The Relationship Between Student Motivation Level And Achievement In Physical Education

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Abstract: This study aims to identify the relationship between motivation and the achievement of Physical Education subjects based in secondary schools in the Tawau district. This quantitative study uses the survey method to answer the research objectives. A total of 250 2nd-grade students were identified as respondents to answer the questionnaire. This study uses a questionnaire instrument adapted from "The Sports Motivation Scale (SMS-28) to measure the level of student motivation. In contrast, the achievement of Physical Education subjects is measured by using the achievement grade that the Malaysian Ministry of Education has set. The student's motivation relationship result shows the mean motivation level = 4.21, SP = 0.880. In contrast, the subject achievement is obtained through data collection from the mid-semester summative assessment of 2022, which is mean = 60.00, SP = 14.064. The results of the study found that there was no significant relationship between the level of motivation and the achievement of Physical Education subjects ($r = 0.050$, $p > 0.05$). Therefore, the school needs to play an important role in influencing student involvement and motivation in physical education subjects .

Keywords: Students, Motivation, Physical Eeducation, Academic Achievement

1. INTRODUCTION

Physical Education subjects have been compulsory in primary and secondary school education in Malaysia since 1989 (Er & Zainuddin, 2021). The Physical Education curriculum in Malaysia has been formed to meet the needs of individual growth and development to create a vibrant, active, and productive society (Mustafa & Salleh, 2018). The objective of the Physical Education subject is to develop students' cognitive, psychomotor, and affective aspects (Rahman, Kamal, Nor, & Latif, 2020). In order to achieve this objective, Physical Education teachers need to encourage and motivate students to actively participate in the teaching and learning (PnP) of Physical Education through planned quality activities (Rengasamy, Raju, Lee, & Roa, 2018). This further shows that the achievement of students performing physical activities in the academic field needs to be recorded to improve the quality of PnP in Physical Education subjects (Bafadal, Hidasari, & Haetami, 2021).

2.0 BACKGROUND RESEARCH

Physical Education is part of an education program in Malaysia that provides meaningful physical experience and further contributes to the overall development of students (Samdin, Shahril, & Salimin, 2018). The role of emotional and social Education in Physical Education, directly and indirectly, impacts students' skills to integrate thoughts, feelings, and behavior to achieve a better life in the future (Wagiman, 2019). For this reason, Physical Education has become a core subject covered in the Education Act of 1996 (Yee, Latif, & Kwong, 2021). The syllabus of Physical Education consists of three topic: fitness, skills, and sports (Salimin, Noruzzaman, Shahril, Taff, & Ali, 2018). The Secondary School Standard Curriculum (KSSM) has been formulated to ensure that every student in Malaysia achieves a specific level in accordance with content and learning standards within a specific period of time, and student achievement can be assessed according to the set standards (Som, 2020). The change in the scale of Physical Education subjects to KSSM compared to the Integrated Secondary School Curriculum (KBSM) has made this subject more flexible, has more autonomy, and provides space for teachers to choose teaching content, organize the teaching process, and make assessments (Zhang, Liu, & Zhang, 2022). However, students' understanding of skills learned through Physical Education subjects is still an issue based on learning standards documents and aspects of the curriculum (Ali, 2021). Academic responsibility is also an issue in Physical Education because the quality of PnP can cause Physical Education to fail to achieve the objectives that have been set (Razak, Nor, Ezahar, Yassin, & Hashim, 2018). This is because the obstacles to the implementation of quality Physical Education are contributed by system factors such as program administration and the vision of school administrators (Wee, Cheng, & Chin, 2021). For example, most Physical Education teachers face obstacles to using various Physical Education teaching methods due to insufficient teaching knowledge, lack of school infrastructure, and limited teaching time (Chinanapan, Elumalai, Iqbal, Abadi, & Sankaravel, 2021). This is in line with the guidelines of the Malaysian Education Development Plan 2013-2025 to improve the assessment framework to add items and test higher-level thinking skills and move towards using standards in School-Based Assessment (PBS) (Salimin, Jani, Jeganathan, & Shahril, 2019)). Teachers fully implement PBS in schools by planning, administering, assessing, and reporting assessments in the manner prescribed by the Malaysian Examinations Board (Salimin et al., 2018). The Curriculum and Assessment Standard Document (DSKP) has outlined the content of KSSM Physical Education for students from Form 1 to Form 5 to 75% Skill Field and 25% Fitness Field (Division of Curriculum Development, 2016; Division of Curriculum Development, 2017; Division of Curriculum Development, 2015; Curriculum Development Division, 2018). Table 1.1 shows the types of schools and the number of secondary schools in Malaysia

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#	*Types of Schools and*	*Total*	*Percentages (%)*
1	Kolej	14	0.58
2	Kolej Vokasional	85	3.51
3	Sekolah Bimbingan	1	0.04
4	Sekolah Seni	3	0.12
5	Sekolah Sukan	5	0.20
6	Sekolah Menengah Agama	180	7.43
7	Sekolah Menengah Berasrama Penuh	69	2.85
8	Sekolah Menengah Kebangsaan	1979	81.74
9	Sekolah Menengah Khas	6	0.25
10	Sekolah Menengah Teknik	9	0.37
11	SM + SR (Model Khas)	11	0.45
12	Sekolah Menengah Kebangsaan Agama	59	2.43
	Overall Total	**2421**	**100**

2.1 Student Motivation Towards Physical Education Subject

Motivation is a psychosocial process that is formed based on behavior that is considered important by individuals for their personal development (Sierra-Díaz, González-Víllora, Pastor-Vicedo, & López-Sánchez, 2019). Previous studies have shown that there is a decrease in motivation among teenagers toward Physical Education subjects (Girard, St-Amand, & Chouinard, 2019). A deep psychological study of Physical Education in the school environment gives significant meaning and predicts the level of student motivation (Jaitner et al., 2019). This happen because in the sports domain, there are two goal achievement orientations (task and ego) and three social goal orientations (close friendship, group acceptance, and coach praise) (Méndez-Giménez, Cecchini-Estrada, & Fernández-Río, 2018). For example, individuals with a high ego with a low level of competence to do an activity are worried about social evaluation in a motivation involving the ego and then tend to experience a high level of anxiety because their self-esteem is threatened (Jaakkola et al., 2019). Following this, the pedagogy used by Physical Education teachers can increase student motivation and further encourage their participation to be actively involved in Physical Education activities because they have a positive perception of achievement (Hernando-Garijo, Hortigüela-Alcalá, Sánchez-Miguel, & González-Víllora, 2021).

Understanding the motivational process is critical to encourage student participation and further benefiting them from physiological and psychological aspects (Mata et al., 2021). However, many teachers are reported to have difficulty motivating students and need additional support in the classroom context and student motivation for Physical Education (Girard, Desbiens, & Hogue, 2021). This situation occurs because student motivation is developed over a long period of time, and its relationship with the learning strategy by students is less clear (Duivenvoorden, Kamp, Hilvoorde, & Savelsbergh, 2021). In comparison, the influence of teachers who support student autonomy in Physical Education has an impact on physical activity through students' intrinsic motivation (Leisterer & Gramlich, 2021). Students who have intrinsic motivation can maintain their motivation to learn and achieve their expectations (Fan, 2021). Effective teachers not only know what they want to teach but also know how to convey knowledge that students can understand so that students can use new knowledge and skills (Nasiruddin, 2020). Therefore, Physical Education teachers must have various strategies to develop students' creativity and motivation (Jafar, Herman, Nuthihar, & Umanailo, 2021). Past studies have found that a motivational and fun environment when learning PHYSICAL EDUCATION is a critical element in providing a valuable teaching process (Sgrô, Barca, Schembri, & Lipoma, 2020). In comparison, the psychological domain of students for Physical Education subjects also depends on physical ability and self-perception (Arens & Preckel, 2018).

2.2 Student Achievement in Physical Education Subjects

Achievement-based assessment in Physical Education is the basis for improving education to improve student learning and achievement (Kabil, 2021). Student participation in Physical Education positively relates to academic learning (Kolovelonis & Goudas, 2018). Factors that affect student achievement are students' ability, motivation, and desire to gain knowledge (Tarigan, 2021). Past studies have found that students' learning and achievement in Physical Education differ due to differences in learning goals and the level of knowledge that needs to be acquired, further differentiating the achievement level (Olsen & Mehus, 2022; Svennberg & Högberg, 2018). This situation occurs because students set personal goals and plan how to achieve them through the process of self-observation and self-control (Kolovelonis, Goudas, & Samara, 2022). Because of this, feedback from assessments has an important influence on student learning in the future because it directly impacts student achievement and continued efforts (Xu & Yin, 2021). However, the use of technology in Physical Education can lower student achievement because their attention is more inclined to use technology than to do activities that need to be done (Gómez-García, Trujillo-Torres, Aznar-Díaz, & Cáceres-Reche, 2018). For example, there is a difference in achievement in Physical Education between male students compared to female students in online PnP (Debnath & Shivam, 2022). However, recording student achievement can increase motivation and encourage student participation in Physical Education activities (Franco, Tovar, González-Peño, & Coterón, 2021). This situation can help students to do regular physical activity during school time, which can improve academic achievement and reduce health risks such as obesity for students (Hayat, Haq, Sajjad, Abbas, & Raza, 2018). In addition, the PnP environment during the Physical Education subject also influences the attitude of the students, which in turn influences learning achievement (Chaka, Getachew, & Edo, 2019). There are several definitions of student achievement. Student achievement is assessed based on curriculum and learning assessment (Dien, Luu, Thanh-Hai, & Thai-Nghe, 2020). Despite this, the assessment of achievement in Physical Education is not oriented to knowledge only but also to encourage active participation and social interaction by students (Vasileiadou & Karadimitriou, 2021). Therefore, continuous assessment of student achievement positively affects student achievement and the amount of time for students to study independently (Agbonkpolo, Mamah, & Oyamendan, 2020).

The conceptual framework of this study is shown in Figure 1.1 below:

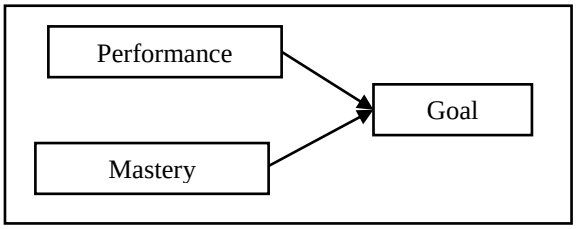

Figure 1.1 Conceptual framework of the study based on the obtained and related models and theories

3.0 STATEMENT OF PROBLEM

81.74% of secondary schools in Malaysia are National Secondary Schools (SMK) (Ministry of Education Malaysia, 2019). It is estimated that 80.3% of teenagers around the world fail to do physical activity in the recommended period of one hour every day (Han, Ali, & Ji, 2021). Following this, helping students achieve a level of fitness that can increase their awareness of physical fitness based on the National Physical Fitness Standard for students in Malaysia (Er & Zainuddin, 2021). Although students actively participate in activities during the teaching and learning process of Physical Education, most of them still cannot master the skills learned (Yee, Latif, & Kwong, 2021). Students who have a high level of motivation are generally more interested in following the PnP process, which then translates through academic achievement (Xie, Vongkulluksn, Lu, & Cheng, 2020). Students with low motivation toward learning tend to have poor academic achievement, causing them to feel hopeless about learning (Mo, 2019). Until today , only a few scientific research on the relationship between motivation and the achievement of high school students based on student demographics. Therefore, there is an urgent need for a scientific study of this relationship to be carried out.

4.0 RESEARCH OBJECTIVE

The objectives of this study are as follows:

1. Identifying the relationship between the level of student motivation and the achievement of Physical Education subjects

5.0 LITERATURE REVIEW

Literature Review help researchers and use published studies to gain knowledge in various aspects such as study design, sampling methods, statistical methods, ethical issues, etc. (Sharma, 2019). This chapter will present a literature review conducted to answer the following research questions:

1. What is the relationship between the level of student motivation and the achievement of Physical Education subjects?

5.1 Physical Education Subject Scenario

Motivation has become an acceptable predictive factor in sports achievement (Xu & Yin, 2021). The COVID-19 pandemic that caused the teaching and learning of Physical Education subjects to be done online has caused students to feel isolated, demotivated, and lack participation during PnP sessions (Acain et al., 2022). This situation is similar to a class that has too many students, which causes a lack of space and equipment to do activities (Ho et al., 2019). Apart from health benefits, Physical Education is also subject to finding talent to become sports athletes among students (Widyaningsih, Asmawi, & Tangkudung, 2019). Although Physical Education is part of the school curriculum in most countries, lessons are not delivered to students, limiting the opportunity for students to have experience doing physical activities (Jhajharia, 2019). For example, Physical Education subjects are set for two hours (40 minutes) a week for secondary schools in Malaysia, students complain about Physical Education classes because Physical Education subjects are often exchanged for other subjects. Most Physical Education teachers are unqualified. Physical Education classes should be addressed in most schools (Mohammadi et al., 2021).

On the other hand, high school students in Malaysia are also not interested in participating in Physical Education classes because they think this subject is not important and often find excuses not to participate in class (Yaakop, Koh, & Yasin, 2021). This situation occurs because students are already bored with Physical Education subjects. After all, the lesson content is monotonous and repeated from primary school to university (Sun, 2019). Because of this, what Physical Education teachers need to do to encourage students to participate in Physical Education classes is to increase awareness of the importance of sports (Armen, Rahmalia, Nora, & Salamaka, 2022). In comparison, Physical Education also involves students from the disabled group (Rahayu, Setiawan, & Pranantyo, 2020). The development of an alternative approach to traditional Physical Education requires three general principles: equality of opportunity, celebrating differences, and the possibility of changing society (Bichi, 2017). In addition, there has been a tendency from the need for Physical Education teachers in the future to become competent teachers as soon as they graduate from university (Melki & Bouzid, 2021).

5.2 Student Motivation

The effect of motivation can cause mental fatigue and subsequently affect student behaviour, either in learning or doing other activities (Ridwan, Saputri, Pratiwi, & Cahyaningtias, 2021). In Physical Education subjects at school, student motivation refers to positive, affective, and cognitive learning outcomes by students, including the behaviour of doing physical activities outside of school (Manninen & Yli-Piipari, 2021). Student motivation can be seen through participation during the PnP process (Chaka, Getachew, & Edo, 2019). This situation occurs because students' motivation depends on the quality of their experience while following PnP (Bureau, Howard, Chong, & Guay, 2022). Students who have an intrinsic motivation to participate in Physical Education learning do activities to have fun or do something challenging (Pratiwi & Rahayu, 2020). Some previous studies have found that the level of motivation and learning is the main key in the learning process of Physical Education, including doing physical activities during free time (Stephani, Nur, Hambali, Suherman, & Subarjah, 2019; Rusănescu & Grigore, 2020). In Physical Education, student motivation can help them improve their learning skills and do physical activities as soon as they understand (Sugiarto, 2021). On the other hand, students with low motivation tend to be lazy and do not participate in the PnP process, resulting in low learning outcomes (Akhiruddin & Aprizon, 2020).

On the other hand, a past study found that the relationship between motivation involving tasks and non-tasks of students with competence is weak (Li, Xie, Li, Chen, & Shen, 2021). Past studies suggest that the two models are integrated in order to provide a deep understanding of the motivational mechanism in learning (Chen, Wang, Wang, & Zhou, 2020). A study by Darmawan, Ridwan, & Herdyanto (2019) found that motivation can increase student achievement in Physical Education subjects by 2.29%. In contrast, the study by Fan & Williams (2018) found that the perception of the relationship between students and teachers has a significant effect on students' self-efficacy and intrinsic motivation. This is in line with the study of Garcia (2021), who found that Physical Education teachers who provide space for students to rest for two minutes can increase the active participation of students during the teaching and learning sessions of Physical Education subjects.

5.3 Student Achievement

Student achievement is the result of learning in the academic field that shows the ability and performance of students in various aspects of subjects, including cognitive, affective, and psychomotor skills (Bakar, 2018). Previous studies have shown that school-level stakeholders such as school management, teachers, and students influence student achievement (Ballafkih & Middelkoop, 2019). On the other hand, the principal's experience on duty does not have a significant relationship with students (Malere & Ozola, 2019). In addition, the relationship between teachers and school leaders has been reported to be critical in efforts to improve student achievement (Smith & Gümüş, 2022). This situation occurs because student achievement is the level of progress students achieve based on learning objectives and can be a guide for the young generation in the future in general (Ratnawati & Djam'an, 2021; Rozak, Komariah, & Ampry, 2021). However, Thacker's (2020) study found that student achievement in Physical Education depends on their efforts. Beasley's study (2020) also found that students who actively participate in Physical Education have better academic achievement than passive students. To explain this situation, the study (Phelps, 2019) found that test administration and design, student demographics, and the characteristics of document sources have a powerful influence on student achievement. To explain this situation, the study by (Schnitzius, Kirch, Mess, & Spengler 2019) found that Physical Education teachers can use their strengths and personalities to choose appropriate teaching patterns to improve student achievement. For example, the study by (Salimin et al. 2018) found that there is a significant relationship between student achievement and the level of learning in Physical Education according to the curriculum unit.

6.0 RESEARCH DESIGN

Data analysis was performed using the Statistical Package for Social Sciences (SPSS) version 24. The statistical methods used were reliability analysis, data normality, frequency and descriptive analysis, Pearson correlation to find variable relationships, and discriminant analysis to identify the demographic influence on variables.

7.0 SAMPLE OF STUDY

The population of this study is Form 2 students in the study field. The total population is 250 people. Stratified sampling involves several groups in the population based on categories and random selection (Iliyasu & Etikan, 2021). The sampling method used in this study is a stratified sampling method because this study is specific among Form 2 students in the study field.

Table 1.0 Demographic Distribution of Respondents

	Total	***Percentages***
Gender		
Male	108	43.2
Female	142	56.8
Race		
Malay	87	34.8
Chinese	107	42.8
Indian	3	1.2
Others	53	21.2

Table 1.0 shows a total of 250 respondents. A total of 142 female students (56.8%) and 108 (43.2%) male students. In terms of race, there are 87 Malays (34.8%), 107 Chinese (42.8%), 3 Indians (1.2%) and 53 other races (21.2%).

8.0 RESEARCH INSTRUMENT

Research instruments refer to the ability to measure constructs or research variables (Daud, Khidzir, Ismail, & Abdullah, 2018). This study uses questionnaire instruments and student achievement documents on the subject of Physical Education. The questionnaire instrument consists of using the Sports Motivation Scale (SMS-28) to measure the level of motivation. While the SMS-28 contains a total of 28 items and is measured using a 7-point Likert scale.

8.1 Analysis and Findings of the Study

Cronbach's alpha reliability results for sports motivation among Secondary School students in Tawau district, Sabah are shown in Table 2.0. Table 2.0 above shows that the reliability range for the sports motivation dimension is between 0.635 and 0.841. During Cronbach's alpha for the overall sports motivation of high school students in the Tawau district, Sabah is 0.915 (28 items). So, Cronbach's alpha table above shows that the instrument used is highly reliable and acceptable.

Variable	*Cronbach's alpha*	*Number of Items*
Sport Motivation		
Intrinsic Motivation – To Know	0.735	4
Intrinsic Motivation - To Achieve	0.841	4
Intrinsic Motivation – Experimental Stimulation	0.677	4
Extrinsic Motivation - Identify	0.659	4
Extrinsic Motivation - Expressing	0.635	4
Extrinsic Motivation – External Regulation	0.677	4
Amotivation	0.767	4
Overall Total Of Sports Motivation	**0.915**	**28**

Table 2.0 Reliability of Data

7.2 Normal Distribution Skewness and Kurtosis Tests

The results of normality distribution of data based on Skewness and Kurtosis statistical tests are displayed in Table 3.0

Variables	*Skewness*	*Kurtosis*
Sport Motivation		
Intrinsic Motivation – To Know	.412	-.361
Intrinsic Motivation - To Achieve	.058	-.519
Intrinsic Motivation Experiential Stimulation	-.182	-.862
Extrinsic Motivation - Identify	-.187	-.275
Extrinsic Motivation - Expressing	-.237	-.666
Extrinsic Motivation – External Regulation	.117	-.654
Amotivation	.331	-.637
Overall Total Of Sports Motivation	**.229**	**-.569**
Achievement of Physical Education subjects	**.088**	**-.486**

Table 3.0 Normality Distribution

Based on the statistical analysis shown in Table 3.0, the study variables are normally distributed, which means that the test results are between ± 2 standard deviations. The results found that the variable skewness was between -0.237 to 0.412. At the same time, variable kurtosis is between -0.862 to -0.275. Therefore, the data in this study is suitable for further analysis

7.3 Level of Achievement in Physical Education Subjects

Table 4.0 shows the achievement level of Physical Education subjects among secondary school students in the Tawau district, Sabah. The results of this study found that 24 people (9.6%) were at grade A level, 74 people (29.6%) at the grade B level, 86 people (34.4%) at grade C level, 62 people (24.8%) at grade level grade D and the remaining 4 people (1.6%) are at grade E. Overall, it shows that the score of the achievementlevel of Physical Education subjects (mean = 60.00, SP = 14.064) among secondary school students in Tawau district, Sabah is at C grade level.

Table 4.0 Physical Education Subject Achievement Level

Score	*Grade*	*Frequency*	*Percentages*	*Min*	*SP*
80 – 100	A	24	9.6		
65 – 79	B	74	29.6		
50 - 64	C	86	34.4	60.00	14.064
40 - 49	D	62	24.8		
0 - 39	E	4	1.6		
Total		250	100.0		

7.4 Student Sports Motivation Level

In this study, the level of student sports motivation is measured by 7 dimensions: intrinsic motivation - to know, intrinsic motivation - to achieve, intrinsic motivation - stimulation of experience, extrinsic motivation - identifying, extrinsic motivation - revealing, extrinsic motivation - external rules, and amotivation. Table 4.0 shows that the score of all seven dimensions of the level of sports motivation, namely intrinsic motivation - to know (mean = 4.13, SP = 1.180), intrinsic motivation - to achieve (mean = 4.39, SP = 1.169), intrinsic motivation - experience stimulation, (mean = 4.51, SP = 1.056), extrinsic motivation - identifying (mean = 4.31, SP = 1.117), extrinsic motivation - expressing (mean = 4.32, SP = 1.057), extrinsic motivation - external regulation (mean = 3.98, SP = 1.190), and amotivation (mean = 3.84, SP = 1.435) is at a moderate level. Overall, it shows that the level of motivation (mean = 4.21, SP = 0.880) among secondary school students in the Tawau district, Sabah is at a moderate level.

8.0 The Relationship Between the Level of Motivation and the Achievement of the Course Physical Education

The results of this study are to answer the objective and the first research question, which is to identify the relationship between the level of student motivation and the achievement of Physical Education subjects. It evaluates the following hypotheses:

Ho1 *There is no significant relationship between the level of motivation and the achievement of Physical Education subjects.*

The results of the correlation analysis are displayed in Table 4.13.

Table 4.13 Relationship Between Motivation Level With Physical Education Subject Achievement

	Achievement of Physical Education subjects	
	r	***Sig. P***
Intrinsic Motivation – to know	-.045	.483
Intrinsic Motivation - to achieve	-.067	.289
Intrinsic Motivation – experiential stimulation	-.031	.629
Extrinsic Motivation - identify	-.069	.277
Extrinsic Motivation - expressing	-.049	.438
Extrinsic Motivation – external regulation	.004	.955
Amotivation	-.013	.839
Overall Total Of Sports Motivation	**-.050**	**.431**

The results of the study as displayed in Table 4.13 show the dimension of sports motivation from the aspect of intrinsic motivation - to know ($r = 0.045$, $p > 0.05$); intrinsic motivation - to achieve ($r = 0.067$, $p > 0.05$); intrinsic motivation – experiential stimulation ($r = 0.031$, $p > 0.05$); extrinsic motivation - identify ($r = 0.069$, $p > 0.05$); extrinsic motivation - expressing ($r = 0.049$, $p > 0.05$); extrinsic motivation – external regulation ($r = 0.004$, $p > 0.05$); and amotivation ($r = 0.013$, $p > 0.05$) does not have a significant relationship with the achievement of Physical Education subjects Overall it shows that the level of motivation ($r = 0.050$, $p > 0.05$) does not have a significant relationship with the achievement of Physical Education subjects. Thus, Ho1 rejected because there is no significant influence on the level of motivation with the achievement of Physical Education subjects.

9.0 Summary And Discussion

Physical Education is a subject that must be addressed at all school levels because it can produce students who are balanced physically, emotionally, spiritually and intellectually. In order to motivate students, creativity and diversity of teaching approaches should be emphasized to produce students who have motivation and excellence in this subject. With that, the line of administrators should have a clear mission and vision to improve the academic performance of Physical Education subjects.

In addition, the use of adequate and diverse Physical Education equipment, safe and spacious field areas, complete and easy-to-get information and the reduction of congestion in the use of equipment need to be taken into account and need to overcome immediately to increase the motivation and enjoyment and involvement of students as a whole.

In conclusion, improving psychomotor, affective and cognitive aspects is essential in physical education subjects. However, it will only achieve if there are constraint factors to implementing teaching and learning. In addition, the existing constraints reduce student motivation to improve academic achievement in Physical Education subjects. Therefore, every administrator, teacher, parent and student must cooperation and discussion to overcome the problem of motivation and achievement of academic performance in Physical Education subjects.

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