

Role of Physical Education Teachers in Encouraging Extracurricular Sports Participation and Competitive Achievement

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Abstract: Physical education teachers (PETs) play a vital role in promoting extracurricular sports participation and helping students achieve competitive success. This study explores how PETs influence students' interest, motivation, and involvement in sports outside the classroom, and the extent to which they contribute to competitive achievement at school, district, and state levels.

The research is based on a review of literature, a survey of 300 school students, and interviews with 50 physical education teachers. Results indicate that PETs significantly influence students' participation in extracurricular sports through motivation, skill development, guidance, and provision of resources. Students who receive consistent support from PETs show higher levels of sports participation and better competitive performance. The study concludes that strengthening the role of PETs through proper training, recognition, and infrastructure is essential for fostering a sports culture in schools and achieving long-term athletic success..

Keywords: Physical education teacher, extracurricular sports, sports participation, competitive achievement, student motivation.

I. INTRODUCTION

Sports and physical activity play a significant role in the holistic development of students. Extracurricular sports participation not only enhances physical fitness but also builds confidence, discipline, teamwork, and leadership skills (Bailey, 2016).

Physical education teachers are central to this process as they design structured programs, provide coaching, and create a supportive environment for students to engage in sports (Rink, 2015). Their encouragement, guidance, and mentorship can inspire students to participate regularly and strive for competitive excellence (Kirk, 2013).

OBJECTIVES

1. To examine the role of physical education teachers in encouraging extracurricular sports participation.
2. To analyse the impact of PETs on students' competitive achievement.
3. To identify the challenges faced by PETs in promoting sports participation.

METHODOLOGY

A descriptive research design was used. The study involved 300 students (aged 12–18 years) from secondary schools and 50 physical education teachers. Data were collected through a structured questionnaire, interviews, and observation. Statistical analysis included descriptive statistics, chi-square test, and correlation analysis.

Results

1. Influence of PETs on Sports Participation

Table 1 shows that students who reported high support from PETs participated in extracurricular sports more frequently than those with low support.

Table 1. Level of Support from PETs and Sports Participation (n = 300)

Level of Support	Number of Students	Percentage (%)	Regular Sports Participation (%)
High	142	47.3	78.2
Moderate	108	36.0	54.6
Low	50	16.7	28.0
Total	300	100	-

2. Impact on Competitive Achievement

Table 2 indicates that students with strong PET support achieved higher levels of competitive success at district and state levels.

Table 2. Competitive Achievement and PET Support (n = 300)

Level of PET Support	District Level (%)	State Level (%)	National Level (%)
High	35.2	18.3	6.7
Moderate	20.4	10.2	3.1
Low	8.6	3.5	1.2

3. Correlation Analysis

A positive correlation ($r = 0.68$, $p < 0.01$) was found between the level of support from PETs and students' sports participation, and a significant correlation ($r = 0.62$, $p < 0.01$) between sports participation and competitive achievement.



Figure 1. Physical Education Teacher Guiding Students in Sports

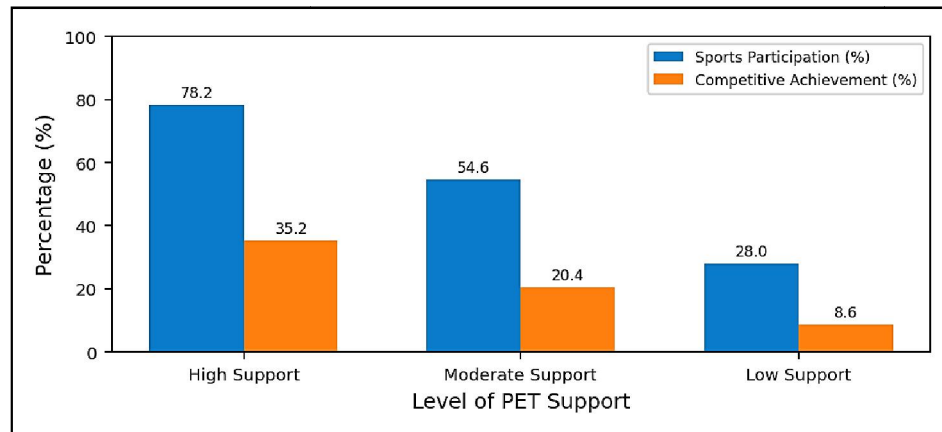


Figure 2. Comparison of Sports Participation and Competitive Achievement

DISCUSSION

The findings highlight that PETs significantly influence students' extracurricular sports participation and competitive achievement. Their role extends beyond teaching skills; they motivate, guide, organize events, and provide emotional support. These results are in line with previous studies that emphasize the importance of PETs in fostering a positive sports culture in schools (Bailey, 2016; Kirk, 2013). However, challenges such as lack of infrastructure, heavy academic pressure, and limited resources can hinder their efforts (Rink, 2015).

II. CONCLUSION

Physical education teachers are key drivers in encouraging sports participation and achieving competitive success. Schools should provide adequate training, recognition, and resources to empower PETs. Additionally, policies should support extracurricular sports programs to ensure sustained participation and achievement.

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