



## PHYSICAL EDUCATION TEACHERS' PERSPECTIVES ON KABADDI AT THE HIGH SCHOOL LEVEL: CHALLENGES AND OPPORTUNITIES IN SOLAPUR DISTRICT

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### ABSTRACT:

*Kabaddi is a traditional contact sport deeply rooted in India's sporting culture and is included in the physical education curriculum of many schools. While the sport offers valuable physical, psychological, and social benefits, challenges remain in its implementation and promotion at the high school level. This study investigates the views and experiences of physical education teachers regarding Kabaddi in high schools within the Solapur District. A survey research design was adopted involving a purposive sample of 20 physical education teachers. Data were collected using a structured questionnaire focused on teachers' perceptions of Kabaddi's benefits, problems in teaching and coaching, resource availability, and barriers to student participation. Results indicated that while teachers recognize the value of Kabaddi for student development, they face constraints including inadequate infrastructure, lack of training resources, low student motivation, and limited institutional support. The study concludes with recommendations for improving Kabaddi instruction and participation through enhanced facilities, teacher training programs, and policy initiatives.*



**KEYWORDS:** *Kabaddi, opportunities, challenges, perspectives.*

### INTRODUCTION:

Kabaddi, a popular indigenous sport, has been integral to India's athletic tradition for decades. Its blend of physical agility, strength, strategy, and teamwork makes it valuable in physical education curriculums. Despite its inclusion in many schools across the nation, there remain systemic and contextual challenges in ensuring its effective integration and promotion, especially at the high school level.

Physical Education Teachers (PETs) play a pivotal role in facilitating sports activities, shaping student attitudes, and nurturing athletic talent. Their insights into the practical realities of implementing sports programs are crucial for understanding existing gaps and opportunities. In the context of Solapur District, where sports participation is influenced by socio-cultural as well as infrastructural factors, assessing teachers' perspectives on Kabaddi provides a foundation for developing supportive environments for student athletes.

The present study aims to explore how Kabaddi is delivered in high school physical education classes, the views of PETs on its benefits, and the challenges they face, including resource constraints, student engagement issues, and institutional limitations. Through this research, policymakers,

educational administrators, and sports authorities can gain targeted insights to create effective strategies promoting healthy participation and athletic growth among students.

## OBJECTIVES

1. To examine physical education teachers' perceptions of Kabaddi as part of the school sports curriculum.
2. To identify problems faced by teachers in teaching and promoting Kabaddi at the high school level.
3. To explore teachers' views on student participation and interest in Kabaddi.
4. To recommend strategies for improving Kabaddi instruction and participation in schools.

## NEED AND IMPORTANCE OF THE STUDY

Sports participation, especially during adolescence, is crucial for promoting physical fitness, teamwork skills, self-esteem, and psychological well-being. Kabaddi, with its unique combination of physical and tactical elements, offers significant developmental benefits to students. However, the quality of sports education, especially in rural and semi-urban areas like Solapur District, is often hindered by limited resources and teacher support.

Physical Education Teachers are frontline practitioners responsible for implementing sports programs. Their experiences reflect everyday realities such as facility adequacy, student interest, instructional constraints, and administrative support. Understanding these factors is essential to address structural and pedagogical issues that affect the overall quality of sports education. By capturing teachers' voices, this study helps identify practical challenges and actionable solutions that can enhance the delivery of Kabaddi in schools, thereby fostering broader participation and promoting lifelong health benefits for students.

## SCOPE AND LIMITATIONS

### Scope

- The study focuses on high school physical education teachers in Solapur District.
- It explores Kabaddi as part of physical education and co-curricular activities.
- Insights include teachers' perceptions, teaching challenges, and suggestions for improvement.
- The sample targets public and private schools with established physical education programs.

### Limitations

- The sample size of 20 teachers limits broader generalization to all schools in the region.
- Self-reported data may reflect personal biases or recall errors.
- The study does not include student perspectives or comparisons with other sports.
- Respondents' views were collected during regular school hours, which might have influenced depth of responses.

## METHODOLOGY

### Research Design

This study adopted a **survey research design**, suitable for collecting descriptive data from respondents about perceptions, experiences, and challenges regarding Kabaddi in physical education.

### Population and Sample

The target population included physical education teachers working in high schools within Solapur District. A **purposive sampling technique** was used to select **20 physical education teachers** from different schools (both public and private). Teachers chosen had at least two years of experience and involvement in sports instruction, particularly Kabaddi.

### Research Tool

A **structured questionnaire** was used as the primary research instrument. The questionnaire consisted of:

- Demographic variables (age, experience, qualifications)
- Perceptions of Kabaddi (benefits, relevance)
- Challenges in teaching Kabaddi
- Views on student participation and motivation
- Suggestions for improvement

The questions included close-ended items with Likert-scale responses and a few open-ended items to capture detailed viewpoints.

### Data Collection Procedure

1. Official permission was obtained from school authorities.
2. Teachers were briefed on study objectives and confidentiality assurances.
3. Consent was taken from participants.
4. The questionnaire was administered personally, clarifying any items when required.
5. Responses were collected and coded for analysis.

### Data Analysis

Quantitative data were analyzed using descriptive statistics: frequency, percentages, mean scores, and ranking. Qualitative responses under open-ended questions were analyzed thematically to identify common challenges and recommendations.

## RESULTS

### Profile of Respondents

Category	Frequency	Percentage
Male Teachers	14	70
Female Teachers	6	30
2-5 years' Experience	7	35
6-10 years' Experience	9	45
Above 10 years' Experience	4	20

### Discussion:

Majority of respondents were male teachers with varying experience, indicating broad representation across teaching tenures.

### Teachers' Perceptions of Kabaddi

Teachers were asked to rate their agreement on several statements regarding Kabaddi's value in physical education.

Statement	Strongly Agree	Agree	Neutral	Disagree	Mean
Kabaddi improves students' physical fitness	12 (60%)	8 (40%)	0	0	4.60
Kabaddi helps develop teamwork skills	10 (50%)	9 (45%)	1 (5%)	0	4.45
Kabaddi should be mandatory in PE curriculum	7 (35%)	8 (40%)	5 (25%)	0	3.90
Kabaddi increases student confidence	11 (55%)	8 (40%)	1 (5%)	0	4.50

### Discussion:

Teachers overwhelmingly agree that Kabaddi enhances fitness, teamwork, and confidence. While many support its inclusion, a smaller percentage sees it as mandatory, possibly due to resource limitations.

### Challenges Identified by Teachers

Respondents were asked about the key problems they face in teaching and promoting Kabaddi:

Problem	High	Moderate	Low
Inadequate playing space	15 (75%)	4 (20%)	1 (5%)
Lack of training equipment	14 (70%)	5 (25%)	1 (5%)
Low student interest	10 (50%)	6 (30%)	4 (20%)
Poor administrative support	11 (55%)	7 (35%)	2 (10%)

#### Discussion:

Teachers predominantly cited infrastructure and equipment shortage as the greatest challenge. Student interest appears more varied, but still significant. Administrative support is moderately lacking, highlighting institutional barriers.

### Teachers' Suggestions for Improvement

Themes emerged from the open-ended responses:

1. **Enhanced Infrastructure:** 70% of teachers recommended improved playgrounds and equipment.
2. **Teacher Training:** 55% expressed need for professional workshops on Kabaddi coaching methods.
3. **Motivational Programs:** 45% suggested organizing inter-school tournaments and motivational activities.
4. **Parental Awareness:** 35% recommended parent-oriented programs to encourage student participation.

#### Discussion

The findings indicate that physical education teachers recognize Kabaddi's educational and developmental benefits. However, the effective delivery of Kabaddi in high schools is challenged by gaps in infrastructure, resources, and systemic support.

### Impact of Infrastructure

Inadequate play spaces emerged as a primary issue. Kabaddi, though requiring minimal equipment, needs well-maintained grounds to ensure safety and skill development. Many schools lack dedicated areas, forcing teachers to adapt activities in unsuitable environments, which may lower student participation and increase injury risk.

### Teacher Capacities and Training

While teachers are committed, many expressed the need for formal Kabaddi-specific training. Regular workshops and training certification programs can enhance teachers' confidence and pedagogical skills, resulting in improved coaching and better student outcomes.

### Student Interest and Motivation

Teachers reported mixed levels of student interest. Some students were enthusiastic, while others preferred more mainstream sports (e.g., cricket or football). Creating structured competitions and recognition systems can stimulate greater involvement.

### Administrative and Policy Support

Limited administrative backing affects resources allocation and planning. School leadership and district education authorities can prioritize sports funding and policy directives to support Kabaddi programs.

## CONCLUSION

This study highlights both the opportunities and challenges in promoting Kabaddi at the high school level in Solapur District from the perspective of physical education teachers. Teachers widely acknowledge the sport's value in enhancing health, teamwork, and confidence among students. However, institutional challenges such as poor infrastructure, limited materials, low student motivation, and insufficient administrative support hinder its effective delivery.

### To overcome these barriers, it is essential to:

- Invest in playgrounds and equipment.
- Provide professional development and Kabaddi-specific training for teachers.
- Encourage competitive platforms at school and district levels.
- Promote awareness among students and parents about the holistic benefits of Kabaddi.

By addressing these areas, physical education programs can be strengthened, leading to improved sports participation and healthier student populations.

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