

Engagement and Interest Through Physical Activities among Senior High School Students at Muntinlupa National High School

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ABSTRACT

Educators were challenged to implement and integrate a wide variety of physical activities that promote the development of the overall well-being of their students. The study used descriptive correlational analysis to measure, describe, and understand the possible relationship between student interest and their engagement in any form of physical activity. Using a 5-point Likert scale, 31 respondents from the Senior High School students were asked to answer the survey questionnaire made by the researchers. Results show that students were interested in engaging in physical activities is high, as they “Agree” (5.45 mean score) when they perceive that the activities presented align with their interests and create a positive environment. Additionally, students’ engagement in physical activities is influenced by their interests, as they “Strongly Agree” (4.56 mean score) with the role of interests in how committed or motivated they are to engage in physical activities. Furthermore, researchers analyzed the relationship between student level of interest and engagement using the Pearson Correlation Moment Product. The results indicated a positive “Very High Relationship” between the two variables (r value = 0.93). The results emphasized the role of the personal and social interests of students in their engagement in any form of physical activity. Recognizing this natural relation between the two variables can provide vital information to educators on creating tailored exercise programs, recognizing the multifaceted nature of engagement in physical activities, and emphasizing the identification of influencing factors for effective strategies.

Keywords: physical activities, student engagement, level of interest.

INTRODUCTION

Physical education plays an essential role in shaping the holistic development of students, encompassing not only physical well-being but also cognitive and socio-emotional aspects and according to the Schools Physical Education and Sports Development Act of 1969, it mandates the integration of physical education and sports development program in all schools in the Philippines, this research aspire to conduct into the realm of students’ interest in physical activities, focusing specifically on the diverse student population at Senior High School of Muntinlupa National High School. By exploring the impact of tailored instructional approaches, this study aims to shed light on how these strategies influence the engagement levels and learning of both regular students. Understanding the student’s interest in physical activities is crucial for educators [1].

This research seeks physical education programs [2], fostering a positive and supportive environment for all students. Interest has both an affective and cognitive component [3]. It is the outcome of an interaction between the individual and the environment and has been described as individual interest. Individual

interests have two stages. When it comes to personal interests, these include both defined and developing interests. Interest is characterized by two phases: the initial phase occurs when interest is sparked, and the subsequent phase lasts until interest is sustained [4]. With this method, students are given the freedom to choose and make well-informed decisions in a setting that may provide interest. For instance, it has been noted that for certain people, working with others increases interest. Essentially, designing the learning process so that people can work with others around them has a positive effect on the development of interest. Two significant motivational constructs that have been found to affect students' engagement and academic success are their goals and interests. Nonetheless, achievement goal theories are the source of most research on motivation in physical education pedagogy. It has been observed that achievement goals have little bearing on motivation and performance outcomes. Conversely, research has shown that interest is a significant factor in determining how students learn and whether they plan to participate in the future.

According to Dewey's [5] seminal work on the role of interest in learning, educators have long recognized the significance of fostering children's interests. Research has also shown that interest stimulates cognitive performance [6]. Even though interest has been identified as a crucial factor in learning, teachers are still unsure of how best to support students in pursuing their interests. Instructors also tend to assume that students are either interested or not, and they might not realize that they could encourage and support students' academic interests to grow and develop—especially for those students who lack motivation and are disengaged from their studies [7].

METHODS

Research Design

The research design for this study will be a quantitative method [8]. This approach will measure and determine the effectiveness of engaging and interest through physical activities among Senior High School students. The quantitative phase will involve surveying a sample of Muntinlupa National High School students using a Likert scale questionnaire [9]. The questionnaire will assess the students' interest levels before and after engaging in physical activities. The data will be analysed using descriptive statistics and inferential statistical tests to determine any significant differences in interest levels. The study will incorporate a variety of physical activities to cater to different interests and abilities of the participants. The specific physical activities [10] will be determined based on a review of relevant literature, consultation with experts, and piloting. Data collection will involve administering the survey questionnaire to a sample of Muntinlupa National High School students. Quantitative data from the surveys will be analyzed using statistical software [11]. The research study is expected to be conducted over a specific period. The timeline will include phases such as literature review, research instrument development, data collection, data analysis, and report writing. The exact duration will depend on the availability of resources, participants, and the complexity of the study.

Participants/ Respondents of the Study

The study focused on the students of Muntinlupa National High School specifically Senior High School students. By specifically targeting these participants, the research study aims to determine how engaging physical activities and interest among students can contribute to the development of their interest and motivation to engage in physical activities [12].

Participants should be students in Muntinlupa National High School, particularly Senior High School. This diversity will provide a comprehensive understanding of how physical activities can impact students' Engagement and Interest levels across different demographics within the Physical Education program [13]. Informed consent will be obtained from each participant, and their identities will be kept anonymous throughout the research process to ensure privacy and confidentiality. The participation of these participants

will contribute valuable insights to the field of teacher education and physical activity instruction, potentially leading to the development of strategies to enhance student interest and engagement.

Research Instruments

The researchers used a survey questionnaire for Muntinlupa National High School students. The researchers conducted questionnaires to gather quantitative data on students' interest levels in physical activities. The questionnaires included Likert scale questions to assess the level of interest, and multiple-choice questions to gather demographic information. These questionnaires will be administered to the participants to collect their experiences and preferences regarding engaging in physical activities and their interests.

Data Gathering Procedures

The researchers constructed a questionnaire for the respondents for students at Muntinlupa National High School and seek a validation to Mr. Almario L. Quesada, Mr. Romnick David and Ms. Pancho, to constructively redraft the researchers' created questions into relevant questions. Before conducting the data gathering process, the researchers requested an approval of the class mayor to ensure proper ethical consideration of eligible participants and clarity, unbiased nature, and effectiveness of the survey questions. The survey development and administration will entail the creation of a Likert scale questionnaire based on the identified key aspects of engagement and interest, to escalate the online survey form (Google Form) for online survey distribution and data collection. Data collection, which involves distributing the Google Form link is eligible only for students at MNHS SHS, will be conducted and the process for submitting responses.

In this study, the data analysis process was used to interpret the level of engagement and interest among the respondents, providing valuable insights into the research objectives. These data gathering procedures are integral to the successful execution of the research study on engagement and interest through physical activities among students at the specified institution.

Statistical Treatment

The data gathered had been tallied and were analysed and interpreted using the following statistical tools: 1. Likert Scale Most of the collected data are coming from the Senior High School students.

The General Weighted Mean was computed using this formula: $GWM = \frac{\sum (x_i \cdot f_i)}{N}$ divided by 31,

where: GWM = General Weighted Mean \sum = summation of the weighted mean 2.

The researchers used T- test to determine the average levels of engagement and interest of the SHS students.

Additionally, this treatment aims to explore the relationship between engagement and interest and other relevant variables, such as demographic characteristics or activities. Through these statistical treatments, the research aims to provide a comprehensive understanding of the levels of engagement and interest through physical activities among students contributing to the development and enhancement of physical education programs and practices.

RESULTS

After determining the research designs and instruments that were used in this study, the researchers conducted 31 students as a sample population of all students at MNHS SHS. The researchers came up with the results of the gathered data that was being surveyed as shown below. The research question is aligned with the statement of problem number 1 that needs to seek an answer the average levels of how student

involvement in physical activities that influences in their interest.

Table 1 Positive impact of physical activities on students' interest levels			
Statements	Weighted Mean	Verbal Interpretation	Ranking
I actively seek opportunities to engage in physical activities outside required school activities	4,19	A	6
I willingly participate in physical activities during free time	4,23	A	5
I am excited to try new physical activities	4,58	SA	2
I am more likely to consistently engage in physical activities that allow me to pursue my own interests and goals	4,52	SA	4
I enjoy challenging myself in physical activities	4,61	SA	1
I feel a sense of fulfillment and satisfaction when engaging in physical activities	4,55	SA	3
Overall Mean	4,45	A	
Legend:			
5 – (4.50 to 5) = SA (Strongly Agree)			
4 – (3.50 to 4.49) = A (Agree)			
3 – (2.50 to 3.49) = N (Neutral)			
2 – (1.50 to 2.49) = D (Disagree)			
1 – (1.00 to 1.49) = SD (Strongly Disagree)			

Table 2 How does student interest in physical activities affect their engagement?			
Statements	Weighted Mean	Verbal Interpretation	Ranking
Engaging in physical activities that align with my specific interest has a more positive impact on my overall well-being	4,55	SA	4,5
I find it easier to stay committed and motivated when participating in physical activities that genuinely interest me	4,61	SA	1,5
My enjoyment of physical activities increases significantly when they align my personal interests and preferences	4,61	SA	1,5
I enjoy trying new physical activities that align with my interests	4,52	SA	6,5
I am more motivated to participate in physical activities that incorporate elements of my personal interests or passions	4,52	SA	6,5
Physical activities that cater my specific interests tend to enhance my physical fitness and performance more effectively	4,58	SA	3
My interest in engaging in physical activities positively influences my overall satisfaction and engagement in other areas of my life	4,55	SA	4,5

Overall Mean	4,56	SA	
Legend:			
5 – (4.50 to 5) = SA (Strongly Agree)			
4 – (3.50 to 4.49) = A (Agree)			
3 – (2.50 to 3.49) = N (Neutral)			
2 – (1.50 to 2.49) = D (Disagree)			
1 – (1.00 to 1.49) = SD (Strongly Disagree)			

Table 3 Is there a significant relationship between student level of interest and their engagement in any forms of physical activities?

Variables	Mean	r value	Description of r value	t value	t critical	Decision
Students Interest in Physical Activities	4,45	0,93	Very High Relationship	±0,91	±0,355	Reject Ho
Students Engagement in Physical Activities	4,56					

DISCUSSION

Table 1 shows the assessed level of interest of students in engaging in physical activities, shows that question number 5, I enjoy challenging myself in physical activities, obtained the highest rating among the given questions of 4.61 and or SA”. On the other hand, question number 1, I actively seek opportunities to engage in physical activities outside of required school activities, obtained the lowest rating among the given questions with a mean of 4.19 and a verbal interpretation of “Agree or A”. Moreover, the questionnaire assessed the level of interest of students on engaging physical activities obtained a general weighted mean of 4.45, with a verbal interpretation of “Agree or A”.

Student interest is an important factor in inspiring students to participate in physical activity. Research shows that intrinsic motivation has a substantial impact on students’ participation in physical education and exercise [14]. Students who are self-determined and have higher levels of intrinsic motivation are more physically active and have more positive attitudes toward physical activity and sports [15].

Table 2, which assessed the influence of student interest with their engagement in physical activity, shows that question number 2, I find it easier to stay committed and motivated when participating in physical activities that genuinely interest me, and question number 3, My enjoyment of physical activities increases significantly when they align with my personal interests and preferences, both obtained a rating of 4.61 with a verbal interpretation of “Strongly Agree or SA”, are the questions that obtained the highest rating among the given questions. On the other hand, question number 4, I enjoy trying new physical activities that align with my interests, and question number 5, I am more motivated to participate in physical activities that incorporate elements of my personal interests or passions, both obtained a rating of 4.52, with a verbal interpretation of “Strongly Agree or SA” are the questions that obtained the lowest rating among the given questions. Overall, the questionnaire able to found out the direct influence of student interest in their engagement in physical activities as given by the general weighted mean of 4.56, with a verbal interpretation of “Strongly Agree or SA”. Students’ interest in physical activity has a significant effect on their involvement. Chen and Wang [16] found that situational curiosity can drive students to participate in physical activity. Furthermore, the Sport Education Model has been shown to promote physical activity engagement among unmotivated students by giving them additional opportunity to participate actively [17]. Furthermore, interest-based motivation has been addressed in dance education, highlighting the need of

increasing personal interest in order to improve excellent learning and engagement [18].

Table 3 analyses the possible relationship between two variables present in the study: student interest and student engagement in physical activities. It is shown that a relationship exists between student interest and student engagement in physical activities, interpreted as a “very high relationship” with an r value of 0.93. Additionally, the researcher rejected the null hypothesis, stating that “there is no significant relationship between student interest and student engagement in physical activities” since the computed t value of +0.91 is greater than +0.355. Moreover, rejecting the null hypothesis tells us that the rating of student level of interest and engagement in physical activities has a significant relationship using the 5% level of significance.

CONCLUSIONS

This study has shed important light on how physical activity, student interest, and engagement relate to one another in the context of physical education [19]. The findings suggest that a thoughtful integration of diverse and stimulating physical activities can significantly enhance students’ engagement levels and foster a sustained interest in the subject matter. When planning and carrying out physical activities, it is crucial to consider the individual preferences, learning styles, and diverse backgrounds of students when designing and implementing physical activities. By tailoring the activities to meet the unique needs of the students, educators can create a more inclusive and motivating learning environment, ultimately contributing to the overall success of the physical education program [20].

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CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

AUTHORSHIP CONTRIBUTION:

1. Conceptualization: xxxxxx Names of the authors
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3. Formal analysis: xxxxxx
4. Acquisition of funds: xxxxxx
5. Research: xxxxxx
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7. Project management: xxxxxx
8. Resources: xxxxxx
9. Software: xxxxxx
10. Supervision: xxxxxx
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