The importance of individual interest and school engagement to the advancement of physical culture promotion in schools of higher education

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Abstract

Purpose. Promoting physical culture on campus is highly important as it provides an avenue for the students to develop and strengthen their bodies and circumvent fatal diseases and illnesses brought by the present living conditions. However, this can only be translated by taking into priority the individual interest of students toward Physical education and their school engagement. Published scholarly works have accentuated that situational interest that can trigger individual interest, which can result in students’ higher engagement reports. However, little is known about individual interest’s impact alone on students’ engagement. In this regard, this novel study is highly focused on assessing the relationship and direct influence of individual interest, along with its three factors, on school engagement.

Materials and Methods. In order to gather all of the data that was required for this study, an online survey that was constructed with Google forms was utilized. This study has made use of two instruments. First, the newly developed and validated Individual Interest in Physical Education Questionnaire, which is a 14-item multidimensional questionnaire that measures students’ individual interest based on three factors, namely: positive affect and willingness to reengage (PAWR), stored utility value (SUV), and stored attainment value and knowledge-seeking intentions (SAVKSI) was utilized. Lastly, the Utrecht Work Engagement Scale for Students (UWES-9S), a 9-item questionnaire that measures the overall school engagement of students. The data was analyzed using the Spearman Rho’s (r) test and Multiple Regression to look for an association and causal effect of students’ individual interest in school engagement. This study incorporates the directional significance of each individual interest’s three dimensions (PAWR, SUV, and SAVKSI) in a multiple regression analysis of its impact on students’ engagement in school.

Conclusions. After obtaining data from 11,378 undergraduate students [(N_Male = 6683(58.7%), N_Female = 4695(41.3%)] from various higher education institutions in the Philippines, it was discovered that individual interest along with its three factors has a significant association and direct impact on school engagement. Based on the aforementioned findings, proposals for physical education teachers and future research undertakings are a result of this investigation to effectively translate physical culture to campuses improving students’ overall wellbeing.

Keywords: higher education, individual interest, physical culture, physical education, school engagement, wellbeing

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Джозеф Лобо, Рейнальдо Перальта, Франсиско Габриэль Превандос, Кларенс Баутиста, Джейсон Агупитан, Джун Грег Маболо. Важность индивидуального интереса и участия школы в продвижении физической культуры в учебных заведениях

Мета. Продвижение физической культуры в кампусе очень важно, поскольку оно дает студентам возможность развивать и укреплять свое тело и избегать смертельных болезней и болезней, вызванных нынешними условиями жизни. Однако это может быть реализовано только в том случае, если в приоритете будет индивидуальный интерес учащихся к физическому воспитанию и их школьная активность. Опубликованные научные работы подчеркивают тот ситуативный интерес, который может вызвать индивидуальный интерес, что может привести к более высоким отчетам студентов о вовлеченности. Однако мало что известно о влиянии индивидуальных интересов на вовлеченность учащихся. В связи с этим, это новое исследование уделяет большое внимание оценке отношений и прямого влияния индивидуальных интересов учащихся на вовлеченность в школу.

Материалы и методы. Чтобы собрать все данные, необходимые для этого исследования, был использован онлайн-опрос, созданный с помощью формы Google. В этом исследовании использовались два инструмента. По-перече, недавно разработанная анкета индивидуального интереса к физическому воспитанию, которая включает в себя направленную значимость трех измерений каждого интереса (PAWR, SUV, SAVKSI) и причинно-следственный эффект интереса учащихся к участию в школе. Это исследование включает многочисленность анализа и оценку влияния индивидуальных интересов учащихся на вовлеченность в школу. Данная работа (UWES-9S), анкета из 9 пунктов, которая измеряет общую вовлеченность учащихся в школу. Данные были проанализированы с использованием теста Спирмена Ro (rs) и множественной регрессии, чтобы найти связь и причинно-следственный эффект индивидуального интереса учащихся к участию в школе. Это исследование включает в себя направленную значимость трех измерений каждого отдельного интереса (PAWR, SUV, SAVKSI) в множественном регрессионном анализе его влияния на вовлеченность учащихся в школу.

Выводы. После получения данных от 11 378 студентов бакалавриата [(Nmale = 6683 (58.7%), Nfemale = 4695 (41.3%)] из различных высших учебных заведений на Филиппинах, было обнаружено, что индивидуальный интерес учащихся наряду с его тремя факторами имеет значительную связь и прямое влияние на школьную вовлеченность. Основываясь на вышеупомянутых выводах, предложения для учителей физической культуры и будущие исследовательские мероприятия являются результатом этого исследования, чтобы эффективно перенести физическую культуру в кампусы, улучшающая общее самочувствие учащихся.

Ключевые слова: высшее образование, индивидуальный интерес, физическая культура, физическое воспитание, школьная вовлеченность, благополучие
Introduction

Physical culture on campus

Without the major adults in the academic community, the teachers, promoting physical culture on campus would not be possible [1, 2]. Even if teachers are the individuals whose primary responsibility that is to effectively transfer the culture to students, this can only be accomplished by taking into account the individual interests of students in areas such as physical education and school engagement. In this regard, in order to completely optimize the participation of the students to be physically active, the course content that is introduced to the students should be carefully considered and appropriately chosen in order to provide enjoyment and satisfy the students’ expectations. To put it another way, physical culture is the study of human movement in a variety of circumstances, such as in Physical Education, through taking part in a wide range of different types of physical activities [3]. It offers a setting in which students can enhance and fortify their bodies while avoiding the adverse effects of their living conditions [4–6]. In point of fact, physical education is on par with the significance of other academic subjects because of the crucial part it plays in the development and health of students as a whole [7]. To maintain the culture within the campus would result in excellent physical fitness (such as perfection in motor skills and abilities), the positive growth of vital forces, and the moral, aesthetic, and intellectual development of the students [8–10].

It was shown that a significant number of students exhibited positive attitudes toward physical education, which activated their interest and participation in the subject. According to studies by [11] and [12], students at the University of Eastern Philippines and four Chinese universities expressed a moderate to a positive view of physical education. As was indicated previously, the findings are consistent with the efforts that the instructors have made to effectively teach the topic to their students. The fact that the effort that teachers put into educating their students and making them feel comfortable has led to a high and positive level of attitude on their part is an additional astonishing discovery that was reported from the research conducted by [13]. Additionally, it was shown that the professional credentials of teachers had a correlation with the attitudes that students have toward the topic being taught [14–16]. On the other hand, other research that looked at previously published scholarly publications came to the conclusion that these favorable findings were inaccurate. According to the findings of [17], which were reported, physical culture is not extremely significant and should not be prioritized based on college students who are majoring in law. According to the findings of another study conducted by [18], third-graders in the Menteşe district of the Mula province in Turkey were found to have a pessimistic outlook. The findings of the study conducted by [19] have also revealed that Romanian students have unfavorable views toward Physical Education, which may lead to a decrease in individual interest and engagement in school [20–22]. Other research, have also found that the physical and sporting activities that are presented to students are associated with and can alter students' attitudes [23–25]. Therefore, this explains why teacher variables, in addition to the activities they choose and offer to students, play a crucial role in establishing students' interest and strengthening involvement in the successful development of physical culture.

Individual interest and school engagement

Over the course of the past few years, it has become common knowledge that interest is a powerful predictor of participation in school [26]. It has been characterized as a process of motivation that can enhance learning and academic performance, and it is essential to the achievement of one's academic goals [27, 28]. A student is easy to spot as one who is highly interested in Physical Education if they are resolute in their pursuit to improve abilities that they have only recently become familiar with, are committed to excelling at one particular sport, and participate in a wide variety of physically demanding pursuits. Along the same lines as what [29] have just recently reaffirmed, interest has been viewed as an influential motivator that initiates all kinds of human behaviors. In a more in-depth description, interest is described as having three major qualities [30]: (1) it is a psychological state as opposed to a consistent trait; (2) it is specific on its content; and (3) it is a multidimensional construct. An enhanced attention to the topic that demonstrates a desire to learn and is accompanied by a positive attitude about the topic is a hallmark of situational interest.
Individual interest, on the other hand, is a quality that is more stable and is connected to a person's unchanging leaning toward a specific topic over the course of time [34–36]. In addition, interest is often intellectualized as being content-specific [37,38]. This means that a student's perceived degree of interest in Physical Education compared to other disciplines (or vice versa) can vary greatly. Also, the idea has been defined as a complex construct that consists of two (2) dimensions: affective (such as a good sensation) and cognitive (such as a perceived importance) domains [39,40]. Unfortunately, educational scholars centralized situational interest to have more substantial motivational potential than its counterpart, especially in a daily teaching-learning setting. After all, teachers have the ability to improve the atmosphere by exerting influence over the students' situational interests through a variety of instructional activities [41]. Because of this, the focus of the majority of studies on interest is on establishing the direct effect of situational interest on school involvement in Physical Education as well as through a variety of other types of physical activity [42–44].

According to [30], individual interest may be broken down into three distinct components: positive affect and a willingness to reengage; stored utility value; and stored attainment value and knowledge-seeking intentions. Students are considered to have positive affect and a willingness to reengage (PAWR) when they have a pleasant attitude or a sense of satisfaction when interacting with certain content, such as Physical Education. According to [45], it is possible to explain that students will continue to reengage themselves in the learning process if the experiences they have with the subject bring joy and satisfaction. The extent to which an activity or a particular piece of content coincides with the goals of the students is what determines the activity's or content's stored utility value (SUV). For instance, students might consider Physical Education to be significant owing to the benefits it provides to their bodies, their health, and their lives in general. Last but not least, the concept of “stored attainment value and knowledge-seeking intentions” (also known as “SAVKSI”) is defined as the significance of subject matter, such as Physical Education, on an individual level in relation to the pertinent aspects of students' self-schemas and primary personal ambitions. In this sense, students may have a high level of interest in Physical Education if it is a reflection of themselves and how it is abstracted based on experiences they have had in the past as well as how they should respond in the present circumstance. On the other hand, school engagement is a complex notion that includes cognitive, affective, and behavioral aspects of students' participation in school [46]. In addition to the three dimensions that it possesses, it also possesses the three components of vigor, dedication, and absorption [47]. A student is considered to have “vigor” (VI) when they exhibit high levels of energy, resiliency, and flexibility in the setting of the educational environment [48,49]. On the other hand, the term “dedication” (DE) is used to describe a student who studies with a great deal of zeal and concentration [50]. Students that are really interested in the material have a favorable impression of the course works and think it is important, significant, and motivating [51]. When students are intensely concentrated and completely engaged in a variety of academic tasks, they are said to be in an absorption state (abbreviated as AB) [52]. This component provides a framework for understanding the interplay between enjoyment and attentiveness in the context of academic endeavors [53]. According to [54], these three aspects of student involvement in school are rather separate from one another, despite the fact that they are intricately interrelated.

As was mentioned previously, situational interest causes the magnification of individual interest, which ultimately leads to better students' school involvement [34,55]. The results presented above suggests that the altered situational interest could boost individual interest, which would result in highly engaged students appreciating the content more. Students have a greater likelihood of perceiving high situational interest if the current environment is congruent with their own individual interests. On the other hand, a more in-depth investigation into individual interest and the ways in it directly affect engagement in school must be carried out and must not be ignored. This is due to the fact that a student's personal interests have a significant impact on their motivation to participate in more physically demanding activities and their ability to apply the skills they have acquired in the classroom to real-world scenarios, both of which are beneficial to the student's health as a whole. This paper agrees with what [30] have stated, There is a growing body of evidence about situational interest and the motivating potential it possesses; nevertheless, there is a paucity of information concerning individual interest. Captivatingly, there has been a single study that was discovered to which tackled individual interest and
This present study is focused on the following aims:

- Determine the extent to which one's individual interest is related to engagement in school;
- Analyze the impact that these three aspects of individual interest have on the amount of engagement in school; and
- Evaluate the direct effect that each of the three separate factors of individual interest has as a model on the level of engagement in school;

Due to the fact that this is a developing topic with a limited amount of previous research, the research hypotheses are of utmost significance to the following investigation:

- \( H_1 \): Individual Interest has no significant relationship to School Engagement;
- \( H_2 \): PAWR has no significant relationship to SE;
- \( H_3 \): SUV has no significant relationship to SE;
- \( H_4 \): SAVKSI has no significant relationship to SE;
- \( H_5 \): Individual Interest has no direct influence on School Engagement;
- \( H_6 \): PAWR has no significant effect to SE;
- \( H_7 \): SUV has no significant effect to SE;
- \( H_8 \): SAVKSI has no significant effect to SE;

**Aims and hypotheses**

**Materials and methods**

**Population and sampling technique**

The students who volunteered to take part in the study are undergraduates in their first or second year who are currently enrolled in minor Physical Education courses (Physical Education 1 and 3) during the first semester of the academic year 2022-2023 at one of a number of different colleges or universities in the Philippines. Participating educational institutions are as follows: Aklan State University, Northern Iloilo State University, Capiz State University, City College of Angeles, Mabalacat City College, and Pampanga State Agricultural University. All of these institutions have acknowledged the invitation to participate in the study. All of the aforementioned colleges and universities have somewhere between 5,000 and 12,000 total students enrolled in their various degree programs. In addition, the researchers utilized two different sampling methods in order to locate participants for the research project. First, the *Purposive Sampling Technique* is a non-probability sampling approach in which the respondents are chosen based on the qualities that are deemed fit for the investigation [23]; second, the *Convenience Sampling Technique* is also a non-probability sampling method in which the respondents can answer the instruments according to their convenience [57]. This research only included students in their first and second years because that is when they typically take their first and second minor physical education classes respectively. Consequently, it is absolutely necessary to encourage physical culture during these times. Table 1 contains an illustration of the demographic characteristics of the respondents based on gender [(\( N_{\text{Male}} = 6683(58.7\%) \), \( N_{\text{Female}} = 4695(41.3\%) \)] and school/campus [(\( N_{\text{Aklan State University}} = 2565(22.5\%) \), \( N_{\text{Northern Iloilo State University}} = 1806(15.9\%) \), \( N_{\text{Capiz State University}} = 1680(14.8\%) \), \( N_{\text{City College of Angeles}} = 2312(20.3\%) \), \( N_{\text{Mabalacat City College}} = 1761(15.5\%) \) and \( N_{\text{Pampanga State Agricultural University}} = 1254(11.0\%) \)]. In total, there were 11,378 undergraduates who took part in the research study.

**Instruments and data gathering**

An online survey built with Google forms was used to collect all of the necessary information for this study. It is common knowledge that collecting data online has the potential to amass a significant amount of information, can be carried out at a low cost, and can be finished in a relatively short amount of time [58]. During the course of this investigation, two (2) different instruments were used. First, the English version of the Students' Individual Interest in
Physical Education questionnaire that was recently developed by [30]. This questionnaire is a 14-item multidimensional questionnaire that measures students' individual interest based on three factors, namely: positive affect and willingness to reengage (e.g., “If I could choose an optional school subject, I would choose PE.”), stored utility value (e.g., “I do physical activities seen in PE as soon as I have free time.”), and stored attainment value and knowledge-seeking intentions (e.g., “I find it important to do well in PE.”). The responses are recorded based on a Likert scale with five points, ranging from 1 (strongly disagree) to 5 (strongly agree). The final instrument that was utilized was the Utrecht Work Engagement Scale for Students (UWES-9S), which was initially developed by [59], and adapted by [60]. This instrument measures the overall school engagement of students. The UWES-9S can be broken down into three distinct characteristics: Vigor [VI] (e.g., “When I get up in the morning, I feel like going to class.”), Dedication [DE] (e.g., “I am proud of my studies.”), and Absorption [ABS] (e.g., “I am immersed in my studies.”). Responses are recorded in a 5-point Likert scale (1 - “never” to 5 - “always”). Table 2 provides examples of the components that make up each instrument.

**Data Analysis**

A test of normality, a test of reliability, and a test of the bivariate correlation were carried out. The results of the normality test on a variety of subscales are presented in Table 2, which provides an overview of the findings. According to the findings, the values of skewness and kurtosis did not obtain the threshold value of [-2, 2] across all subscale and scales, which indicates that the data did not follow a normal distribution. In addition, the results of the reliability test show a high reliability score, which indicates that the instruments can be utilized for the research with a Cronbach's Alpha (CA) value in the range of .90 to .95. In conclusion, a test of association across all subscales showed that there is a positive interrelatedness ($p < .01$). In addition, the same was done with regards to the overall individual interest and school engagement, as shown in Table 4. For both of these instruments, the calculation involved obtaining composite scores. According to the findings, the data coming from both scales have a non-normal distribution. As a result, a non-parametric test can be carried out in order to investigate the relationship between the two variables. Both of these instruments passed the reliability test, achieving high scores with Cronbach's Alpha (CA) values of 0.97 and 0.95, respectively. A statistically significant and favorable association was also found to exist between the two scales ($p < .01$).

In addition, a *Spearman Rho's* (rs) test was carried out in order to investigate the possible connection between the two variables. It is a non-parametric test that calculates ranks to determine the correlation between the two variables being tested [61]. In this particular study, in order to investigate the possible relationship between the two variables, a combined score was derived from both of the questionnaires. Also, *multiple regression* was carried out in order to forecast the direct influence that individual interests have on school engagement, taking each of those individual interests' three dimensions (PAWR, SUV, and SAVKSI) into account. It is a modeling strategy in which the value of a dependent variable is forecasted based on the values of two or more independent variables [62].

**Ethical considerations**

The respondents had an understanding of the objectives, instruments, and constructs that were going to be measured and evaluated throughout the course of the study. In addition, the positive effects that the investigation will have on higher education institutions and the scientific community have been outlined. There was also discussion of the possibility of less significant risks, such as feeling uncomfortable when responding to personal and sensitive survey questions and receiving no financial compensation for the information provided. In light of these considerations, respondents were required to indicate their agreement by checking the box next to the attached agreement in the Google forms.
Demographic characteristics

<table>
<thead>
<tr>
<th>Values</th>
<th>Items</th>
<th>N(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>6683(58.7%)</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>4695(41.3%)</td>
</tr>
<tr>
<td>School/Campus</td>
<td>Aklan State University</td>
<td>2565(22.5%)</td>
</tr>
<tr>
<td></td>
<td>Northern Iloilo State University</td>
<td>1806(15.9%)</td>
</tr>
<tr>
<td></td>
<td>Capiz State University</td>
<td>1680(14.8%)</td>
</tr>
<tr>
<td></td>
<td>City College of Angeles</td>
<td>2312(20.3%)</td>
</tr>
<tr>
<td></td>
<td>Mabalacat City College</td>
<td>1761(15.5%)</td>
</tr>
<tr>
<td></td>
<td>Pampanga State Agricultural University</td>
<td>1254(11.0%)</td>
</tr>
</tbody>
</table>

Table 1

Instruments’ Item

<table>
<thead>
<tr>
<th>Positive Affect and Willingness to Reengage</th>
<th>Utrecht Work Engagement Scale for Students [60]</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I could choose my subjects in school, I would like to do more PE</td>
<td>Vigor</td>
</tr>
<tr>
<td>PE is my favorite school subject</td>
<td>When I am doing my work as a student, I feel bursting with energy</td>
</tr>
<tr>
<td>If I could choose additional school subjects, I would choose to do PE</td>
<td>I feel energetic and capable when I’m studying or going to class</td>
</tr>
<tr>
<td>If PE lessons could be longer, I would be happy</td>
<td>When I get up in the morning, I feel like going to class</td>
</tr>
<tr>
<td>If I could choose an optional school subject, I would choose PE</td>
<td>Dedication</td>
</tr>
<tr>
<td>Stored Utility Value</td>
<td>I am enthusiastic about my studies</td>
</tr>
<tr>
<td>When I have free time, I like to practice activities that I’ve done in PE</td>
<td>My studies inspire me</td>
</tr>
<tr>
<td>What I learn in PE is useful for what I do outside of school</td>
<td>I am proud of my studies</td>
</tr>
<tr>
<td>After school, I want to continue doing physical activities that I’ve discovered in PE</td>
<td>Absorption</td>
</tr>
<tr>
<td>I do physical activities seen in PE as soon as I have free time</td>
<td>I feel happy when I am studying intensely</td>
</tr>
<tr>
<td>Stored attainment value and knowledge-seeking intentions</td>
<td>I am immersed in my studies</td>
</tr>
<tr>
<td>It’s important for me to succeed in PE</td>
<td>I get carried away when I am studying</td>
</tr>
<tr>
<td>I like to discover new things in PE</td>
<td></td>
</tr>
<tr>
<td>I find it important to do well in PE</td>
<td></td>
</tr>
<tr>
<td>I like to challenge myself and learn new things in PE</td>
<td></td>
</tr>
<tr>
<td>I always want to improve in PE</td>
<td></td>
</tr>
</tbody>
</table>

Table 2

Descriptive statistics, normality estimates, internal consistency coefficients, and bivariate correlations for each subscale of Individual Interest and composited School Engagement

<table>
<thead>
<tr>
<th>Variables</th>
<th>M ± SD</th>
<th>Skewness</th>
<th>Kurtosis</th>
<th>CA</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAWR, points</td>
<td>3.71 ± 0.92</td>
<td>25.000</td>
<td>1.369</td>
<td>0.93</td>
<td>0.83**</td>
<td>0.77**</td>
<td>0.79**</td>
<td></td>
</tr>
<tr>
<td>SUV, points</td>
<td>3.74 ± 0.94</td>
<td>-30.826</td>
<td>5.130</td>
<td>0.90</td>
<td>0.73**</td>
<td>0.79**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAVKSI, points</td>
<td>4.13 ± 1.02</td>
<td>-65.043</td>
<td>39.000</td>
<td>0.96</td>
<td>0.71**</td>
<td>0.79**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE, points</td>
<td>3.82 ± 0.87</td>
<td>-44.043</td>
<td>20.021</td>
<td>0.95</td>
<td>0.73**</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Statistically significant at p < 0.01.
Values are expressed as means ± standard deviations; PAWR- Positive affect and willingness to reengage, SUV- Stored utility value, SAVKSI - Stored attainment value and knowledge-seeking intentions, SE- School Engagement; CA- Cronbach’s Alpha value

Table 3
Descriptive statistics, normality estimates, internal consistency coefficients, and bivariate correlations for overall Individual Interest and School Engagement

<table>
<thead>
<tr>
<th>Variables</th>
<th>M ± SD</th>
<th>Skewness</th>
<th>Kurtosis</th>
<th>CA</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Interest, points</td>
<td>3.87 ± .90</td>
<td>-45.739</td>
<td>21.108</td>
<td>0.97</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>School Engagement, points</td>
<td>3.82 ± .87</td>
<td>-44.043</td>
<td>20.021</td>
<td>0.95</td>
<td>0.80**</td>
<td>-</td>
</tr>
</tbody>
</table>

** Statistically significant at p < 0.01.

Values are expressed as means ± standard deviations; CA- Cronbach’s Alpha Value

Results

Table 5 illustrates the association of Individual Interest and its three factors to School Engagement. A strong and positive association between positive affect and willingness to reengage \( r(11376) = 0.645, p < 0.05 \), stored utility value \( r(11376) = 0.661, p < 0.05 \), and stored attainment value and knowledge-seeking intentions \( r(11376) = .683, p < 0.05 \) to school engagement were observed. Lastly, the overall individual interest has a significant and positive interrelatedness with school engagement \( r(11376) = 0.718, p < 0.05 \).

Following the execution of the multiple regression analysis, it was found that the three independent variables predict school engagement \( F(3, 11374) = 7254.635, p < 0.001 \). This accentuated the fact that the constructs of individual interest have a substantial impact on the levels of engagement that students have in their academic endeavors. In addition, the \( R^2 \) value of 0.657 demonstrated that the model accounts for 65.7% of the variance in student engagement in school activities (See table 6). The sixth hypothesis investigated the impact that PAWR has on SE, and the findings indicated that PAWR has a significant and direct impact on SE \( (\beta = 0.157, t = 16.008, p < 0.001) \). It has been suggested that PAWR can be defined as the pleasure that a student derives from a particular course of study, such as Physical Education. According to the findings, students will continue to reengage themselves in Physical Education as long as they perceive the content to be enjoyable and exhilarating. Also, the seventh hypothesis investigated the direct impact that SUV has on SE, and the results suggested that SUV positively leverages SE \( (\beta = 0.164, t = 16.339, p < 0.001) \). SUV refers to the way in which particular content, such as Physical Education, relates to the students' present and future aspirations. When students have the impression that they will benefit in the present moment as well as in the future from participating in physical education, it is possible to argue that they are more engaged in their academic work. Lastly, the eighth hypothesis investigated the direct effect that SAVKSI has on SE, and the result reported that SAVKSI positively triggers SE \( (\beta = 0.444, t = 54.024, p < 0.001) \). As was mentioned earlier, SAVKSI refers to the students' intimate level of perception regarding the significance of a particular piece of content, such as Physical Education. This intimate level of perception may likely result in a deeper understanding of a particular piece of content that is highly related to the students' perception of their self-schema and their primary personal goals. Results are also illustrated in Table 6.

Table 5

Three factors of Individual Interest (and overall) vis-à-vis School engagement

<table>
<thead>
<tr>
<th>Indicators</th>
<th>School Engagement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive affect and willingness to reengage (PAWR), points</td>
<td>Correlation Coefficient 0.645**</td>
<td>Sig. (2-tailed) &lt;0.05</td>
</tr>
<tr>
<td>Stored utility value (SUV), points</td>
<td>Correlation Coefficient 0.661**</td>
<td>Sig. (2-tailed) &lt;0.05</td>
</tr>
<tr>
<td>Stored attainment value and knowledge-seeking intentions (SAVKSI), points</td>
<td>Correlation Coefficient 0.683**</td>
<td>Sig. (2-tailed) &lt;0.05</td>
</tr>
<tr>
<td>Overall Individual Interest, points</td>
<td>Correlation Coefficient 0.718**</td>
<td>Sig. (2-tailed) &lt;0.05</td>
</tr>
</tbody>
</table>

**. Correlation is significant at 0.01 level (2-tailed)
Table 6

Multiple Regression results and Hypotheses testing

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Regression weights</th>
<th>β</th>
<th>R²</th>
<th>F</th>
<th>t-value</th>
<th>p-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>H_2</td>
<td>II (\rightarrow) SE</td>
<td>-</td>
<td>0.657</td>
<td>7254.635</td>
<td>-</td>
<td>0.000</td>
<td>Rejected</td>
</tr>
<tr>
<td>H_3</td>
<td>PAWR (\rightarrow) SE</td>
<td>0.157</td>
<td>-</td>
<td>-</td>
<td>16.008</td>
<td>0.000</td>
<td>Rejected</td>
</tr>
<tr>
<td>H_4</td>
<td>SUV (\rightarrow) SE</td>
<td>0.164</td>
<td>-</td>
<td>-</td>
<td>16.339</td>
<td>0.000</td>
<td>Rejected</td>
</tr>
<tr>
<td>H_5</td>
<td>SAVKSI (\rightarrow) SE</td>
<td>0.444</td>
<td>-</td>
<td>-</td>
<td>54.024</td>
<td>0.000</td>
<td>Rejected</td>
</tr>
<tr>
<td>R²</td>
<td></td>
<td>.657</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(F(3, 11374))</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7524.635</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Discussion**

The primary objective of the current research is to identify the correlation between an individual's interests and their level of engagement in school. In addition to this, the purpose of the study was to investigate the direct influence that the three factors of individual interest have on the degree of involvement in school.

**Relationship between individual interest and school engagement**

To begin, there was found to be a statistically significant connection between the two variables. Similarly, the three factors that describe an individual's level of interest have a relationship with school engagement that is both positive and substantial. It can be construed that, as the personal interest of students in Physical Education increases, there is also a rise in the level of their engagement in school. Additionally, it can be explained that when students have a great deal of interest in the content that is being taught to them, it strengthens their willingness to participate in the process of learning [63–65]. These findings have brought to light the multifaceted nature of individual interests and the ways in which these factors are strongly linked to engagement in educational activities. The above-mentioned findings cannot be considered conclusive because no additional studies were carried out in conjunction with this investigation. A study with the same design should be carried out in order to get a better understanding of the connection between these multiple variables. In light of this, \(H_1, H_2, H_3,\) and \(H_4\) are rejected.

**Direct effect of individual interest on school engagement**

After the multiple regression analysis, it was found that individual interest has a direct and positive influence on school engagement. The postulation that individual interest itself has a direct impact on students' school engagement can be drawn from the findings of this study, which echoed the conclusions drawn from a qualitative investigation conducted by [56], which was the only study that was found concerning factors that affect students' school engagement, and one of these, individual interest, is one of the factors that affects students' school engagement. Studies that pertain to individual interest and its relationship to school engagement in Physical Education are lacking; as a result, it is strongly suggested that a comprehensive investigation of these variables be carried out. As a result of the findings presented above, \(H_5\) has been disregarded.

Additionally, it examined the direct influence of PAWR on SE. Based on the findings, it was discovered that PAWR has a significant and positive impact on SE. It was discovered, in line with the findings of other researchers, that feelings of enjoyment and excitement were the ones that had the highest predictive power in determining the level of engagement shown by students [66–68]. It is possible to hypothesize that having positive emotional experiences while participating in Physical Education will undoubtedly lead to a higher level of engagement in school. In conclusion, the hypothesis \(H_6\) was rejected. Moreover, this study has also investigated the direct impact of SUV on SE. Based on the findings, it was unraveled that SUV has a direct and positive influence on SE. For instance, students who have a higher individual interest significantly perceive the positive benefits of the content; there is a higher possibility of school engagement, which may also result in healthy activity engagement outside of school. In line with what a number of academics have pointed out, students' contentment with the physical activities
Individual interest alone has a substantial impact on students’ school engagement, without the necessity for contextual management to augment situational interest. Analyzing students' individual interests in PE through a variety of physical activities that lead to active and engaged learners is crucial to effectively translate physical culture on campus. This will provide a thorough picture of how these constructs may improve active participation in physical movements beyond the campus, which is highly advantageous for their wellness and life quality. The following suggestions are based on three characteristics of individual interest. Physical education teachers should choose activities that students find fun and easy to master. As discussed earlier, emotional material can boost student engagement. Physical education teachers should instill global ideals in all the activities they teach. This helps students acquire a better appreciation for the world around them, which helps them achieve immediate and long-term goals. This study proposes that the higher administration consider giving in-depth training to all instructors to satisfy needs and raise individual interest to increase school engagement. Policymakers and practitioners should provide such activities as: coming up with an educated decision on the various physical activities that will be taught to students that are highly enjoyable, exciting, valuable, and related to the personal lives of students; pieces of training that are highly concerned to various practical teaching strategies and techniques that are highly effective, which may pique the interest of students. In addition, other exogenous and predictive variables not accounted for in the study should be investigated to acquire a deeper understanding of what other aspects, besides situational interest, may influence student interests and school engagement. This study suggests that future scientific studies may include integrating data from PE teachers. Teachers can supply significant scholarly information about student interests and engagement, which can provide further information on their critical role, deepening the relationship between the two variables, and filling in the paucity of investigations related to these. Moreover, collecting data from educators will help build an intervention to improve campus physical culture.

This study has several limitations that should be carefully considered. The undergraduates that participated in the survey are a controlled sample from a variety of Philippine higher educational institutions. As a result, this investigation cannot provide a complete picture of the student population as a whole, especially international students. Future scholars may find it interesting to undertake a similar study by accumulating reports from other HEIs around the world to discover if this investigation's findings may be supported or rejected. The authors
of the original paper that inspired the newly developed and validated instrument used in this study (the Students’ Individual Interest in Physical Education questionnaire) suggested using the tool to examine the relationship and direct effect of students’ individual interests on school engagement, which this study did. This study suggests factor analyses and assessing the instrument’s convergent and discriminant validity in other groups to evaluate if it can be used for further research.

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**References**


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