

# Teachers' Pedagogical Practices in Physical Education and Their Influence on Students' Motivation and Participation in Physical Activity

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## ABSTRACT

This study examined teachers' pedagogical practices in Physical Education (PE) and their influence on students' motivation and participation in physical activity. Recognizing Physical Education as a vital context for promoting active lifestyles and positive attitudes toward physical activity, the study sought to determine how instructional strategies, classroom management, learner engagement techniques, and assessment practices shape students' motivational levels and participation behaviors. A quantitative descriptive–correlational research design was employed. Participants included selected Physical Education teachers and students who were actively involved in PE classes and were chosen through purposive sampling. Data were gathered using validated survey questionnaires that measured teachers' pedagogical practices, students' motivation, and students' participation in physical activity. Descriptive statistics were used to describe the levels of pedagogical practices, motivation, and participation, while Pearson's product–moment correlation coefficient was utilized to determine the relationships among the variables at a 0.05 level of significance. Findings revealed that teachers demonstrated very high levels of effective pedagogical practices, particularly in instructional strategies and learner engagement techniques. Students likewise exhibited high motivation and very high participation in PE classes. Results further showed significant positive relationships between teachers' pedagogical practices and students' motivation, as well as between pedagogical practices and students' participation in physical activity. These findings indicate that supportive, learner-centered, and engaging pedagogical practices contribute significantly to motivating students and encouraging active participation. The study concludes that teachers play a critical role in fostering meaningful Physical Education experiences and recommends sustained professional development and curriculum support to strengthen pedagogical practices that promote motivation and active participation in physical activity.

## Introduction

Physical Education (PE) plays a crucial role in fostering students' physical development, healthy lifestyles, and lifelong engagement in physical activity. Beyond physical fitness outcomes, PE serves as a platform for developing motivation, positive attitudes, and active participation among learners. Teachers' pedagogical practices are central to achieving these outcomes, as the strategies, methods, and interactions employed during instruction shape learners' experiences and perceptions of physical activity.

In many PE settings, however, instruction remains predominantly teacher-centered, focusing on command-style teaching and repetitive drills that may limit learners' autonomy and enjoyment. Such approaches can negatively affect students' motivation and willingness to participate in physical activities. This study was conducted to examine teachers' pedagogical practices in Physical Education and determine how these practices influence students' motivation and participation in physical activity, with the aim of informing more effective and learner-responsive PE instruction.

### **Background of the Study**

Pedagogical practices in Physical Education refer to the instructional strategies, classroom management techniques, assessment methods, and teacher–student interactions used to facilitate learning. Contemporary PE frameworks emphasize learner-centered, inclusive, and motivating teaching approaches that promote active engagement and positive learning experiences. These include cooperative learning, differentiated instruction, and autonomy-supportive teaching.

Student motivation and participation are essential indicators of effective PE instruction. Motivation influences learners' willingness to engage, persist, and exert effort in physical activities, while participation reflects actual involvement in movement-based tasks. Research has shown that when students are motivated, they are more likely to participate actively and develop positive attitudes toward physical activity. However, the extent to which teachers' pedagogical practices directly influence motivation and participation in PE requires further empirical investigation, particularly in real classroom contexts.

Studies have consistently highlighted the influence of teaching practices on student motivation and participation in Physical Education. According to Deci and Ryan (2000), autonomy-supportive teaching enhances intrinsic motivation by satisfying learners' needs for autonomy, competence, and relatedness. Similarly, Ntoumanis (2005) found that students exposed to supportive and engaging PE instruction demonstrated higher motivation and participation levels.

In terms of pedagogical practices, Casey and Goodyear (2015) emphasized that learner-centered approaches in PE promote enjoyment, engagement, and sustained participation. Fairclough and Stratton (2005) also reported that instructional strategies that maximize active learning time lead to increased student participation in physical activity. These studies suggest that effective pedagogical practices are key determinants of learners' motivation and engagement in PE classes.

While existing literature underscores the importance of pedagogical practices in influencing student motivation and participation, many studies focus on specific instructional models or motivational theories in isolation. There is limited empirical research that examines teachers' overall pedagogical practices and their combined influence on both student motivation and participation in Physical Education. Moreover, localized studies that capture students' actual classroom experiences remain scarce. This study addresses these gaps by examining the

relationship between teachers' pedagogical practices and students' motivation and participation in physical activity within the context of PE instruction.

### Research Objectives

This study aimed to examine teachers' pedagogical practices in Physical Education and their influence on students' motivation and participation in physical activity. Specifically, it sought to:

1. Describe teachers' pedagogical practices in Physical Education.
2. Determine the level of students' motivation in Physical Education classes.
3. Assess the level of students' participation in physical activity during PE classes.
4. Examine the relationship between teachers' pedagogical practices and students' motivation.
5. Determine the relationship between teachers' pedagogical practices and students' participation in physical activity.

### Research Methodology

The study employed a quantitative descriptive–correlational research design. The participants consisted of Physical Education teachers and students selected through purposive sampling based on their active involvement in PE classes. Data were collected using validated survey questionnaires that measured teachers' pedagogical practices, students' motivation, and students' participation in physical activity. Descriptive statistics were used to summarize the variables, while Pearson's product–moment correlation coefficient was employed to determine the relationships among pedagogical practices, motivation, and participation at a 0.05 level of significance.

### Results and Findings of the Study

**Table 1. Teachers' Pedagogical Practices in Physical Education**

<b>Pedagogical Practices</b>	<b>Mean</b>	<b>Interpretation</b>
Instructional Strategies	4.32	Very High
Classroom Management	4.28	Very High
Learner Engagement Techniques	4.35	Very High
Assessment and Feedback	4.21	High
Overall Mean	4.29	Very High

The results indicate that teachers demonstrated very high levels of effective pedagogical practices in Physical Education, particularly in instructional strategies and learner engagement techniques.

This suggests that teachers employed varied and engaging methods to facilitate learning. Such practices likely created supportive and motivating learning environments that encouraged student involvement and positive learning experiences.

**Table 2. Students' Motivation in Physical Education**

**Motivation Dimension Mean Interpretation**

Intrinsic Motivation	4.26	High
Extrinsic Motivation	4.18	High
Overall Motivation	4.22	High

Students exhibited high levels of motivation in Physical Education, indicating that they were interested, enthusiastic, and willing to participate in PE activities. The high motivation levels suggest that instructional practices supported learners' enjoyment and sense of competence in physical activity.

**Table 3. Students' Participation in Physical Activity**

**Participation Indicator Mean Interpretation**

Active Participation	4.30	Very High
Consistency of Involvement	4.24	Very High
Overall Participation	4.27	Very High

The findings show that students actively participated in physical activities during PE classes. High participation levels indicate that learners were consistently involved in movement-based tasks, reflecting positive responses to instructional practices and classroom dynamics.

**Table 4. Relationship Between Pedagogical Practices, Motivation, and Participation**

Variables	r-value	p-value	Interpretation
Pedagogical Practices and Motivation	0.68	0.001	Significant
Pedagogical Practices and Participation	0.72	0.000	Significant

The significant positive correlations indicate that effective pedagogical practices were strongly associated with higher student motivation and participation in Physical Education. This suggests that improvements in teaching practices directly contribute to enhanced learner engagement and active participation in physical activity.

### **Discussion of the Study**

The findings of the study demonstrate that teachers' pedagogical practices in Physical Education have a significant influence on students' motivation and participation in physical activity. The very high ratings of pedagogical practices indicate that teachers effectively employed instructional strategies, engagement techniques, and classroom management practices that supported active learning. These results align with existing literature emphasizing that learner-centered and supportive teaching practices enhance students' motivation and enjoyment in Physical Education.

Furthermore, the significant relationships between pedagogical practices, motivation, and participation confirm that when teachers create engaging and supportive learning environments, students are more likely to be motivated and actively involved in physical activity. These findings support self-determination theory, which posits that autonomy-supportive and competence-enhancing instruction fosters intrinsic motivation and sustained participation. Overall, the results highlight the pivotal role of teachers in shaping learners' physical activity behaviors through effective pedagogical practices.

### **Conclusions**

Based on the findings, the study concludes that teachers' pedagogical practices in Physical Education significantly influence students' motivation and participation in physical activity. Effective instructional strategies, learner engagement techniques, and supportive classroom management practices contribute to higher motivation levels and increased participation among students. The study underscores the importance of adopting learner-centered and motivating pedagogical approaches to promote active and meaningful participation in Physical Education.

### **Recommendations**

1. Physical Education teachers are encouraged to continue and further enhance learner-centered and motivating pedagogical practices.
2. School administrators may support professional development programs focused on innovative and student-centered PE instruction.
3. Curriculum planners may integrate motivation-enhancing strategies into Physical Education curricula.

4. Future research may explore longitudinal effects of pedagogical practices on students' long-term physical activity behavior and motivation.

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