

Students' Attitude, Participation, and Skills Performance in PE 3 Individual and Dual Sports: Engaging Wellness Activities

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Abstract

This study determined the relationship among students' attitude toward Physical Education, level of active participation, and skills performance in PE 3 Individual and Dual Sports among college students at Buenavista Community College, Buenavista, Bohol, during the First Semester of Academic Year 2025–2026. Specifically, it assessed students' attitude toward Physical Education in terms of cognitive, affective, and behavioral dispositions; their level of active participation in terms of physical effort, practical engagement, and frequency; and their skills performance in PE 3 Individual and Dual Sports in terms of skills execution, coordination, and accuracy. The study employed a quantitative descriptive-correlational research design involving 249 student-respondents selected through stratified random sampling from a population of 660 students enrolled in PE 3 under the College of Information Technology and the Hospitality Management Department. Data were gathered using an adapted questionnaire measuring students' attitude and active participation, while skills performance was obtained through documented assessment records based on skills execution, coordination, and accuracy. Frequency count, percentage, weighted mean, and standard deviation were used to describe the respondents' demographic profile, attitude, participation, and skills performance, while the Pearson Product-Moment Correlation Coefficient was used to determine the significant relationship between skills performance and attitude and participation at the 0.05 level of significance. Findings revealed that the respondents were predominantly 18–19 years old, female, and enrolled in the Hospitality Management Department. They exhibited a highly favorable attitude (WM = 4.47) and very high active participation (WM = 4.38) toward Physical Education, alongside excellent skills performance (WM = 4.25, SD = 0.15) in Individual and Dual Sports. However, no statistically significant relationship was found between skills performance and either attitude ($r = -0.044$, $p = 0.490$) or active participation ($r = -0.042$, $p = 0.508$), a result attributed to a ceiling effect arising from the narrow, high-end concentration of skills scores. The findings served as the basis for a Proposed Enhanced Physical Education Program for Engaging Wellness Activities, designed to strengthen physical effort intensity, deepen Individual and Dual Sports competency, cultivate peer leadership, and refine skills-based assessment in PE 3.

Keywords: Physical Education; Students' Attitude; Active Participation; Skills Performance; Individual and Dual Sports; Descriptive-Correlational Research; Buenavista Community College

1. Introduction

Physical Education (PE) plays a vital role in the holistic development of learners, contributing not only to physical fitness but also to students' mental, emotional, social, and cognitive well-being. Regular participation in physical activities enhances cardiovascular health, muscular strength, and motor competence while reducing stress and anxiety, and research indicates that physically active students tend to demonstrate better concentration and academic engagement than their less active peers (Rosales-Ricardo & Cáceres-Manzano, 2024). Despite these established benefits, many college students remain physically inactive due to increasing academic demands and declining motivation, and although the Commission on Higher Education has strengthened the implementation of the PATH-FIT curriculum through CHED Memorandum Order No. 39, s. 2021, differences in students' attitudes toward Physical Education, participation in wellness activities, and skills performance remain evident across institutions.

Existing studies have extensively examined the relationship between physical activity and academic performance, while others have investigated student engagement or perceptions of PE independently. However, limited studies have simultaneously examined students' attitudes toward Physical Education, their active participation in engaging wellness activities, and their skills performance in Individual and Dual Sports within the same research framework in the context of Philippine local colleges. Furthermore, few studies have translated such findings into a localized Enhanced Physical Education Program tailored to the specific competency needs of students.

Anchored on Self-Determination Theory (Ryan & Deci, 2000), the Theory of Planned Behavior (Ajzen, 1991), Social Cognitive Theory (Bandura, 1986), Experiential Learning Theory (Kolb, 1984), Multiple Intelligences Theory (Gardner, 1983), and Holistic Development Theory, and grounded in Article XIV, Section 19 of the 1987 Philippine Constitution, Republic Act No. 5708, Republic Act No. 7722, and CHED Memorandum Order No. 39, s. 2021, this study determined the relationship among students' attitude toward Physical Education, level of active participation, and skills performance in PE 3 Individual and Dual Sports among college students at Buenavista Community College. Specifically, it assessed students' attitude in terms of cognitive, affective, and behavioral dispositions; active participation in terms of physical effort, practical engagement, and frequency; and skills performance in terms of skills execution, coordination, and accuracy. The findings provided empirical evidence for the development of a context-specific Enhanced Physical Education Program designed to strengthen student engagement and support the effective implementation of the PE curriculum at the tertiary level.

2. Material and methods

2.1 Research Design

This study employed a quantitative descriptive-correlational research design. The descriptive component determined the demographic profile of the respondents and their levels of attitude, active participation, and skills performance, while the correlational component examined the relationship between skills performance and attitude and active participation. This design was appropriate as the study aimed to describe existing conditions and determine the extent of association among variables without manipulating any of them.

2.2 Locale of the Study

The study was conducted at Buenavista Community College (BCC), a local government-operated tertiary institution in Barangay Cangawa, Buenavista, Bohol, Philippines. Physical Education is a foundational core requirement for undergraduate students across all degree programs offered by the institution.

2.3 Respondents of the Study

The respondents were 249 college students officially enrolled in PE 3 at Buenavista Community College during the First Semester of Academic Year 2025–2026, drawn from a total population of 660 students across the College of Information Technology (BSIT) and the Hospitality Management Department (BSHM). Since PE 3 is taken exclusively by third-year students under the institution's curriculum sequence, all respondents were officially enrolled in their third year of college.

2.4 Sample and Sampling Procedure

Using Slovin's Formula, a sample size of 249 respondents was determined from the population of 660. Stratified Random Sampling was employed to ensure proportional representation across both degree programs, yielding 101 respondents from BSIT and 148 from BSHM. To mitigate social desirability bias, given that respondents were formerly instructed by the researcher, data collection was conducted during a subsequent academic term in which the researcher no longer held evaluative or grading authority over the participants.

2.5 Research Instrument

Data were gathered using an adapted questionnaire comprising a demographic profile section; an Attitude Toward Physical Education scale measuring cognitive, affective, and behavioral dispositions on a 5-point Likert scale; and an Active Participation scale measuring physical effort, practical engagement, and frequency on a 5-point Likert scale. Students' skills performance in PE 3 Individual and Dual Sports was obtained through documentary analysis of official assessment records based on skills execution, coordination, and accuracy, rather than through self-report, to eliminate self-reporting bias. Respondent names collected for matching purposes were permanently removed and replaced with alphanumeric codes prior to statistical analysis, in compliance with the Data Privacy Act of 2012 (Republic Act No. 10173).

2.6 Data Gathering Procedure

Formal administrative clearance was secured from the program chairs of the College of Information Technology and the Hospitality Management Department and from the Research Development Office at Buenavista Community College. Upon approval, the validated questionnaire was administered online via Google Forms to the stratified random sample, with responses logged into a secure, password-protected database. Skills performance scores were separately obtained from official PE 3 assessment records and matched to survey responses before identifying information was permanently removed.

2.7 Data Analysis Techniques

Frequency count and percentage were used to describe the demographic profile and PE activity engagement of the respondents. Weighted mean was used to determine the level of attitude, active participation, and skills performance. Standard deviation was used to determine the variability of these scores. The Pearson Product-Moment Correlation Coefficient was used to determine whether a significant relationship existed between skills performance and attitude and active participation, tested at the 0.05 level of significance.

2.8 Ethical Considerations

Participation in the study was voluntary, and respondents were informed of the study's purpose through a mandatory Electronic Informed Consent section requiring an "I Agree to Participate" confirmation before accessing the survey. Data were treated with strict confidentiality, and all identifying information was permanently removed and replaced with alphanumeric codes prior to analysis, in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173). Institutional approval was obtained prior to instrument administration and access to academic assessment records.

3. Results and Discussion

3.1 Demographic Profile of the Respondents

Table 1 *Demographic Profile of the Respondents (n = 249)*

Variable	Category	f	%
Age	18–19 years old	166	66.7
	20–21 years old	65	26.1
	22 years old and above	18	7.2
Gender	Female	171	68.7
	Male	78	31.3
Degree Program	BSHM	148	59.4
	BSIT	101	40.6

The majority of the respondents were 18–19 years old (66.7%), female (68.7%), and enrolled in BSHM (59.4%). The predominance of the 18–19 age bracket reflects the typical enrollment profile for PE 3 at the institution, while

the higher proportion of female and BSHM respondents mirror the actual gender and program composition of the participating units. Rosales-Ricardo and Cáceres-Manzano (2024) found that university students within this age bracket exhibit stronger physical activity engagement and academic responsiveness compared to older cohorts, affirming PE 3 as a critical window for establishing lifelong wellness habits among young adult learners.

3.2 PE Activities Currently Engaged In

Table 2 *PE Activities Currently Most Engaged In (n = 249)*

PE Activity	f	%	Rank
Wellness and Fitness Activities	144	57.8	1
Individual Sports Activities	79	31.7	2
Dual Sports Activities	71	28.5	3

Wellness and fitness activities were most engaged in (57.8%), followed by individual sports (31.7%) and dual sports activities (28.5%). This suggests students gravitate toward individualized fitness and conditioning activities over structured sport-based competencies. Zhang et al. (2024), in a systematic review on the Sport Education Model in Physical Education, found that students from vocationally oriented programs demonstrate motivational profiles distinct from those in technology-oriented programs, suggesting degree program is a meaningful contextual factor in PE engagement.

3.3 Attitude Toward Physical Education

Table 3 *Level of Students' Attitude Toward Physical Education (n = 249)*

Dimension	Weighted Mean	Descriptive Rating
Cognitive Disposition	4.55	Strongly Agree
Affective Disposition	4.45	Strongly Agree
Behavioral Disposition	4.42	Strongly Agree
Overall Attitude	4.47	Strongly Agree (Highly Favorable)

The respondents exhibited a Highly Favorable Attitude toward Physical Education (WM = 4.47). Cognitive Disposition rated highest (4.55), led by strong agreement that PE is essential to the college curriculum, while Behavioral Disposition rated comparatively lowest (4.42), with peer-encouragement behavior as the weakest single indicator (WM = 4.37). This finding is supported by Hagger and Chatzisarantis (2022), who emphasized that students who cognitively attribute value and relevance to PE demonstrate significantly stronger behavioral intentions to engage, while Mandic et al. (2023) noted that social facilitation behaviors such as encouraging peers tend to be less consistently demonstrated even among students with strong personal attitudes.

3.4 Active Participation in Physical Education

Table 4 *Level of Active Participation of Students in Physical Education (n = 249)*

Dimension	Weighted Mean	Descriptive Rating
Physical Effort	4.31	Always
Practical Engagement	4.45	Always
Frequency	4.40	Always

Dimension	Weighted Mean	Descriptive Rating
Overall Participation	4.38	Always (Very High)

The respondents demonstrated Very High Active Participation (WM = 4.38). Practical Engagement rated highest (4.45), reflecting strong attentiveness and rule compliance, while Physical Effort rated lowest (4.31), indicating room for improvement in exertion intensity. Garcia-Hermoso et al. (2023) observed that physical effort intensity in structured PE settings is often moderated by perceived competence and task difficulty, with students self-regulating effort downward when activities are perceived as routine — a finding that reinforces the rationale for effort-intensifying components in the proposed program. The elevated Practical Engagement scores are further consistent with Ahmed et al. (2024), who found that structured, instructor-led PE environments tend to produce high compliance particularly among female-majority cohorts, relevant given the 68.7% female composition of this sample.

3.5 Skills Performance in PE 3 Individual and Dual Sports

Table 5 *Distribution of Respondents According to Skills Performance in PE 3 Individual and Dual Sports (n = 249)*

Score Range	Descriptive Rating	f	%
4.51 – 5.00	Excellent	229	92.0
4.01 – 4.50	Very Good	19	7.6
3.51 – 4.00	Good/Satisfactory	1	0.4
3.01 – 3.50	Fair	0	0.0
2.51 – 3.00	Passing	0	0.0
1.00 – 2.50	Failed	0	0.0

The respondents obtained an overall mean skills performance score of 4.25 (SD = 0.15), interpreted as Excellent competency across skills execution, coordination, and accuracy. The overwhelming majority (92.0%) scored within the Excellent range, indicating a consistently high level of skills performance with very little variability across the sample.

3.6 Relationship Between Skills Performance and Attitude and Participation

Table 6 *Correlation Between Students' Skills Performance and Attitude and Participation (n = 249)*

Variables Correlated	r	Strength	p	Decision ($\alpha = .05$)
Skills Performance $\times$ Attitude	-0.044	Negligible	0.490	Not Significant
Skills Performance $\times$ Participation	-0.042	Negligible	0.508	Not Significant

No statistically significant relationship was found between skills performance and attitude ($r = -0.044$, $p = 0.490$) or between skills performance and active participation ($r = -0.042$, $p = 0.508$); both null hypotheses were not rejected. This result is most plausibly explained by a ceiling effect arising from the narrow, high-end concentration of skills scores (92.0% Excellent), which restricts the variability needed to detect an underlying relationship, together with the possibility that skills assessment reflects task-specific motor output rather than the attitudinal and behavioral dimensions captured by the survey instrument. This finding contrasts with Vist Hagen, Haga, Sando, and Loras (2025), who found that leisure-time physical activity and team-sport participation were significantly associated with academic achievement in PE among Norwegian adolescents, though the authors cautioned this relationship was sensitive to how heavily assessment weighted physical activity criteria. Reyes (2022) similarly found participation positively associated with PE performance among Filipino college students, but noted the relationship was more evident in samples with wider grade variability — supporting the

interpretation that the ceiling effect, rather than a genuine absence of connection, most plausibly accounts for the non-significant correlation observed here.

4. Conclusion & Recommendations

The study concluded that the typical student-respondent at Buenavista Community College was a young, female, third-year student enrolled in the Hospitality Management Department, most engaged in wellness and fitness activities. Students held a highly favorable attitude toward Physical Education (WM = 4.47), particularly in cognitive recognition of its value, though they were comparatively less inclined to actively encourage peer participation. They likewise demonstrated very high active participation (WM = 4.38), especially in practical engagement, though physical effort intensity remained a relatively weaker area. Skills performance in PE 3 Individual and Dual Sports was excellent and highly consistent (WM = 4.25, SD = 0.15), yet neither attitude nor participation significantly predicted skills performance, most plausibly due to a ceiling effect limiting the variability needed to detect a relationship, and suggesting that current skills-based assessment instruments may not sufficiently capture attitudinal and behavioral engagement dimensions.

Based on these findings, it is recommended that a Proposed Enhanced Physical Education Program for Engaging Wellness Activities be piloted and, upon evaluation, institutionalized at Buenavista Community College. The program comprises five components — a Physical Effort Enhancement Module, an Individual and Dual Sports Competency Track, a Peer Leadership and Encouragement Program, a Holistic Skills Performance Assessment Framework, and a Wellness Awareness Reinforcement component — directly addressing the identified gaps in effort intensity, competency variability, and peer encouragement. It is further recommended that the skills assessment framework in PE 3 be reviewed to capture a wider range of performance variability, enabling future research to more accurately detect relationships between attitudinal, behavioral, and skills-based outcomes. Replication using a more heterogeneous sample, a more discriminating assessment instrument, or supplementary qualitative methods such as interviews and focus group discussions is likewise encouraged.

This study is limited to 249 students enrolled in PE 3 at a single tertiary institution in Bohol, Philippines; findings may not generalize to other institutions, PE course levels, or educational contexts. The descriptive-correlational design examined relationships among variables without exploring the deeper personal experiences or motivations underlying students' attitude, participation, and skills performance. Additionally, attitude and participation were measured through self-reported questionnaire responses, which may be influenced by respondents' perceptions and willingness to disclose information, notwithstanding the procedural safeguards employed to reduce social desirability bias. Future studies may consider broader, multi-institutional samples and mixed-method approaches to further understand the factors driving student engagement in Physical Education at the tertiary level.

5. Compliance with ethical standards

The author affirms that no conflicts of interest exist in relation to this study. The research was conducted in accordance with accepted ethical principles for human-participant research, including voluntary participation, informed consent, and protection of participant confidentiality through anonymized, secure data management. Necessary institutional approvals were obtained for the administration of the research instrument and access to relevant academic assessment records.

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