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Describing the bachelor of physical education students' participation in sports

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Abstract

This study investigates the participation of Bachelor of Physical Education (B.P.Ed) students in sports, focusing on their motivations, perceived benefits, and obstacles to engagement. Using qualitative methods, including interviews and surveys, the research explores factors influencing sports involvement. Findings reveal that students are driven by the desire to enhance skills, build social connections, and gain health benefits. Despite their enthusiasm, barriers such as inadequate facilities and academic commitments limit participation. The study underscores the importance of well-resourced educational programs to promote continuous engagement in sports and address students' psychological and developmental needs. Recommendations include strengthening institutional support and improving access to facilities to foster holistic growth among B.P.Ed students.

Keywords: Sports participation motivation, health benefits of sports, inadequate facilities, academic commitments, physical education, holistic development

Introduction

Physical Education (P.E.) is a vital component of the educational curriculum, aiming to promote physical fitness, sportsmanship, and overall student well-being (Lubis, 2019) [2]. P.E. is essential in developing healthy habits, improving fitness, and teaching skills like teamwork and self-control (Warburton *et al.*, 2019) [1]. It also supports students' social, emotional, and intellectual growth (Hardman & Marshall, 2021) [3].

The Bachelor of Physical Education (B.P.Ed) program prepares individuals for careers in sports coaching, fitness training, and physical education instruction. However, an alarming trend indicates a lack of enthusiasm among B.P.Ed students toward actively engaging in sports (Lubis, 2019) [2]. This study investigates factors influencing sports participation among B.P.Ed students and aims to identify barriers and motivators for engagement.

Materials and Methods

The study utilized a qualitative research design, employing interviews and surveys to gather data from B.P.Ed students. Participants were purposively sampled to include students from Saint Columban College enrolled during the 2023-2024 academic year. Data collection instruments included semi-structured interview guides and self-administered questionnaires. Responses were analyzed thematically to identify key trends and insights.

Results & Discussion

Motivations for Participation

Students expressed enthusiasm for skill enhancement, social connection, and health benefits as primary motivators. Many highlighted the importance of sports in building teamwork, discipline, and physical fitness.

Barriers to Participation: Inadequate facilities, academic commitments, and self-efficacy barriers were significant obstacles. Students cited lack of access to quality sports infrastructure and limited time due to academic pressures as key factors limiting engagement.

Discussion: The findings align with the Self-Determination Theory (SDT), which emphasizes autonomy, competence, and relatedness as drivers of intrinsic motivation.

Enhancing institutional support and addressing barriers can foster greater sports participation and holistic student development.

Conclusions

The study concludes that sports participation is integral to the holistic development of B.P.Ed students. Addressing barriers such as inadequate facilities and academic pressures while promoting the intrinsic benefits of sports can significantly enhance student engagement. Institutions must prioritize resource allocation and create supportive environments to foster continuous participation in sports.

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