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STUDENTS' INTEREST TOWARDS PHYSICAL EDUCATION CABILAO NATIONAL HIGH SCHOOL CABILAO, LOON, BOHOL

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ABSTRACT

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This quantitative-descriptive study examines the factors that affect the interest of 107 Senior High School students in physical education at Cabilao National High School, Loon, Bohol, Philippines. The study utilizes a revised questionnaire created by Kate Sauer to investigate the relationships among factors including age, sex, academic strand, grade level, teacher performance, peer influence, and self-perception in relation to students' interest. The findings revealed a significant correlation between grade level and students' interest. On the other hand, characteristics such as age, sex, and academic strand showed no significant correlation. Furthermore, the findings show that, while children have a favorable interest in physical education, it does not have a substantial association with their academic performance. The study emphasizes the critical role of educators in increasing student engagement and the relevance of using interactive and relevant teaching approaches. It highlights the need of developing a positive attitude toward physical education in order to encourage long-term participation in physical activities.

INTRODUCTION

Education is critical in forming people and society, encouraging intellectual development, and giving chances for both personal and professional progress. It provides the groundwork for learning, improving viewpoints, and honing abilities required for lifetime achievement. The dynamic and multifarious learning process includes social contact and practical application in addition to academic education. As the Delors Commission (UNESCO, 1996) underlines, education is fundamental for both personal and community development since it helps people to realize their potential and significantly benefit society.

The K–12 curriculum implementation in the Philippine educational system offers a more all-encompassing learning environment for the learners. This program stresses not only intellectual ability but also active engagement in extracurricular and neighborhood events. Physical Education (PE), which is so essential for helping kids to develop physically, mentally, emotionally, and socially, is one mainstay of the K to 12 program. Charles A. Bucher contends that PE is a necessary component of education that makes use of physical activities to advance general well-being. The course helps students acquire abilities that support a lifetime dedication to health and fitness, as well as improve social interaction, leadership, and teamwork.

High-quality physical education, according to the Association for Physical Education in England, advances moral, emotional, cultural, intellectual, and physical aspects as well. PE is still vital in promoting lifetime fitness and a good lifestyle even if its schedule in the senior high school curriculum is reduced. Studies show that pupils' interest in physical education greatly affects their involvement in different physical activities. As a psychological experience, interest is set off by many elements, including the learning environment, social contacts, and personal drive. Particularly in disciplines like physical education, which call for active participation, fun, and enjoyment, these are vital components of piquing student interest in learning.

Improving teaching tactics, encouraging student motivation, and increasing general learning environments all depend on an awareness of students' interest in PE. Studies of student involvement point to instructional strategies, preparedness, and personal learning profiles as influencing factors. Students' levels of motivation and involvement rise when they discover activities to be relevant and fun, thus improving the learning results.

This study seeks to investigate students' interest in Physical Education at Cabilao National High School, Loon, Bohol. The results will provide insightful analysis for legislators, school managers, and teachers developing plans to raise student involvement in physical education and motivation. Furthermore, the findings will underline the need to create an engaging and encouraging classroom that advances lifetime physical exercise and well-being.

Related Literature. It was found that students' interests and their relationship with the instructor have a big impact on students' successful academic achievements. Thus, to promote student growth and success, teachers must consider student interest and develop student and teacher attachment. (Sauer, 2012)

"Active Education: Physical Education, Physical Activity and Academic Performance" concluded that to have higher academic performance, children must be physically active and fit which helps better attendance and fewer problems in school. Trost also pointed out that allocating more time in physical education and other physical activity program does not distress students' academic performance, and regular participation may improve students' concentration and cognitive functioning. In some cases, more time in physical education leads to improved interest and to explore new adventure and skills (Trost, 2007).

It was found out that in increasing interest learners must view a great life value which applies to their lifelong learning, supports goals-achievement and boosts effort in doing opportunities. Furthermore, gaining learning experiences through activities is real and relevant to students, especially when these activities are interesting that they give an effort for a better understanding. (Hardr, Sullivan, and Crowson (2009))

"Effect of Physical Education and Activity Levels on Academic Achievement in Children", determining Physical Education and physical activity effects on academic achievement were assessed on 214 sixth graders. The results show that the respondents' grades were similar in both Physical Education classes in the first and second semesters. Their grades were not affected by moderate physical activities. Respondents who did vigorous activity had higher grades compared with those who did not. Classes and activities in Physical Education are not connected with standardized test scores. (Coe, Pivarnik, Womack, Reevs and Malina's (2006))

Exploring student interest, identified to be related to perseverance and intellect. The study was conducted using a qualitative study of 19 freshmen students at a regional Australian university. Results show that students' current individual interests and objectives relate to the teaching atmosphere to cause situational interest. Situational interest then improves behavioral and cognitive engagement and guides to improved learning and achievements. Recognizing the significance of the learning task is revealed to be mostly the main factor of student interest. Students' feelings, usefulness, and ability to relate are also essential factors in describing the relationship between student interest, the teaching settings, and student involvement (Kahu, Nelson, & Picton 2017).

The "Daily Interest, Engagement, and Autonomy Support in the High School Science Classroom, Contemporary Educational Psychology" states that there is a relationship between situational interest and engagement with daily learning content in the science classroom as well as learning conduciveness in the classroom environment. A six-week learning content was based on the

students' reports using a diary study. The results showed that interest in science classes and behavioral engagement decreased throughout the unit. Besides, it was also shown that during science classes, daily and cumulative interest predicted behavioral engagement (such as working hard, participating, and paying attention), cognitive engagement, and agentic engagement. There is also emphasis, taken from the results, that teachers support student-centered learning, thus giving the students the chance to create their own choices. It was also suggested in the results that the connection between academic interest and decision-making is stronger at the start of the instructional unit than at the end. Furthermore, there are also various findings regarding the students' gender and ethnicity, as well as their dependence on the subject content and its level of relation to the students' interests. (Patall, Vasquez, Steingut, Trimble, and Pituc (2016).

Theoretical Background. Several well-known theories in educational psychology that explain motivation and interest can be related to the research on students' inclination in physical education. Self-determination theory (SDT) comes first. According to this perspective, people are driven when their demands for relatedness, competence, and autonomy are met (Deci & Ryan, 2013). Within the framework of the survey, students indicated "Very Positive Interest" in physical education when they thought their teachers valued their views and created a motivating environment. This is consistent with SDT since students who feel linked to their teachers and with whom they have agency are more inclined to participate favorably.

According to the Expectancy-Value Theory, one's expectations for success and the value they attach to that success determine their drive to perform a task (Wigfield & Eccles, 2000). Students' interest and perceived enjoyment in physical education in the study could result from their view of the relevance of physical education for their general well-being as well as from their belief in their ability to excel in the activities.

Harackiewicz et al. (2016), in Interest Development Models, claim that interest is more than just a psychological state; it also entails a continuous propensity to interact with particular information. The methodology incorporates phases called attention-gaining and problem-based learning that guide pupils toward a more intense interest over time. As the study results show, this viewpoint is crucial in realizing how to design interesting physical education settings that boost student interest.

Related Studies. The Physical Education (PE) curriculum is meant to help pupils develop holistically in many spheres. It consists of several teaching strategies meant to develop motor skills, track physical, cognitive, social, and emotional development, and involve students in activities aiming at highest degrees of fitness (Weiss, 2011). The course also covers motor skills, cooperative learning opportunities that boost multicultural awareness, and exercises fostering a lifetime respect of fitness and good living. By advising a minimum of 150 instructional minutes per week at the elementary level

and 225 minutes per week at the secondary level, the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) emphasizes the need of a well-organized PE program. Moreover, efficient program execution depends critically on trained PE teachers as well as on enough tools and facilities. A socializing activity, physical education is also a necessary component of a larger society that promotes sports involvement and physical wellness. In educational settings, the phrases "sports" and "health" are frequently used synonymously, therefore influencing the impression of PE as a topic. Studies point to five areas of learner development—physical, lifestyle, emotive, social, and cognitive—that would especially profit from physical education and sports. Bailey (2006) claims that physical education helps to improve basic movement skills, physical competency, social behaviors, self-esteem, academic attitudes, and cognitive development. Still, the advantages of physical education come from relationships with coaches, parents, and teachers as much as from involvement.

The variety of activities provided shapes student participation in physical education. According to Rikard and Banville's research, including different activities depending on student tastes helps boost involvement and drive. Their results show that pupils who view activities as fun and good for their health are more likely to engage in physical education. Instructional tactics should be improved, and student groups based on skill levels should guarantee suitable involvement to keep students interested.

Engagement of children in physical education depends much on situational interest. Situational interest, defined by Chen and Darst (2001) as the attraction of a learning activity captivating students through novelty, challenge, and instant gratification, Emphasizing that PE can produce fascinating, situational activities appealing to children regardless of gender or skill level, Subramaniam (2009) supports this point of view. Moreover, Wallhead and Ntoumanis (2004) propose that by means of the Sports Education program, raising students' interest in physical education can improve self-determination and task involvement.

Teachers' personal traits and methods of instruction can affect how effective PE is. Three main elements for good teaching, according to Abrantes, Seabra, and Filipe (2007), are (1) applying interesting instructional strategies, (2) being approachable and sensitive of student needs, and (3) proving teaching process competency. These elements affect learning results and help to explain student interest. Asserting that teachers should provide a stimulating learning environment to stimulate individual interest and encourage long-term participation in physical activities, Subramaniam (2010) refutes the myth that pupils intrinsically lack enthusiasm in PE.

Additionally much research has gone into the connection between physical activity and academic success. According to Trudeau and Shephard (2008), including physical activities within the course of instruction has no effect on academic achievement whatsoever. On the other hand, cutting

PE time in favor of academic courses could be bad for kids' health and not always help grades. Secondary schools should, according to Scislak, Rokita, and Popowczak (2013), find out which physical activities students enjoy and support active involvement to reduce absenteeism and promote lifetime physical health.

Emphasizing that curiosity is a "powerful motivating process" that improves learning and academic performance, Harackiewicz, Smith, and Priniski (2016) Four main approaches-attention-grabbing environments, circumstances that inspire past individual interest, problem-based learning, and stressing the utility value of tasks-are described here as means of encouraging student interest. Renninger and Hidi (2002) similarly stress the need of knowing student interest and performance and advise teachers to help students in developing their interests and interacting with subject matter that fits their taste.

Finally, encouraging good opinions of physical education can pay off over time. According to Zeng, Hipscher, and Leung (2011), helping pupils to view physical education positively will help them to engage in physical activities lifetime. To support general student well-being and achievement, schools should give physical education programs that strike a mix between physical activity and academic learning top priority.

RESEARCH METHODOLOGY

This study utilizes a quantitative-descriptive method aided with a modified questionnaire patterned from Kate Sauer, St. John Fisher College in a certain study and a documentary analysis utilizing data from the academic performance of the respondents in Physical Education to determine the Students' Interest Towards Physical Education in Relation to Academic Performance among Senior High School Students of Cabilao National High School, Cabilao, Loon, Bohol, School Year 2018-2019. The respondents for this study were senior high school students at Cabilao National High School, with a total of 107 student respondents.

The modified standardized questionnaire was used for pilot testing to determine Students' interest in Physical Education. The students' interest was based on three factors: Teacher Performance, Peer, and Self-point of View. The questionnaire consisted of 30 items. This tool is answered by strongly agree (STA) (4), moderately agree (MA) (3), slightly agree (STA) (2), and Disagree (D) (1).

The following parameters were used in data analysis and interpretation.

Weight	Parameters	Response Category	Interpretation
4	3.20 – 4.00	Strongly Agree	Very Positive Interest is Observed
3	2.50 – 3.19	Moderately Agree	Moderately Positive Interest is Observed
2	1.75 – 2. 49	Slightly Agree	Slightly Positive Interest is Observed
1	1.00 – 1.74	Disagree	Negative Interest is Observed

The questionnaire underwent a reliability test to assure validity and reliability. It was conducted with twelve students, tallied, and presented to the statistician for computation of the results. The adviser checked the results for modification and further suggestions. After being modified, the tool was produced for administering the test.

Pilot testing of the modified questionnaire was conducted to twelve students with the same level of the actual respondents. Cronbach's Alpha was used for the results' reliability test. The results of .751 revealed that reliability was moderate, and all items are acceptable.

To ensure safety and no harm will happen to the respondents, the researchers underwent an ethics review from the ethics review committee of the University of Bohol, and the UBREC reviewed the protocol. A study permit was secured, including signatories from the Vice President of Academic Affairs, the Dean of the Graduate School. Principals, and the Research adviser. After the signed approval, the researcher immediately administered the questionnaire to the respondents and gathered the respondents' grades from the subject teacher. The respondents were given enough time to answer the questions. The researcher reminded the respondents to answer honestly to assure the accuracy of data and reliable result.

Moreover, the researcher personally distributed the questionnaire to the respondent. Having a tool duly answered, they were collected and retrieved from the data tabulation and interpretation. The researchers explained the objectives of the study by writing a letter to the respondents. They are briefed that their rights will be respected from the start to finish the research. The assurance of complete anonymity of the respondents was upheld. They can stop at any point in answering if they feel the rights are violated. As a sign of consent, they need to affix their signature. Complete anonymity will be short handling of the data. The data gathered were coded, interpreted, and analyzed statistically using SPSS. The coded data were stored in the researcher's Google Drive, which only the researchers can access. The researchers observed privacy and confidentiality throughout the study, assuring that the gathered data are used for research purposes only, practicing ethical considerations throughout the research.

RESULTS AND DISCUSSION

Level of Students' Interest on Physical Education Among Senior High School Students. Table 2 shows the results on the level of students' interest in Physical Education among Senior High School students in terms of the following factors. **Teacher's Performance.** The level of students' interest in Physical Education among Senior High School students in terms of the Teacher's Performance is labeled as "Very Positive Interest" with the overall composite mean of 3.81. Among the ten items, item number seven, "My PE teacher respect students' ideas" is labeled as "Very Positive Interest" with the mean of 3.96 which is ranked as first, and item number one "My PE teacher is prepared for class" is labeled as "Very Positive Interest" with the mean of 3.94 which ranked as second. The following items are the bottom two: item number ten, "My PE teacher in PE is easy to talk with and supports me when I make a mistake in executing the exercises," is labeled as "Very Positive Interest" with the mean of 3.64 which ranked as ninth, and item number four "My PE teacher demonstrates enthusiasm" is labeled as "Very Positive Interest" with the mean of 3.56 which ranked as the tenth.

Peer. The level of students' interest in Physical Education among Senior High School students in terms of Peers is labeled as "Very Positive Interest" with an overall composite mean of 3.43. Among the ten items, item number one, "I feel comfortable doing physical activities with my peers," is labeled as "Very Positive Interest" with a mean of 3.73, which is ranked as first, and item number two "We share ideas about PE during class" is labeled as "Very Positive Interest" with the mean of 3.68 which is ranked as second. The following items are the bottom two: item number four, "I prefer to do performance tasks as an individual" is labeled as "Very Positive Interest" with a mean of 3.14 which ranked as ninth, and item number three, "No one gets left behind during group performances" is labeled as "Moderately Positive Interest" with the mean of 2.92 is ranked as tenth.

Self-Point of View. The level of students' interest in Physical Education among Senior High School students in terms of Self-Point of View is labeled as "Very Positive Interest," with the overall composite mean gathered of 3.71. Among the ten items, item number six, "I experience enjoyment in PE class " is labeled as "Very Positive Interest" with a mean of 3.91, which ranked as first, and item number four "I like PE because it helps develop personal discipline" is labeled as "Very Positive Interest" with the mean of 3.88 which ranked as second, and the following items are the bottom two; item number seven "I believe that PE will enrich my life" is labeled as "Very Positive Interest" with the mean of 3.55 which ranked as ninth. Item number eight, "The once-a-week PE subject is not enough," is labeled as "Moderately Positive Interest" with a mean of 3.22, which ranked as the tenth.

Academic Performance in Physical Education. The average academic performance of the senior high school students is 91.55, which is interpreted

as Outstanding. 80 (74.77%) respondents attained an "Outstanding" level of performance and were considered as Passed. 23 (21.50%) respondents attain the "Very Satisfactory" level of performance, and it is considered as Passed. There are 4 (3.74%) respondents who attain the "Satisfactory" level of performance, and it is considered as Passed. There are 57 (53.27%) respondents who attain a level of performance above the mean and 50 (46.73%) respondents who attain a level of performance below the mean.

Relationship Between Grade Level and Students' Interest. With a corresponding p-value < 0.05 and a computed value of $\chi^2(1) = 9.3192$, the chi-square test findings showed statistical significance. The null hypothesis is rejected because of this finding, which points to a substantial correlation between students' interest in physical education (PE) and grade level. Students' interest in physical education tends to grow as they move up the grade levels, especially in Grade 12.

Table 1. *Relationship Between the Grade Level and Students' Interest*

N= 107

Students' Interest in PE	Grade Level						Total
	Grade 11			Grade 12			
	52.5794			44.4206			
VPI		48			49		97
			0.3988			0.4721	
	5.4206			4.5794			
MPI		10			0		10
			3.8688			4.5794	
	0.0000			0.0000			
SPI		0			0		0
			0.0000			0.0000	
	0.0000			0.0000			
NI		0			0		0
			0.0000			0.0000	
Grand Total		58			49		107
Chi sq.			4.2677			5.0515	$x^2 = 9.3192$
	Critical value @ 1 df (0.05) = 3.841			Result: Significant			Ho: Rejected

This pattern might be explained by their increasing sense of acceptance among their peers, which promotes a more favorable opinion of the said topic. Additionally, social relationships operate as a motivator since students are more likely to attend and participate in physical education classes when their friends are involved. These findings highlight how crucial it is to provide an inclusive learning environment and peer support in order to maintain and increase kids' enthusiasm for physical education.

Correlation Between Age and Academic Performance. The computed value of r = -0.19643 with an accompanying p-value of 0.05 demonstrated statistical significance based on the Pearson correlation analysis. Thus, the null hypothesis was disproved, verifying a noteworthy negative association between age and academic performance.

Table 2. Pearson Correlation Between Age and Academic Performance

Variables	r	p-value	Significance	Decision
Age and Academic Performance	-0.19643	< 0.05	Significant	Null Hypothesis Rejected

This result means that pupils' academic performance usually decreases somewhat as their age rises. Variations in learning adaptation, cognitive load, and external obligations that older students may encounter relative to their younger counterparts could help explain the negative link. These findings underline the importance of focused initiatives to guarantee fair academic possibilities and assist students of different ages.

Correlation between academic performance and students' interests. The computed value of r = -0.08499 from the Pearson correlation analysis is less than the statistical significance level (p > 0.05). Hence, the null hypothesis was not rejected, suggesting that there is no significant relationship between students' academic performance and the topic of interest.

Table 3. *Pearson Correlation Between Students' Interest and Academic Performance*

Variables	r	p-value	Significance	Decision
Students' Interest and Academic Performance	-0.08499	> 0.05	Not Significant	Null Hypothesis Accepted

This result implies that improved academic performance has no significant relationship with students' interest in the topic. Though they do not directly affect academic performance, elements like peer influence and classroom enjoyment may help students be engaged and motivated. These findings draw attention to the complicated character of learning, in which academic performance depends on several elements outside of interest, including study habits, teaching tactics, and cognitive skills.

CONCLUSIONS

Research results show that Cabilao National High School students show a generally positive interest in physical education, with particular elements influencing this engagement. Especially, the strong correlation between grade level and students' interest points to possible changes in their interest in physical education as they advance in their education, maybe due to more awareness of personal health and fitness or more social interactions inside peer groups.

The research also emphasizes how important teachers are in determining student interest. An interesting classroom is created in great part by elements

like teacher performance, peer relationships, and self-perceptions. Though there is little correlation between students' academic performance in physical education and their level of interest, the results highlight the need of helping pupils to see physical education in a positive light so promoting lifetime involvement in physical activities.

Teachers should use creative teaching approaches, develop relevant instructional materials, and include students in practical applications of skills acquired in the classroom in order to raise their interest in physical education. This multifarious strategy helps students' general well-being and academic performance in addition to raising their involvement.

RECOMMENDATIONS

1. The teacher should include real-life experiences an application in his/her teaching so that the students can make consideration of their possible course they may take in college. The teacher should include also an activity that will explore themselves and identify what they want to become.

2. The teacher should always wear smiles in front of the class. Always shows concern to those who are left behind in lessons and always praise the student who performs very well and provide feedback on their output.

3. Emphasize group activity. The teacher should give an activity that will give everyone a role and entertaining and worthy of their time. The activity should be playful and interesting on the part of the students.

4. Give student additional project that would enhance them even if it is not the time for PE subject.

5. The teacher should solicit a respond or feedback from his/her younger students, especially to the male. Encourage them to participate and ask them what they are expecting from the class.

6. The teacher should present and discuss a lesson that will relate to his/her students, especially to the Cookery and Carpentry students. Make the subject as close as the two strands to make the students feel connected.

7. The teacher should create unique teaching strategies daily to maintain and enhance the students' participation in the discussion.

8. The teacher should make the student create a weekly learning bank. All the learning, perspective, and perception should be written in essay form.

9. The teacher should allocate several minutes for allowing the students to share their ideas and concepts on their group. Make sure that the topic should be relatable and base on their real-life experience.

10. The teacher should make sure that everyone is participating in a discussion and allow themselves to do what they want to do in presenting their ideas and outputs.

11. The teachers are encouraged to upgrade their proficiency in teaching Physical Education.

12. It is highly recommended that the proposed improvement measures be implemented.

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