concerns, including environmental protection, social equality, economic progress, and health.

The success of the 2030 Agenda depends on contributions from all sectors of society—whether individuals, communities, governments, or institutions. These goals highlight the need to balance present development needs with the responsibility to preserve the future. Although the SDGs were designed to be achieved over 15 years (from 2015 to 2030), many studies and reports suggest that the progress is slower than initially anticipated. As a result, collaboration between public agencies, private institutions, and civil society is essential for driving meaningful change.

Within this broader context, PE presents a powerful and transformative opportunity to contribute to several of the SDG targets. While not all of the 169 goals are directly applicable to physical education, the subject still provides a supportive environment for fostering cooperation, respect, inclusion, and innovation—qualities that are aligned with sustainable development. Based on analysis, about 24 of the SDG targets are closely linked to outcomes that can be cultivated through PE. Furthermore, educational models such as cooperative learning,

personal and social responsibility frameworks, and student-led material creation help young learners adopt more sustainable attitudes and behaviors.

By aligning PE with global sustainability efforts, schools can play a crucial role in shaping a healthier, fairer, and more responsible future.

Sport contributes to well-being regardless of age, gender, or background, thanks to its universal appeal and wide cultural reach. A powerful example is the Taekwondo Humanitarian Foundation (THF), established by World Taekwondo. Through its centers in refugee camps such as Azraq and Za'atari, THF uses taekwondo to empower displaced youth worldwide. Since 2016, over 14,000 refugees—including more than 500 in Azraq alone—have engaged in regular training. Their progress is measurable: dozens have earned black belts, advanced to national competitions in Jordan, won medals, and some have even trained for the Olympics. This project aligns closely with SDG 3 (health and well-being), as it promotes physical and psychological recovery and resilience.

By integrating physical activity with educational structures in schools and camps, sport supports inclusive and quality education, contributing to SDG 4. Festivals like THF's "Hope and Dreams Sports Festival" bring together hundreds of refugee youth to compete in taekwondo, Baseball5, Badminton, and Basketball—celebrating Olympics values of excellence, respect, and



friendship, and enhancing social inclusion and personal growth.

Research further underscores that purposeful physical education offers individual and community health benefits. It fosters long-lasting healthy habits, motor skills development, and the cultivation of attitudes and knowledge supportive of lifelong activity. Models emphasizing cooperative learning and personal and social responsibility equip students with tools for sustainable behavior and lifelong well-being (Kilborn et al., Hilland et al., Heath et al.)—pointing toward their relevance to multiple SDGs.

In summary, organized sport and PE initiatives are powerful pathways to enhance quality of life, build resilience, and foster sustainable habits—benefits that echo across goals 3 (health), 4 (education), and beyond. By providing equitable access to training, competition, and inclusive environments, projects like those run by THF empower youth, strengthen communities, and contribute meaningfully to global sustainable development.

Review of Literature:

Advancement is the cycle through which new resources are made or new potential for activity are created (Claver et al., 1998). Development is the way to upper hand in a complex evolving climate. It is a significant hotspot for market development and productivity (Prajogo, 2006). In a perplexing and evolving climate, development makes esteem and manageable upper hand for the organizations and

furthermore assists the organizations with performing better and make new item and administrations (Hana, 2013). At the end of the day, development can be considered as the reception of groundbreaking thought, item, technique or administration in an association (Jimenez-Jimenez and Sanz-Valle, 2011). Further, advancement as presentation of developments and altered items and administrations into the market which have business esteem (Comlek et al., 2012). Myers and Marquis (1969) considered advancement as a cycle or arrangement of occasions in which individuals communicate with one another to bring novel thoughts into an association.

The United Nations Decade of Education for Sustainable Development (2005–2014) already designated this significance, pointing to integrating sustainable improvement moves into all elements of schooling to sell modifications in know-how and attitudes toward sustainability. Therefore, on the institutional level, schooling, in all its amplitude, is one of the major axes on which to shape sustainability [10]. Lauder et al. highlighted the significance of schooling in responding to the planet's socio-environmental troubles. This significance is identified with the aid of using Sachs, which highlighted how schooling turned into a key issue in accomplishing the longstanding thought of the Millennium Goals.

Role of Sports Activities in Human Life:

Research indicates that physical education (PE) and sport have considerable



potential to advance numerous Sustainable Development Goal (SDG) targets—about 24 of the 169 specific objectives can be addressed effectively through well-designed PE programs. This progress is supported by internationally recognized frameworks like those emerging from the Sixth International Conference (MINEPS VI) and the Kazan Action Plan, which promote universal access to sport, integrity in athletic practice, and use sport as a force for peace and sustainable development. Complementing this, regional initiatives—such as the Sport & SDG indicator toolkits developed by the Commonwealth and pilot studies in Ibero-American countries—have demonstrated that quality PE and organized physical activity can tangibly influence key SDGs related to health, education, gender equality, and social cohesion. These frameworks encourage educators and policymakers to adopt collaborative, student-centered teaching methods—such as cooperative learning, personal and social responsibility models, and student-led content creation—which foster sustainable attitudes in young people. By embedding these pedagogies into PE classes, schools can help students develop lifelong active habits while contributing measurably to global goals, effectively integrating sport into broader development, health, and educational strategies.

Conclusion:

The significance of this topic lies in the urgent need to cultivate a multidisciplinary strategy to tackle future

challenges. Thus, the primary aim of this review is to explore how physical education (PE)—conceived as an independent discipline—can be purposefully connected to broader curricular goals. By surveying, analyzing, and comparing various targeted objectives, this study proposes pathways through which PE can contribute to sustainable development aims. In particular, it calls for a thorough examination of how evolving educational paradigms align with the targets set out in the 2030 Agenda, identifying how PE methods might serve as catalysts for pedagogical change and laying the groundwork for future professionally oriented research within educational institutions.

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