PHYSICAL EDUCATION OF STUDENTS

ORIGINAL ARTICLE

The Nexus between individual interest and school engagement in bolstering Physical Culture for a habitual healthy régime: a case of a state university

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Abstract

Background and Study Aim A worldwide consensus exists that students' levels of interest strongly predict and trigger their engagement in various activities, particularly those that promote physical culture. Academic works in the field of Physical Education have demonstrated that students can be extremely engaged when they are exposed to situations that pique their interest. However, the relationship and influence of students' individual interests on their engagement in school have not yet been documented further. The current research endeavors to identify any discernible gender differences in students' individual interests and school engagement levels. In addition, the initiative intends to use an analysis of the relationship between individual interest and school engagement as a foundation for promoting a healthy and active campus community.

Material and Methods Undergraduate students [n=1072; N_{male} = *456*(42.5%), N_{female} = *616*(57.5%)] in their 1st- and 2nd-year who are enrolled in Physical Education 1 and Physical Education 3 courses during the 1st Semester of the Academic year 2022-2023 are the participants in the study. Participants were selected via Purposive and Convenience Sampling Techniques. The data for this study was collected through a Google forms-based online survey. Additionally, the published English version of the Students' Individual Interest in Physical Education questionnaire and the Utrecht Work Engagement Scale for Students (UWES-9S) were adopted to gather data from the respondents. In order to examine the difference between individual interest and school engagement according to gender, Independent Samples T-Test was performed. Spearman Rho's and Multiple Regression Analysis examined the relationship between the two variables.

Results After obtaining data from university students, it was found that no significant variance was observed concerning individual interest and school engagement based on gender. Additionally, a positive and significant association was observed between individual interest and school engagement. Lastly, it was also found that individual interest, alongside with its three factors, predicts school engagement.

Conclusions Based on the findings, it can be concluded that students' individual interests have a direct and beneficial influence on their level of school engagement. This investigation was conducted to fully communicate physical culture to students in order to improve their overall well-being. Based on the findings, recommendations for the future research direction and physical education teachers have been produced as a result of this investigation.

Keywords: individual interest, physical activities, physical culture, promotion, school engagement, university students

Introduction

Advancement of Physical Culture in the university

Without the support of teachers, school-wide initiatives to promote students' physical health would be doomed to failure [1, 2]. Taking into account students' individual interests in areas like physical education and school engagement is necessary if teachers are to fulfill their primary task of transferring culture to students. In this regard, to maximize the students' engagement in physical activity, the course material should be seriously considered and suitably selected to bring enjoyment and meet the students' expectations. In other words, physical culture is the investigation of human movement in a number of contexts, such as Physical Education, by engaging in a broad range of bodily activities [3]. It provides a place where students may work on improving and strengthening their physical selves without being negatively impacted by their everyday environments [4, 5, 6]. Because of the important role it plays in students' overall growth and health, physical education deserves the same level of attention as any other subject area studied on campus [7]. Students' moral, artistic, and intellectual progress would benefit from preserving the campus's physical culture [8, 9, 10].

Positive views about physical education were found to increase students' engagement with and

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enthusiasm for the field. Viva et al. [11] and Li et al. [12] found that students' attitudes toward physical education ranged from largely favorable to enthusiastic at the University of Eastern Philippines and four Chinese universities. As was previously mentioned, the results are in line with the commitment the teachers have made to successfully deliver the material to their students. Another surprising finding from the study by Mohamed et al. [13] is that students have a generally pleasant disposition because of the dedication their educators have shown to their education and to make them feel at ease. There was also a link established between the credentials of teachers and their students' perspectives on the topics being taught [14, 15, 16]. However, additional studies that analyzed the previously published scholarly literature found that the positive results were erroneous. College students planning to pursue a career in law do not need to place a high priority on physical culture, as indicated by the results presented by Solomonko et al. [17]. A further study by 18. Mutlu et al. [18] indicated that third graders in the Menteşe district of the Mula province in Turkey were apprehensive about the future. 19. Iconomescu et al. [19] discovered that students in Romania had negative attitudes regarding the topic due to teachers' ineffective communication skills. Consistent with the available data, we can speculate that teachers can influence their students' views forward into Physical Education, which in turn can reduce students' interest and engagement in school [20, 21, 22]. Multiple studies have demonstrated that students' perspectives might be influenced by the variety of physical and sporting activities they are exposed to in school [23, 24, 25]. Therefore, this indicates why teacher variables, in along with the activities they select and present to students, play a key role in generating students' interest and strengthening engagement in the efficient formation of physical culture.

The Nexus between Individual Interest and School Engagement

In recent years, the importance of one's *interest* as a predictor of school engagement has been increasingly apparent [26]. One's academic success depends on this phenomenon that has been defined as a process of motivation that might improve learning and academic performance [27, 28]. Students with a strong interest in PE can be identified by their determination to master skills they are just learning, their focus on perfecting one specific activity, and their engagement in a wide range of activities that need them to use their bodies. Following the line of thought that was recently reiterated by Renninger et al. [29], interest has been considered a potent motivator that sets in motion a wide range of human activities. Detailed descriptions of interest [30] accentuate the fact that it is: 1) a psychological state *as opposed to* a continuous attribute, 2) content-specific, and 3) a multidimensional construct. *Situational interest* is characterized by a heightened focus on the issue indicative of a motivation to learn, and by an accompanying disposition that is optimistic toward the subject matter [31, 32, 33]. Contrarily, *individual interest* is a trait that endures over time and is tied to one's consistent inclination toward a certain subject [34, 35, 36]. Additionally, interest is often interpreted intellectually as being content-specific [37, 38]. Thus, there is a wide range in how seriously different students take Physical Education or other subjects. Affective (such as a good feeling) and cognitive (such as perceived importance) categories have also been identified in the conceptualization of the idea [39, 40]. Regrettably, pedagogical experts have argued that situational interest, especially in a daily teaching-learning scenario, has significantly greater positive consequences than its counterpart. Teachers can affect their students' situational interests and create a more positive classroom environment through a range of activities [41]. As a result, the vast majority of interest-related research has focused on quantifying the direct impact of situational interest on student engagement in Physical Education and other forms of physical exercise in the school [42, 43, 44].

It has been distinguished by Roure et al. [30] that an individual's level of interest may be classified into three unique components: *positive affect and a willingness to reengage; stored utility value;* and *stored attainment value and knowledge-seeking aspirations*. When students have a good mood or feel satisfied after engaging with a topic, like PE, we say that they have positive affect and a willingness to reengage (PAWR). Students can be motivated to learn again if they had positive experiences with the material [45]. The value that students place on an activity or piece of content depends on how well it aligns with their learning objectives (SUV). The importance of Physical Education, for instance, may be viewed by students as a result of the many positive effects it has on their bodies, health, and quality of life. Lastly, "stored attainment value and knowledge-seeking intentions" (also known as "SAVKSI") is described as the significance of subject matter, such as Physical Education, on an individual level in relation to the relevant components of students' self-schemas and primary personal objectives. Students may be highly engaged in PE if they see themselves in it and can draw meaningful conclusions about how they should react to the situation at hand from what they know about the past and what they've learned about themselves. Meanwhile, *engagement* in school is multifaceted, encompassing students' mental, emotional, and behavioral investments in their academic work [46]. It's not just three-dimensional;

it also has the three qualities of vitality, devotion, and immersion [47]. When a student shows high levels of activity, resilience, and adaptability in the classroom, they are said to have "vigor" (VI) [48, 49]. Additionally, dedication (DE) is used to characterize a student who studies with tremendous enthusiasm and focus [50]. Passionate learners have a positive view of the course works and find the content to be important, significant, and inspiring [51]. Students are in an absorption (AB) state when they are able to entirely focus on a wide range of academic activities [52]. This component presents a theoretical framework for exploring how interest and focus interact in the context of learning [53]. In spite of their close relationship, these three facets of student engagement are often treated as distinct from one another [54].

As was previously noted, increased student engagement at school is the result of situational interest increasing individual interest [55, 56]. In light of these findings, it seems plausible that highly engaged students would get a deeper appreciation for the material if it were delivered in a way that piqued their personal interest. Having a high level of situational interest is more likely to be seen by students if the surrounding environment is consistent with the students' own interests. However, we must overlook the need for additional research into how students' unique areas of curiosity directly impact their motivation to learn. This paper agrees with the study of Roure et al. who write, "There is a growing body of evidence about situational interest and the motivating potential" (emphasis added) [30]. This is because a student's individual interests have a significant impact on their motivation to participate in more physically demanding activities and their ability to apply skills they have learned in the classroom to real-world scenarios, both of which are beneficial to the student's overall health. Interestingly, only a single study was uncovered that dealt with the relationship between personal interest and engagement. For instance, the study of [57] have reported that individual interest is highly correlated to school engagement. However, the aforementioned published paper does not apply to Physical Education because it is highly focused in Philippine Traditional dances. Multiple failed attempts to locate relevant papers lead to the conclusion that insufficient prior research has been conducted on the factors of interest to the current investigation. Therefore, it is not surprising that educational scholars place less emphasis on it. Thus, this research aims to fill an empirical void concerning the relationship between students' individual interests and their level of school engagement.

Purpose of the Study. The present research attempts to accomplish the following:

1. Find out how much students' individual interests are tied to their level of school engagement;
2. Analyze the direct influence of the three individual interest's components on school engagement.

Due to the novelty of the topic and the paucity of prior studies, the following inquiry puts a strong emphasis on the research hypotheses developed:

H_1: Individual Interest (II) has no significant association to School Engagement (SE);

H_2: II has no direct influence on SE;

H_3: PAWR has no direct association on SE;

H_4: SUV has no direct linkage on SE; and

H_5: SAVSKI has no direct effect on SE.

Materials and Methods

Participants

Undergraduate students on their 1st- and 2nd-year who are enrolled in Physical Education 1 and Physical Education 3 courses during the 1st Semester of the Academic year 2022-2023 are the participants for the study. Also, in order to find research participants, the team used a diverse selection of techniques, including two distinct sampling strategies. First, a non-probability selection method known as the *Purposive Sampling Technique* selects respondents based on criteria thought to be relevant to the study [58]. Second, the *Convenience Sampling Technique* is a non-probability sampling method in which respondents answer instruments whenever they are most convenient for them [59]. Since most institutions only offer physical education courses in the first and second years, only those students in those years were included in the analysis. Table 1 illustrates the demographic characteristics of the respondents based on gender [(N_{male} = *456*(42.5%), N_{female} = *616*(57.5%)].

Table 1. Demographic characteristics of the respondents

Values	Items	N(%)
Gender	Male	456(42.5%)
	Female	616(57.5%)

Research Design

The data for this study was collected through a Google forms-based online survey. It is well-known that online data collection has the capacity to acquire voluminous amounts of information, can be executed cheaply, and can be completed quickly [60]. Two distinct instruments were employed over the duration of this study. To begin, Roure et al. published English version of the Students' Individual Interest in Physical Education questionnaire [30]. This questionnaire is a 14-item multidimensional scale that measures students' individual interest across three factors: *positive affect and willingness to reengage* (e.g., "PE is my favorite school subject"), *stored utility value* (e.g., "After school, I want to continue

doing physical activities that I've discovered in PE"), and *stored attainment value and knowledge-seeking intentions* (e.g., It's important for me to succeed in PE). Data are collected using a 5-point Likert scale, where responses can range from 1 (strongly disagree) to 5 (strongly agree). The final tool was the Utrecht Work Engagement Scale for Students (UWES-9S), which was modified by Carmona-Halty et al. [61]. The level of students' engagement in school as a whole can be determined with this tool. The UWES-9S has three main components: *vigor* (e.g., "I feel energetic and capable when I'm studying or going to class"), *dedication* (e.g., "I am enthusiastic about my studies"), and *absorption* (e.g., "I get carried away when I am studying"). A five-point Likert scale, from 1 (never) to 5 (always), is used to record the respondents' opinions.

Statistical Analysis

The data was subjected to a normality test, a reliability test, and a bivariate correlation analysis. Table 2 summarizes the outcomes from the normalcy test conducted on the various subscales. The results show that the data did not follow a normal distribution, as the skewness and kurtosis values did not reach the threshold value of [-2, 2] on any of the sub- or main scales. Additionally, the reliability test findings show a high reliability score, suggesting the instruments can be used for the research with a Cronbach's Alpha (CA) value between .88 and .95. In conclusion, there is a positive interrelatedness (p <.01) across all subscales and SE scale, as shown by an association test. Moreover, the results of this process for students' general individual interest and school engagement. The formula for each of these tools required getting composite scores. The findings show that both sets of data do not follow a normal distribution. A non-parametric test can therefore be used to probe the connection between the two variables. Cronbach's Alpha (CA) ratings of .94 and .95, respectively, show that both of these instruments are reliable. There was also a positive and statistically significant correlation between the two measures (p < .01).

Furthermore, it was assumed that the *Mann-Whitney U* Test could be used to analyze the differences in individual interest and school engagement across demographic subgroups, such as gender. This particular non-parametric test assumes that the data are not normally distributed and compares the means of two separate groups [62]. A non-parametric variant of *Levene's test of homogeneity of variances* (tabl. 3) was run, and p-values should be >.05 to test the Mann-Whitney U assumption, both of which indicate that the specified statistical analysis can be utilized. Based on the findings, both variables yielded a significant value (p <.05) indicating that the assumption was violated. Instead, *Independent Samples T-Test* may be used. It is a non-parametric test which measures the significant difference between two independent variables [63].

Additionally, the possibility of a relationship between the two variables was explored using a *Spearman Rho's* (r_s) test. It's a ranking-based, non-parametric test for assessing relationship strength between two variables [64]. In this study, a composite score was calculated using responses to both surveys to learn more about any potential connection between the two measures. In addition, multiple regression was used to foretell the direct impact of individual interest on school engagement, with all three dimensions of interest (PAWR, SUV, and SAVKSI) considered. Using the values of two or more independent variables, a model can predict the value of a dependent variable [65].

Table 2. Normality test, Reliability Test and Bivariate Correlation

Variables	M ± SD	Skew	Kurt	1	2	3	4
PAWR	3.56 ± .86	-3.240	-1.147	(.92)			
SUV	3.67 ± .87	-4.133	5.671	.75**	(.88)		
SAVSKI	4.06 ± .88	-13.213	5.671	.69**	.73**	(.95)	
SE	3.69 ± .77	-3.747	0.053	.59**	.65**	.67**	(.94)
II	3.78 ± .78	-7.453	2.295	(.95)			
SE	3.69 ± .77	-3.747	0.053	.70**			

* Statistically significant at p < .05. ** Statistically significant at p < .01.

Table 3. Non-parametric Levene's Test of Homogeneity of Variances

Variables	Levene Statistic	df1	df2	Sig.
Individual Interest	11.587	1	1066.985	.001
School Engagement	11.796	1	1061.574	.001

Ethical considerations

All respondents were aware of the study's aims, measurement tools, and constructs. The favorable impacts that this study will have for the university and the scientific community have also been detailed. There was also some discussion of the potential for less serious hazards, such as experiencing discomfort when answering to personal and sensitive survey questions and not being financially compensated for the information submitted. Due to these factors, Google forms included a checkbox for responses to express their agreement with the linked agreement.

Results

Table 4 displays the results from the Independent Samples T-Test analysis between individual interest and school engagement being independent of gender. Based on the results, no significant difference was observed concerning individual interest [$t(1070) = -.768, p = .443$], even female students (3.79 ± .74) have higher mean score compared to males (3.75 ± .84). Likewise with school engagement, no significant variance was observed [$t(1070) = -.1.528$, $p = .127$], even female students (3.71 ± .72) have higher school engagement scores compared to males (3.64 ± .83).

Table 5 displays the findings concerning the association between individual interest and school engagement. A strong, positive and significant association was observed between the two variables [$r(1070) = .69$, $p < .05$)]. This can be explained that as the individual interest of students in Physical Education is increasing, their school engagement is also being amplified.

Table 6 illustrates the result after performing the Multiple Regression analysis. Based on the findings, it was found out that Individual Interest

Table 4. Independent Samples T-Test findings

Variables	N	M ± SD	SE	*df*	*t*-test	Sig.	Decision
Individual Interest							
Male	456	3.75 ± .84	.039	1070	-.768	.443	Not significant
Female	616	3.79 ± .74	.030				
School Engagement							
Male	456	3.64 ± .83	.039	1070	-1.528	.127	Not significant
Female	616	3.71 ± .72	.029				

Table 5. Association between Individual Interest and School Engagement

Variables			Individual Interest	School Engagement
Spearman's rho	Individual Interest	Correlation Coefficient	1.000	.685**
		Sig. (2-tailed)	.	.000
		N	1072	1072
	School Engagement	Correlation Coefficient	.685**	1.000
		Sig. (2-tailed)	.000	.
		N	1072	1072

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

Table 6. Multiple Regression findings and Hypotheses Testing

Hypothesis	Regression weights	Beta Coefficient	R^2	*F*	*t*	*p*	Decision
H_2	II → SE		.505	363.225	-	.000*	Rejected
H_3	PAWR → SE	.097	-	-	3.151	.002*	Rejected
H_4	SUV → SE	.268	-	-	8.328	.000*	Rejected
H_5	SAVKSI → SE	.326	-	-	11.189	.000*	Rejected
R^2	.505						
F (3, 1655)	363.225						

*p <.05. II- Individual Interest, SE- School Engagement, PAWR- Positive affect and willingness to reengage, SUV- Stored utility value, SAVKSI- Stored attainment value and knowledge-seeking attentions.

predict School Engagement [$F(3, 1655) = 363.225$, $p < .001$], positing that II has a direct and significant association on school engagement. Additionally, the $R^2 = .505$ explains that the model accounts for 50.5% of the variance in SE. Therefore, $\mathbf{H}_2$ has been rejected. Furthermore, coefficients were examined to ascertain the influence of each individual factors on the dependent variable. The third hypotheses examined the relationship of PAWR on SE, which the findings exhibited that PAWR has a direct influence on SE ($\beta = .097$, $t = 3.151$, $p = .002$). Hence, $\mathbf{H}_3$ has been rejected. Moreover, the fourth hypotheses tested the relationship of SUV on SE, and the results uncovered that SUV leverages SE ($\beta = .268$, $t = 8.328$, $p < .001$). Ergo, $\mathbf{H}_4$ has been rejected. Lastly, the fifth hypothesis evaluated the relationship of SAVSKI on SE, and the findings unravelled that SAVSKI bolsters SE ($\beta = .326, t = 11.189, p < .001$). $\mathbf{H}_5$ has been rejected.

Discussion

Significant Variance in Individual Interest and School Engagement based on gender

One of the purposes of this study was to investigate the major gender differences that exist in the relationship between individual interests and school engagement. It was discovered that there was not a substantial difference that could be noticed between the two variables. These findings run counter to a number of scholarly publications in which the scholars emphasize the different ways in which students' interests are piqued when gender is being talked about. Research found that male students are more enthusiastic about PE, place more value on the subject matter, and view it in a positive light than female students [66, 67]. To the contrary, previous research in the academic literature reveals that female students have a deeper conceptual understanding of physical education than male students [68]. On the other hand, these findings are neither situationally or individually particular; rather, they are generic in nature. It has also been discovered that male students are more invested in PE than their female counterparts, particularly in areas like physical activity and sports engagement [69, 70, 71]. Numerous research on the subject of sex and PE have shown that male and female students approach the subject with different levels of enthusiasm and participation. While male students are more likely to participate in and enjoy team sports and competitive team events [72], female students are more likely to participate in and enjoy individual sports, dancing, and/or exercising to music [73, 74, 75]. In order to support or refute the findings of this study, conducting a similar investigation is highly recommended.

The Nexus between Individual Interest and School Engagement

The primary purpose of this current research is to investigate the connection that exists between personal interests and engagement in school activities. Surprisingly, it was observed that there is indeed a positive connection between the two variables. It is possible to draw the conclusion that a student's degree of engagement in school will improve according to the amount of individual interest that they have in Physical Education. This finding is consistent with the findings of previous researchers who have emphasized the correlation between a student's high level of interest in the subject matter and the student's willingness to engage actively in school [76, 77, 78]. In addition, following the execution of the Multiple Regression analysis, it was discovered that Individual Interest is a predictor of school Engagement. Individual interest has a direct influence on school engagement, according to the lone research study found in relation to this investigation [57]. However, the aforementioned finding only partially relates to physical education because it focuses on Philippine traditional dances. Since there hasn't been enough research done on how students' levels of individual interest in PE relate to their engagement in the subject at school, it's recommended that researchers dig deeper into this topic.

Interestingly, PAWR (positive affect and willingness to reengage) was discovered to have a significant and beneficial effect on students' school engagement. One definition of PAWR is "a student's delight with a particular course or subject," such as PE. The results suggest that if students view the material covered in Physical Education classes as interesting and entertaining, they are more likely to return and participate. Consistent with the findings of other researchers, it was uncovered that positive emotions like happiness and enthusiasm best predicted students' engagement [79, 80, 81]. Furthermore, SUV (stored utility value) was discovered to have a major and direct effect on school engagement. SUV, as previously stated, refers to how a subject, such as PE, relates to the student's immediate and long-term objectives. Consistent with the findings, SUV has been discovered to have a major influence on students' motivation to learn. It's reasonable to assume that students are more invested in their education when they see the value in Physical Education for both their immediate and long-term success. Students who have a strong personal interest in the topic are more likely to have a favorable perception of the content, be more invested in their schoolwork, and perhaps even pursue extracurricular activities that promote health and wellness. Consistent with what has been seen by a number of academics, students who enjoy their time in Physical Education classes are more likely to participate actively, improve their health, and stick to their new healthy routines once they leave school [82, 83, 84]. Finally, SAVKSI (stored attainment

value and knowledge-seeking attentions) was found to possibly boost school engagement. Previously, it was defined that "stored attainment value and knowledge-seeking intentions" (SAVKSI) as students' expectations that learning more about a topic like PE will help them better understand themselves and get closer to achieving their most important life goals. It may be deduced from the results that students will be more invested in PE if they feel that the subject matters to them and is relevant to their overall life goals. Attainment value, derived from the expectancy-value theory (EVT), predicts motivation [85, 86], which in turn leads to students' engagement in Physical Education, which is consistent with previous published scholarly works [87, 88].

Conclusions

Undergraduates at Pampanga State Agricultural University in Pampanga, Philippines, who are taking minor physical education courses, were surveyed for this study to determine the relationship and direct effect of individual interest on school engagement. In light of the lack of supporting evidence presented by the results, it is clear that all of the hypotheses put to the test can be safely dismissed. It appears from the data that students' level of individual interest in Physical Education is strongly correlated with their level of school engagement. Individual Interest, broken down into its three latent components, has also been revealed to have a direct impact on and the potential to boost students' motivation and involvement in school. The following findings provide light on the importance of students' individual interest in determining their level of school involvement, independent of any situational factors. Assessing students' individual interests in Physical Education through a variety of physical activities that can lead to highly engaged learners is crucial for translating physical culture inside the campus. This is especially true given that students' interest and engagement in physical activities outside the campus can have positive effects on their health and well-being.

The following proposals are put up on the basis of the three dimensions of individual interest, which are as follows: positive affect and willingness to reengage; stored utility value; and stored attainment value and knowledge-seeking intentions. Teachers of physical education and physical culture should give some thought to selecting a diverse range of physical activities for their students to participate in. Academics might find it instructive to inquire of their student body about the kinds of physical activities in which they would be interested. These activities should be seen by the students as being both very pleasant and noteworthy to be learned by both sexes. As was indicated in the discussion that took place earlier, a better degree of engagement may be achieved by providing students with an emotional experience that is related to the content that is being presented to them. In conclusion, educators in the field of physical education ought to take into consideration the possibility of instilling world-related values into all of the physical activities that their students are instructed to perform. This would raise the students' level of appreciation, which they would subsequently recognize as being beneficial to both their current and long-term objectives.

As a means of enhancing their teaching abilities, educators in the field of physical education and physical culture could benefit from intensive seminars and workshops like the one proposed in the present study. Activities that policymakers and practitioners should provide include, but are not limited to: 1) choosing suitable subjects (i.e., physical activities) that are fun and interesting, beneficial, and relatively close to the individual lives of students; 2) pieces of training that are linked to various instructional tactics and strategies that physical education teachers can utilize to support the learning and instil physical culture in their students. The following suggestions fit with the derived conclusion that was previously indicated.

In addition, the study's findings could be strengthened by testing additional exogenous and predicting variables that were not initially considered. This would allow researchers to gain a more nuanced understanding of the factors beyond situational interest that may influence students' particular interests and their level of school engagement. Furthermore, this study recommended that future research may consider adopting a multi-informant design by incorporating findings from physical education teachers, as they might provide even more comprehensive knowledge regarding the individual interest of students and their engagement, which could offer specific data on the crucially important role of physical education teachers, further elaborating the link between the two variables, and filling-in the paucity of studies related to this topic. In particular, interviewing educators is crucial for creating a targeted intervention that might strengthen university physical culture propagation and conservation.

There are important constraints on the scope of this study that should be taken into account. Pampanga State Agricultural University undergraduates are the only eligible participants in this study because they were randomly selected from a larger pool of students. Consequently, the results of this study cannot be extrapolated to the entire student body, including those attending other State Universities and Colleges (SUCs), Local Colleges and Universities (LCUs), Private Higher Education Institutions (PHEIs), or international universities. Future researchers may be interested in replicating this study by collecting data from the

aforementioned HEIs and comparing the results to the ones presented here to see if they corroborate or disprove the initial hypotheses.

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Conflict of interest

The authors declare no conflict on interests.

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