

Student Participation and Behavior on the Performance of Physical Education of the College Students in Cavite State University

Kristine Denise M. Reyes

kristinedenise.reyes13@gmail.com
Cavite State University, Cavite City, Cavite 4100 Philippines

Abstract

Physical Education is an important subject that is being incorporated in the curriculum of formal education system. Participation of the students in P.E classes varies to different behavior that they apply and demonstrate in all the lessons and activities. Teachers provide instructional materials for the videos that students may learn and follow clearly.

This study was conducted to determine the students' participation and behavior on the performance of physical education among college students in Cavite State University-Cavite City Campus. Specifically, the study aimed to determine the profile of the college students in terms of age, sex, gender, course, student participation in terms of recitation and practical performance, determine the level of behavior in terms of optimism in terms of physical health, mental health, social health, emotional health, motivation in terms of intrinsic, extrinsic, demotivation, and self-confidence in terms of individual, academic, family.

Results in age group by student that ranges from 21-25 years old obtained a 15.68%, 1 student range from the age group of 26-30 years old obtained 0.42% of the total sample population. For sex results show that male students obtain a frequency of 40.25% and 58.90% are female, 2 students preferred not to say obtain a 0.85% of the sample population. Gender results determine the following: 131 students or 55.51% are feminine, while 37.71% out 89 students are masculine, while 16 students preferred not to say obtain a 6.78% frequency of the sample population. Course results come from two courses: Bachelor of Science in Hospitality Management with a 75.42% and Bachelor of Science in Computer Science with a 24.58% sample population.

It is concluded that no recitation has been conducted during this study. For practical performance results, students conducted and recorded 3 practical performances. The level of student's behavior in optimism in terms of physical health yields- 4.02 mental health – 3.92, social health – 4.13, emotional health – 3.88. Motivation gets an overall mean score results for intrinsic – 4.00, extrinsic – 3.88, and demotivation – 3.40. Self –confidence obtains an overall mean result as follows: for individual – 3.42, academic – 3.88, family – 3.52. These results determine the reliability of this study and make it more productive for some related research.

Keywords: Participation; Behavior; Performance; Physical Education

1. INTRODUCTION

Physical Education is an important subject being contained in the curriculum of the formal education system. Through this subject, every student develops different aspects of their lives every day. Physical Education programs allow students to be active in their P.E. classes that focus on their lifelong health-related activities.

In this regard, the important role that schools, and particularly physical education, can play in student's healthy development has become increasingly acknowledged in research (Cale, 2021, Sallis J.F et.al 2012, Haerens, L. 2011, Harris, J. 2018). Current evidence suggests that physical education provides many benefits and positive outcomes for students, such as higher physical activity levels, physical fitness, fundamental movement skills, and improved cognition. The physical education experts provide opportunity for students to enjoy while learning the essentials of physical training for successful participation.

Participation of the students in P.E. classes varies based on the different behavior they apply and demonstrate in every lesson and activity. Nowadays, physical education subjects face difficulties in delivering all the practical performance tasks for individual learners because of the pandemic being experienced. Teachers provide instructional materials in each video sent to students for them to learn and follow clearly. By reading and studying, university students experience more cognitive skills in different subjects in the curriculum. Therefore, they need a subject to overcome all the mental stress they encounter. It is widely recognized that Physical Education, sports, and other physical activities provide numerous benefits for young people (Cardinal, 2016). It also supports the study of Biddle et al., 2019 and Moejies et al., 2018, which shows that the benefits from Physical Education vary widely and can affect areas of development such as; physical, social, and emotional wellbeing; and cognitive and academic achievement. Some researchers have also suggested that physical activity, physical education, and sports improve physical development and health as well as strengthen academic performance.

Students' behaviors vary per school or class's social and psychological structure. Therefore, each student's response to a given event may also be different. These reactions are manifested sometimes as positive, constructive, disciplinary rules, harmful, hurtful, harsh, and problematic behaviors. In physical education, these behaviors may be seen and applied in every lesson and activity and how the students perform and participate by their behavior.

This study aimed to analyze the level of students' participation and behavior in the performance of physical education of the college students at Cavite State University. This may help the teachers to make enhancement programs for the physical education subject.

1.1 Objective of the Study

Generally, this study aimed to determine the student participation and behavior in the physical education performance of the college students at Cavite State University.

Specifically, this study sought answer to the following questions:

1. What is the profile of the respondents in terms of:

1.1. Age

1.2 Sex

- 1.3 Gender
- 1.4 Course?
- 2. What is the level of student participation in terms of:
 - 2.1 Recitation,
 - 2.2 Practical Performance?
- 3. What is the level of student's behavior in terms of:
 - 3.1. Optimism
 - 3.1.1 Physical Health
 - 3.1.2 Mental Health
 - 3.1.3 Social Health
 - 3.1.4 Emotional Health
 - 3.2 Motivation
 - 3.2.1 Intrinsic Motivation
 - 3.2.2 Extrinsic Motivation
 - 3.2.3 Demotivation
 - 3.3. Self-confidence
 - 3.3.1 Individual
 - 3.3.2 Academic
 - 3.3.3 Family?
- 4. Is there a significant difference in the level of student participation in physical education class when respondents are grouped according to their demographic profile?
- 5. Is there a significant difference in the level of student behavior in physical education class when respondents are grouped according to their demographic profile?
- 6. Does the level of student participation significantly affect the performance in the physical education class of the respondents?
- 7. Does the level of student behavior significantly affect the performance in the physical education class of the respondents?

2. METHODOLOGY

2.1 Research Design

The research design used in this study is descriptive research. Descriptive research describes the data and characteristics of the population or phenomenon being studied. Descriptive research answers the questions of who, what, where, when, and how. This type of research is also a grouping that includes many particular research methodologies and procedures, such as observations, surveys, self-reports, and tests (National Research Council, 2002). The researcher employed observations and surveys in this study to gather the necessary information. With the nature of the present study, descriptive research was employed.

2.2 Respondents of the Study

The study's respondents are the selected students in Cavite State University (Cavite City Campus) A.Y. 2021-2022 taking physical education subjects. The purposive sampling technique was used to select student-respondents included in this study.

2.3 Research Instruments

The study used a researcher-made survey questionnaire to assess the student behavior in the performance of physical education and secondary data to determine the student participation in the performance of physical education.

Each of these variables has indicators where students-respondents rate their behavior based on their performance on physical education using the 5-point Likert Scale.

Legend:

Scale	Range	Remarks
5	4.20 – 5.00	Always
4	3.40 – 4.19	Often
3	2.60 – 3.39	Sometimes
2	1.80 – 2.59	Seldom
1	1.00 – 1.79	Never

Preparation. The researcher was able to get the relevant information about the construction of the survey questionnaire from books, studies, and other references. Consultation with the researcher's adviser was done to formulate the instrument.

Validation. Some theses, online articles, and professional reading articles were used as research materials. The survey questionnaire was validated by an internal statistician who is an expert in physical education.

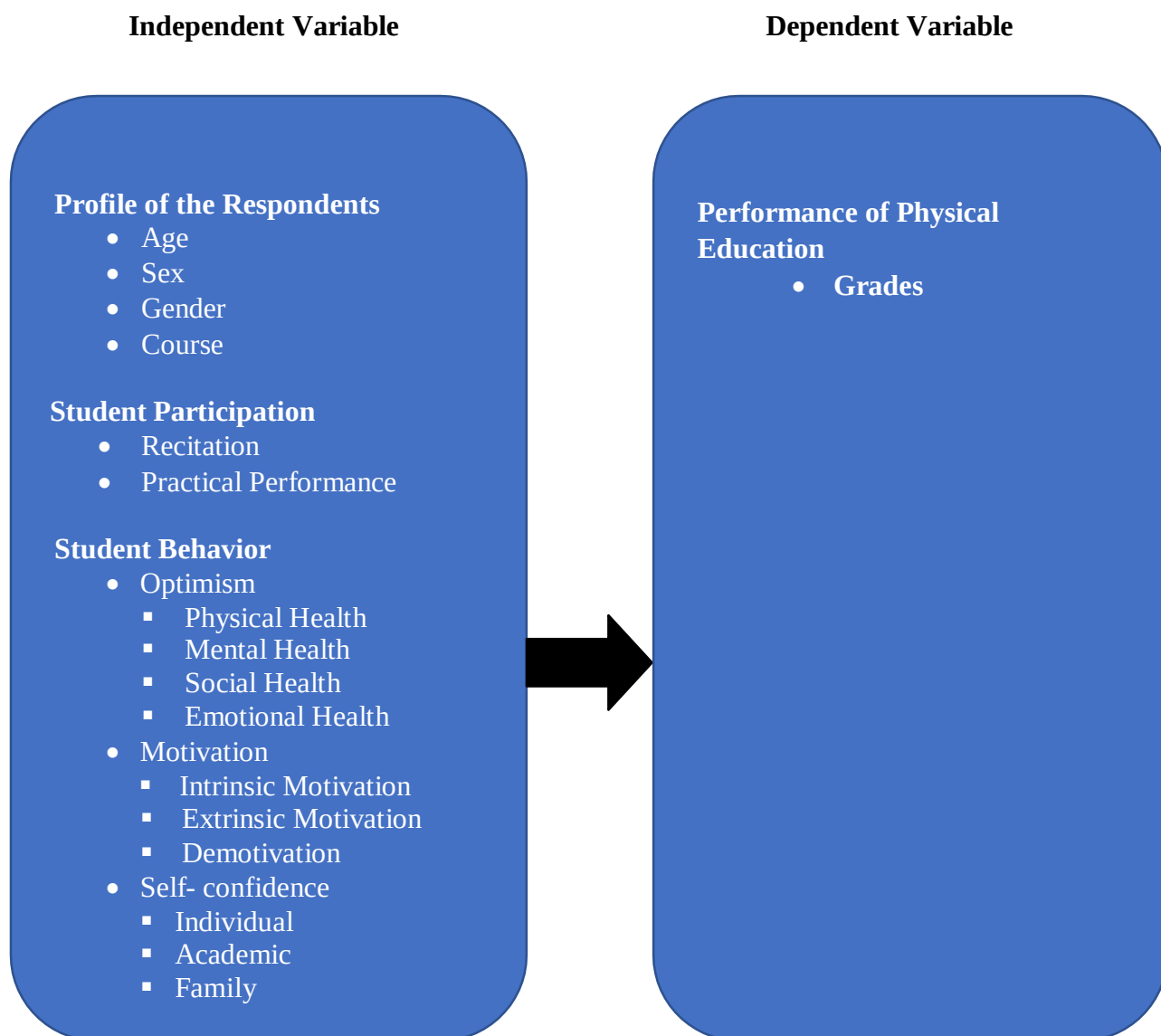
2.4 Research Procedure

Permission to conduct the study was secured from the Research Adviser, the Dean of the College of Sports, Physical Education, and Recreation, and the Campus Administrator of the respective satellite campus selected in this study. After that, the physical educators and students were informed about the study and were requested to participate in the research.

The physical educators were asked to allow the researcher to conduct the survey among the students during class for at least 30 minutes. The respondents were assured of confidentiality and privacy of information provided.

The researcher discussed the purpose of the study with the students. They interpreted and translated the questionnaire in a manner that was understandable to them before distributing the questionnaire. Only those randomly selected students received the questionnaire. The non-selected students remained in the room and were asked to keep quiet while the questionnaire was administered. Finally, the researcher collected the instruments immediately after the students were done completing them.

2.5 Conceptual Framework



Research Paradigm

The conceptual framework is derived from Operant Conditioning. This study aimed to identify the student participation and behavior in the performance of physical education college students at Cavite State University. Figure 1 states the independent and dependent variables used in this study. The independent variables included are the demographic profile of the respondents (age, sex, gender, course), the student participation in terms of recitation and practical performance, the student behavior in terms of optimism (physical health, mental health, social health, and mental health), motivation (intrinsic motivation, extrinsic motivation, and demotivation), self-confidence (individual, academic, and family). The dependent variable is the performance of physical education in the students' final grades.

2.6 Statistical Treatment of Data

The statistical treatment of data used in this study were the following:

1. To determine the profile of the respondents in terms of:

- 1.1. Age
- 1.2 Sex
- 1.3 Gender
- 1.4 Course,

Frequency was used to compute the statistical treatment of data.

2. To determine the level of student participation in terms of:

- 2.1 Recitation
- 2.2 Practical Performance,

Frequency was used to compute the statistical treatment of data.

3. To determine the level of students behavior in terms of:

- 3.1. Optimism
 - 3.1.1 Physical Health
 - 3.1.2 Mental Heath
 - 3.1.3 Social Health
 - 3.1.4 Emotional Health
- 3.2 Motivation
 - 3.2.1 Intrinsic Motivation
 - 3.2.2 Extrinsic Motivation
 - 3.2.3 Demotivation
- 3.3. Self-confidence
 - 3.3.1 Individual
 - 3.3.2 Academic
 - 3.3.3 Family,

Mean and Standard Deviation was used to compute the statistical treatment of data.

4. To determine the significant difference in the level of student participation in physical education class when respondents are grouped according to their demographic profile. T-statistics was used to compute the statistical treatment of data.

5. To determine the significant difference in the level of student behavior in physical education class when respondents are grouped according to their demographic profile. T-statistics was used to compute the statistical treatment of data.

6. To determine the significant effect in the level of student participation on the performance in physical education class of the respondents. Regression Analysis was used to compute the statistical treatment of data.

7. To determine the significant effect in the level of student behavior on the performance in physical education class of the respondents. Regression Analysis was used to compute the statistical treatment of data.

3. RESULTS AND DISCUSSION

Presentation, Analysis and Interpretation of Data

This chapter discusses the profile of the respondents, the level of student participation in recitation and practical performance, the level of student behavior in terms of Optimism as to: Physical Health, Mental Health, Social Health and Emotional Health; Motivation as to: Intrinsic Motivation, Extrinsic Motivation and Demotivation; and Self-Confidence as to: Individual, Academic, and Family, the significant difference in the level of student participation in physical education class when respondents are grouped according to their demographic profile, the significant difference in the level of student behavior in physical education class when respondents are grouped according to their demographic profile, the significant effect between student participation on the performance of physical education, the significant effect between student behavior on the performance of physical education.

Profile of the Respondents

The Profile of the Respondents covered in this study included age, sex, gender and course.

Figure 2 presents the profile of the respondents in terms of age. Out of two hundred and thirty-six (236) students, one hundred and ninety-eight (198) or about 83.90% of the sample population were from the age group 16 to 20 years old. This is followed in frequency by the age group 21 to 25 years old with thirty-seven (37) students or about 15.68% of the sample population. On the other hand, only one (1) student were from the age group 26-30 years old which accounts for 0.42% of the sample population.

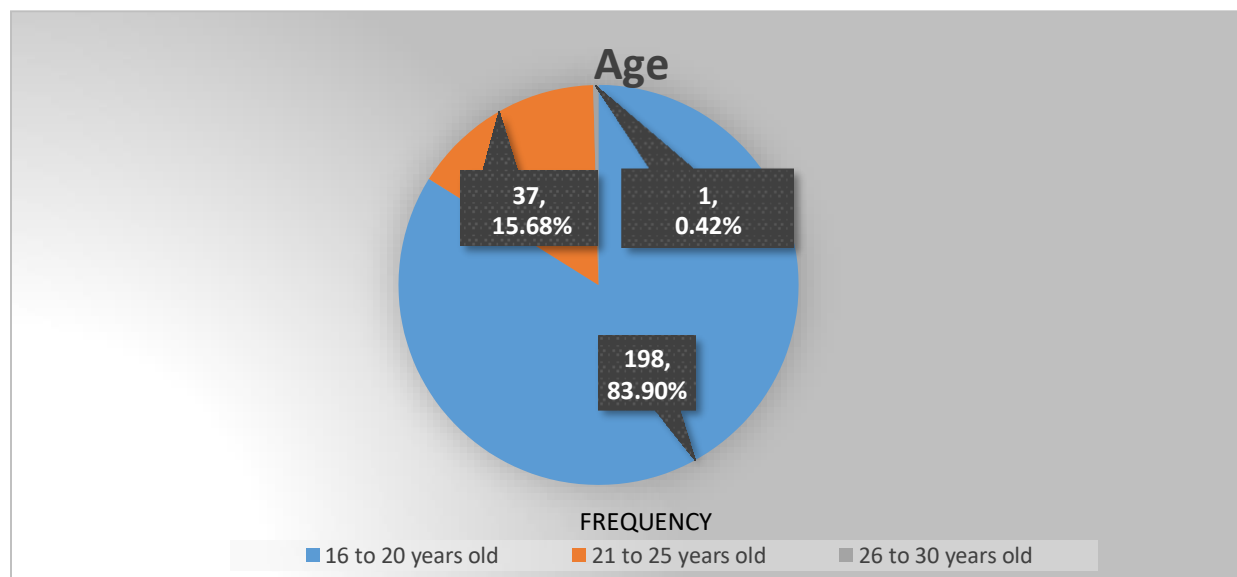


Figure 2. Profile of the Respondents in terms of age

It can be inferred that the age of the students is predominantly in their teenage period during the study. It can be deduced that the age of the students is mainly in their teenage phase throughout the time of the study since most of the respondents in the provided population are dominantly in the range of teenagers.

Uddin, Salmon, Islam, and Khan (2020) examined the associations between physical education class participation and physical activity among adolescents using the Global School-based Student Health Survey data from 65 countries. The findings reveal that over half (56.5%) of the adolescents participated in physical education classes 1–2 days/week. About a quarter (24.2%) participated in physical education classes $\geq$ three days/week (boys 26.8%; girls 21.6%).

Figure 3 presents the profile of the respondents in terms of sex. Out of two hundred and thirty-six (236) students, one hundred and thirty-nine (139) or about 58.90% of the sample population are female. This is followed in frequency by the male with ninety-five (95) students or about 40.25% of the sample population. On the other hand, only two (2) students prefer not to say the sex, which accounts for 0.85% of the sample population.

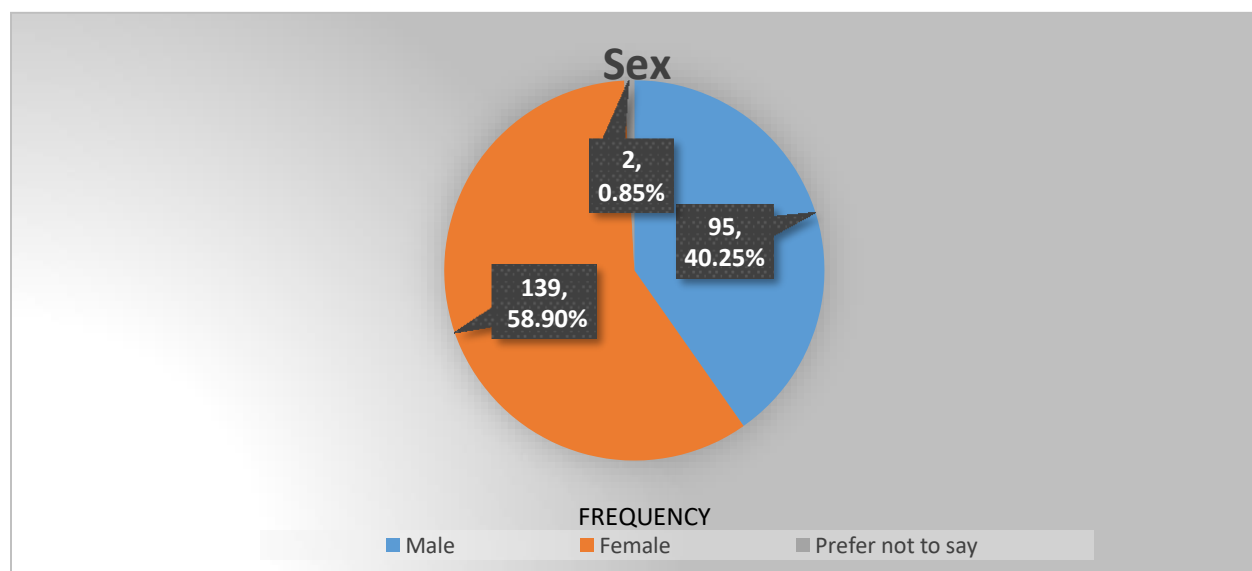


Figure 3. Profile of the Respondents in terms of Sex

It can be inferred that the sex of the students is dominantly female during the study. It may be deduced that the sex of the students is mostly female throughout the research. More than half of the population is female, implying that female respondents outnumbered the male respondents in the target group.

Junio and Liwag (2016) investigated the factors affecting students' performance in a physical education class in the Philippines University- Laguna Lyceum. Based on the demographics of the participating college students, majority were female, with ages ranging from ± 16 to 21 years of age. The data also showed that most were first-year students in their PE II.

Figure 4 presents the profile of the respondents in terms of gender. Out of two hundred and thirty-six (236) students, one hundred and thirty-one (131) or about 55.51% of the sample population are feminine. This is followed in frequency by the masculine with eighty-nine (89) students or about 37.71% of the sample population. On the other hand, sixteen (16) students prefer not to say, which accounts for 6.78% of the sample population.

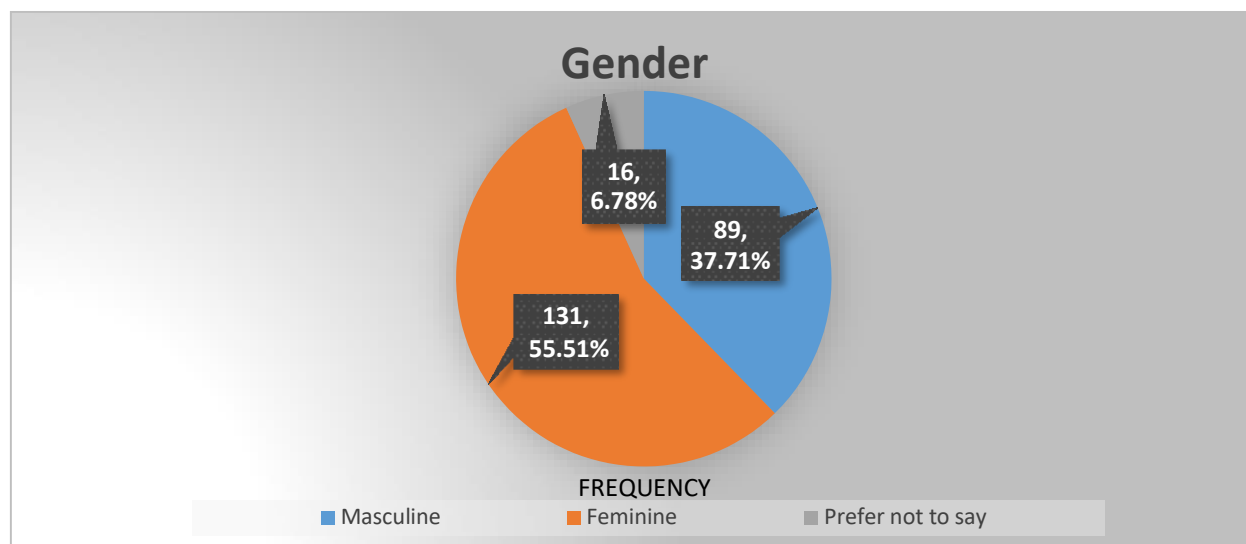


Figure 4. Profile of The Respondents in terms of Gender

It can be inferred that the gender of the students is mainly feminine during the study. It may also be deduced that because the majority of the respondents in the target group are female, the research is dominated by women. In other words, each set of data is supported by Figures 2 and 3.

Huang and Hsu (2019) researched the motivation and attitude of college students' physical education in Taiwan. More than half of the respondents (50.3%) were female, and 49.7 percent were male.

Figure 5 presents the profile of the respondents in terms of course. Out of two hundred and thirty-six (236) students, one hundred and seventy-eight (178) or about 75.42% of the sample population are from BSHM. On the other hand, there are fifty-eight (58) students from BSCS, accounting or 24.58% of the sample population.

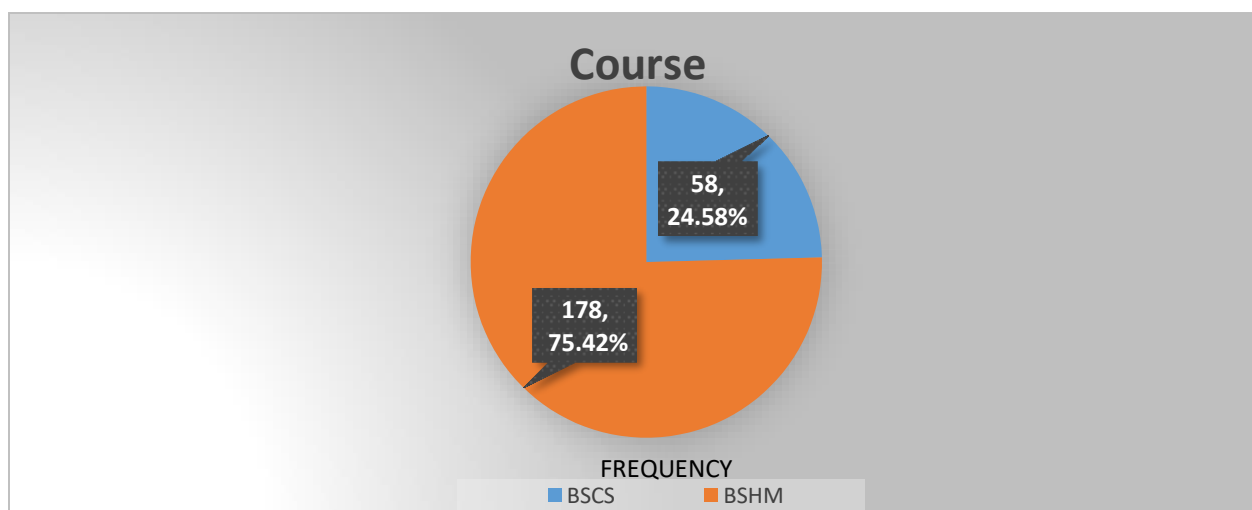


Figure 5. Profile of the Respondents in terms of Course

It can be inferred that the students' course is predominantly from the Bachelor of Science in Hospitality Management during the study. The figure shows that most of the sample population are enrolled in BSHM, and few are in BSCS. This reflects that the primary course of the sample population during the study duration is from the Bachelor of Science in Hospitality Management.

Junio and Liwag (2016) investigated the factors affecting students' performance in a physical education class in the Philippines University- Laguna Lyceum. Based on the demographics of the participating college students, most were enrolled in tourism and hospitality courses (27.7%), followed by allied medicine courses (26.3%), then engineering courses (22.2%). The majority were female, with ages ranging from ± 16 to 21 years of age. The data also showed that most were first-year students in their PE II.

Level of Student Participation in Physical Education Class

Figure 6 presents the level of student participation in Physical Education class in terms of recitation. Out of two hundred and thirty-six (236) students, one hundred and thirty-two (132), or about 55.93% of the sample population, have no recorded recitation. This is followed in frequency with one recitation of about fifty-seven (57) students or 24.15% of the sample population. On the other hand, only one (1) student with 8 recitations accounts for 0.42% of the sample population.

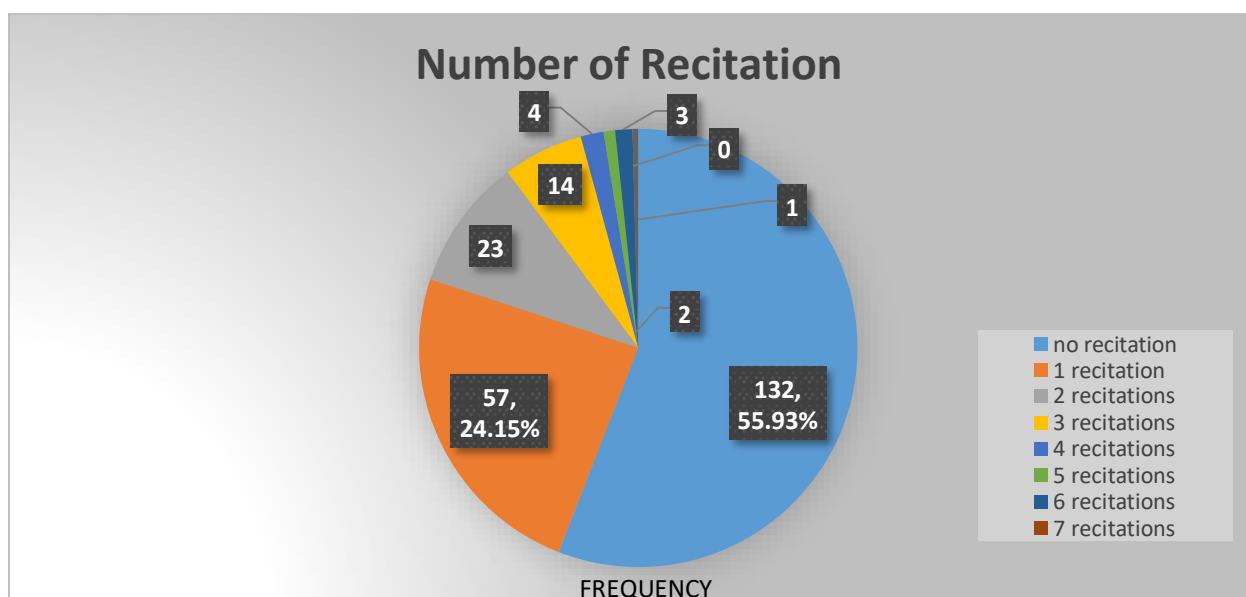


Figure 6. Level of Student Participation in Physical Education Class in terms of Recitation

It can be inferred that the students have no recitations during the study. When it comes to the students' recitation during Physical Education class, more than half of the students have no recorded recitation. In contrast, only a few have at least one recorded recitation. This implies that most of the students did not recite during the duration of the study.

A recent study was conducted by Escomes, Gutierrez, Sarabia, Morbo, and Calixto Jr. (2021) on the factors affecting distance learning for Physical Education students in Sultan Kudarat State University, Mindanao, Philippines. Results revealed that the said students had a "low level

of participation" in tasks such as assignments, reports, assessments, demonstrations, and oral recitation.

Figure 7 presents the level of student participation in Physical Education class in terms of practical performance. Out of two hundred and thirty-six (236) students, two hundred and eleven (211), or about 89.41% of the sample population, have three recorded practical performances. This is followed in frequency by two recorded practical performances with fifteen (15) students or about 6.36% of the sample population. On the other hand, ten (10) students with 1 recorded practical performance, accounted for 4.24% of the sample population.

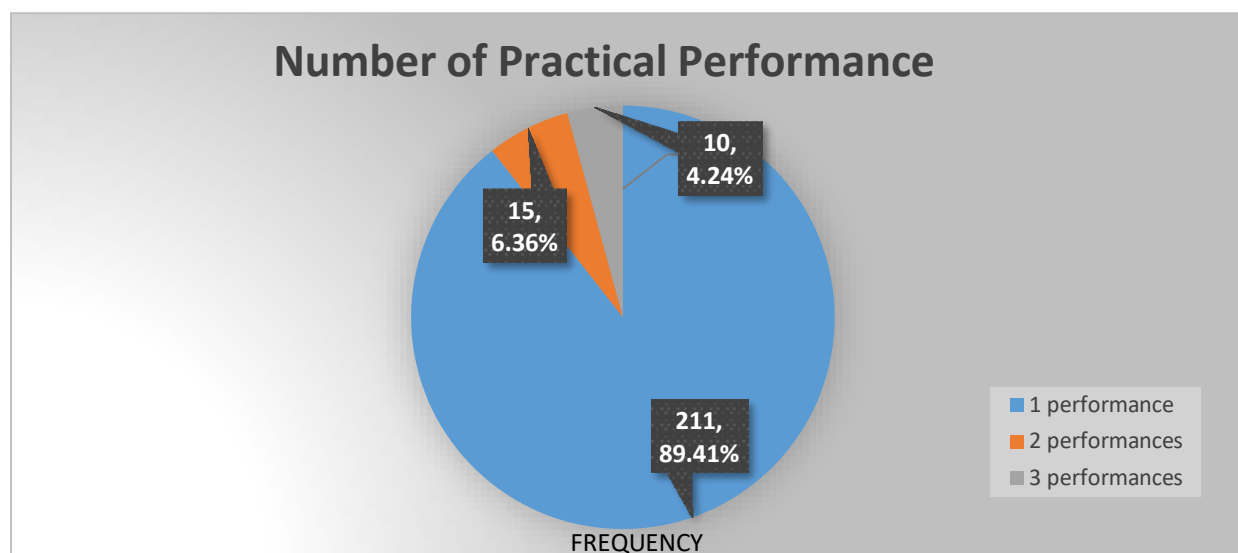


Figure 7. Level of Student Participation in Physical Education Class in terms of Practical Performance

It can be inferred that the students attain 3 recorded practical performances during the study. Regarding practical performance, almost all the sample population have 3 recorded performance tasks. In comparison, only a few have 1 or 2 recorded performance tasks. These results show that more than half of the students have 3 recorded practical outputs during the study.

In Xie and Ye's (2011) study, it was found that the participation in regular exercise and sports known as task performance and exercise habits of college students in physical education classes affect their performance in physical education.

Level of Students' Behavior in Physical Education Class in terms of Optimism

In this section, the Level of Students' Behavior in Physical Education class in terms of Optimism as to Physical Health, Mental Health, Social Health and Emotional Health. The following table shows the statement, mean, standard deviation and verbal interpretation.

Table 1 presents the level of students' behavior in Physical Education class in terms of Optimism as to Physical.

Table 1. Level of Students' Behavior in Physical Education class in terms of Optimism as to Physical Health

Statement:	MEAN	Standard Deviation	Verbal Interpretation
In physical education class, as a student:			
<i>I participate in P.E classes to gain a healthy body.</i>	4.11	0.92	Often
<i>I enjoy engaging in practical activities in conditioning my body.</i>	4.22	0.84	Always
<i>In attending P.E class, I gain an understanding of the nutritional benefits of my food intake.</i>	4.21	0.87	Always
<i>When I frequently engage in physical activities, I seldomly get sick.</i>	3.28	1.22	Sometimes
<i>My P.E class encourage me to be active in my daily lifestyle.</i>	4.31	0.95	Always
Overall Mean	4.02		High

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

In table 1, Among the statements above, “*My P.E class encourage me to be active in my daily lifestyle*” yielded the highest mean score ($M=4.31$, $SD=0.95$) and was remarked as Always. This is followed by “*I enjoy engaging in practical activities in conditioning my body*” with a mean score ($M=4.22$, $SD=0.84$) and was also remarked as Always. On the other hand, the statement “*When I frequently engage in physical activities, I seldomly get sick*” received the lowest mean score of responses with ($M=3.28$, $SD=1.22$) yet was also remarked Sometimes.

The level of students' behavior in Physical Education class in terms of optimism as to Physical Health attained a mean score of 4.02 and a standard deviation of 1.04 and was High among the respondents.

In table 1, “P.E. class is a good encouragement to be active in my daily lifestyle” receives the highest mean score, while “not getting sick when engaging in physical activities” gets the lowest. With this, the perception of the students in Physical Education class when it comes to Optimism about Physical Health is High among the participants.

Xie and Ye (2011) explore the differences in learning motivation, attitude, and exercise behavior of college students in physical education classes and the relevance between variables. The motivational scale of physical education revealed that five factors affect student performance in P.E. classes, including exercise behavior, student self-confidence, peer relationship, exercise habits, and physical health.

The following table shows the statement, mean, standard deviation and verbal interpretation.

Table 2 presents the level of students' behavior in Physical Education class in terms of optimism as to Mental Health.

In table 2, Among the statements, “*When I watch specific sports whether, on television or online, I can now understand games situations*” yields the highest mean score of ($M=4.06$, $SD=0.91$) and is remarked as Often. This is followed by “*I can now observe and analyze situations before making a decision*” with a mean score of ($M=3.99$, $SD=0.92$) and is also remarked as Often. On the other hand, the statement “*I can now cope with my daily problems*” receives the lowest mean scores of responses with a mean of ($M=3.68$, $SD=0.82$), yet is also remarked Often.

Table 2. Level of students’ behavior in Physical Education class in terms of Optimism as to Mental Health

Statement: In physical education class, as a student:	MEAN	Standard Deviation	Verbal Interpretation
<i>The activities in my P.E class helped me to be more focused on my studies.</i>	3.94	0.88	Often
<i>I can now cope with my daily problems.</i>	3.66	0.82	Often
<i>I can now observe and analyze situations before making a decision.</i>	3.99	0.92	Often
<i>I am now good at making creative ideas for my activities.</i>	3.94	0.91	Often
<i>When I watch specific sports whether, on television or online, I can now understand games situations.</i>	4.06	0.91	Often
Overall Mean	3.92		High

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

The level of students' behavior in Physical Education class in terms of optimism as to Mental Health attains a mean score of 3.92 and a standard deviation of 0.90 and is evaluated as High among the respondents.

In table 2, the statement “*watching specific sports via television or online can help in understanding the mechanics of the game*” obtains the highest mean score while coping with daily problems receives the lowest. With this, students' attitude toward Physical Education class regarding optimism in Mental health is high among the participants.

The Convention of the Rights of the Child (UNICEF, Art.29, Sec. 1a, b, September 2, 1990, mentioned as cited by Kirui & Too, 2012), states that education shall be directed to the development of the child's personality, talents, and mental and physical abilities to his/her fullest potential; the development of respect of human rights.

The following table shows the statement, mean, standard deviation and verbal interpretation.

Table 3 presents the level of students' behavior in Physical Education class in terms of optimism as to Social Health.

In table 3, Among the statements, *"It is okay for me to win or lose in terms of activity competition"* yields the highest mean score of ($M=4.43$, $SD=0.84$) and is remarked as Always. This is followed by *"When I join activities in P.E. class, it helps me to gain more friends"* with a mean score of ($M=4.23$, $SD=0.89$) remarked as Always. On the other hand, the statement *"I enjoy engaging in group-type activities."* receives the lowest mean score with a mean of ($M=3.88$, $SD=1.03$) yet is also remarked as Often.

Table 3. Level of students' behavior in Physical Education class in terms of Optimism as to Social Health

Statement: In physical education class, as a student:	MEAN	Standard Deviation	Verbal Interpretation
<i>I understand the different behavior of my classmates.</i>	3.93	0.89	Often
<i>I enjoy engaging in group-type activities.</i>	3.88	1.03	Often
<i>It's okay for me to win or lose in terms of activity competition.</i>	4.43	0.84	Always
<i>I share thoughts and opinions to help my classmates in group activities.</i>	4.19	0.90	Often
<i>When I join activities in P.E class, it helps me to gain more friends.</i>	4.23	0.89	Always
Overall Mean	4.13		High

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

The level of students' behavior in Physical Education class in terms of optimism as to Social Health attains a mean score of 4.13 and a standard deviation of 0.93 and receives a remark of High among the respondents.

In table 3, the statement *"It is okay for me to win or lose in terms of activity competition"* gets the highest mean score. At the same time *"I enjoy engaging in group-type activities"* receives the lowest. With this, students' attitude toward Physical Education class regarding optimism in social health is high among the participants.

Xie and Ye (2011) explored the differences in learning motivation, attitude, and exercise behavior of college students in physical education classes and the relevance between variables. The motivational scale of physical education revealed that five factors affect student performance in P.E. classes, including exercise behavior, student self-confidence, peer relationship, exercise habits, and physical health.

The following table shows the statement, mean, standard deviation and verbal interpretation.

Table 4 presents the level of students' behavior in Physical Education class in terms of optimism as to Emotional Health.

Table 4. Level of students' behavior in Physical Education class in terms of Optimism as to Emotional Health

Statement:	MEAN	Standard Deviation	Verbal Interpretation
In physical education class, as a student:			
<i>I showcase my skills with a high level of confidence.</i>	3.74	1.00	Often
<i>I believe that I can do properly all the physical activities.</i>	3.81	1.02	Often
<i>I can control my adrenaline rush when I feel excited.</i>	3.77	0.82	Often
<i>I am determined that I can pass all my subjects.</i>	4.17	0.95	Often
<i>I can overcome my hesitations when doing physical activities.</i>	3.93	0.88	Often
Overall Mean	3.88		High

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

In table 4, Among the statements above, “*I am determined that I can pass all my subjects*” yields the highest mean score ($M=4.17$, $SD=0.95$) and is remarked as Often. This is followed by “*I can overcome my hesitations when doing physical activities*” with a mean score of ($M=3.93$, $SD=0.88$) and is also remarked as Often. On the other hand, the statement “*I showcase my skills with a high level of confidence*” receives the lowest mean score of responses with a mean of ($M=3.74$, $SD=1.00$) yet is also remarked Often.

The level of students' behavior in Physical Education class in terms of optimism as to Emotional Health attains a mean score of 3.88 and a standard deviation of 0.95 and is High among the respondents.

In table 4, the statement “*I am determined that I can pass all my subjects*” gets the highest mean score. At the same time “*I showcase my skills with a high level of confidence*” receives the lowest. With this, students' attitude toward Physical Education class regarding Optimism in Emotional health is high among the participants.

According to Kul, Yilmaz, and Yasartürk (2018), physical education is the education of the whole personality. Through physical education, students are taught how to use their bodies in the most effective and efficient way, how to move correctly, be happy and become ethical individuals, and exhibit positive mental and emotional development.

Level of students' behavior in Physical Education class in terms of Motivation

In this section, the Level of students' behavior in Physical Education class in terms of Motivation to Intrinsic Motivation, Extrinsic Motivation and Demotivation is assessed. The following table shows the statement, mean, standard deviation and verbal interpretation.

Table 5 presents the level of students' behavior in Physical Education class in terms of motivation as to Intrinsic Motivation.

Table 5. Level of students' behavior in Physical Education class in terms of Motivation as to Intrinsic Motivation

Statement:	MEAN	Standard Deviation	Verbal Interpretation
In physical education class, as a student:			
<i>I am happy when my friends invite me to play online games.</i>	4.02	1.06	Often
<i>Playing online games help me to relieve stress.</i>	3.94	1.05	Often
<i>I am motivated when my teacher assigned tasks and challenges me.</i>	3.74	0.97	Often
<i>I am inspired when my teacher praises me during recitation.</i>	4.17	0.94	Often
<i>Physical activities give me satisfaction in conditioning my body.</i>	4.16	0.87	Often
Overall Mean	4.00		High

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

In table 5, Among the statements above, “*I am inspired when my teacher praises me during recitation*” yields the highest mean score of ($M=4.17$, $SD=0.94$) and is remarked as Often. This is followed by “*Physical activities give me satisfaction in conditioning my body*” with a mean score of ($M=4.16$, $SD=0.87$) and is also remarked as Often. On the other hand, the statement “*I am motivated when my teacher assigned tasks and challenges me*” receives the lowest mean score of responses with a mean of ($M=3.74$, $SD=0.97$) yet is also remarked Often. The level of students' behavior in Physical Education class in terms of motivation as to intrinsic motivation attains a mean score of 4.00 and a standard deviation of 0.99 and is High among the respondents.

In table 5, the teacher's praise during the recitation inspires the students. It receives the highest mean score, while the tasks and challenges given by the teacher provides motivation to the students and receives the lowest. With this, the attitude of students toward physical education class when it comes to motivation in terms of intrinsic motivation is high among the participants.

The behavior in terms of the motivation of college students in physical education classes at Taiwan University was studied by Huang and Hsu (2019). The authors explained that if students

have positive motivation for physical education, students may show high learning or performance in physical education.

The following table shows the statement, mean, standard deviation and verbal interpretation.

Table 6 presents the level of students' behavior in Physical Education class in terms of motivation as to Extrinsic Motivation.

In table 6, Among the statements, *"I am happy when my teacher gave credit points as a reward during recitation"* yields the highest mean score of ($M=4.59$, $SD=0.72$) and is remarked as Always. This is followed by *"I study hard to qualify for the academic scholarship"* with a mean score of ($M=4.08$, $SD=0.98$) and is also remarked as Often. On the other hand, the statement *"I usually volunteer to be the leader for group activities for additional grades"* receives the lowest mean score of responses with a mean of ($M=2.67$, $SD=1.22$) yet is also remarked as Sometimes.

The level of students' behavior in Physical Education class in terms of motivation as to extrinsic motivation attains a mean score of 3.81 and a standard deviation of 1.19 and is High among the respondents.

Table 6. Level of students' behavior in Physical Education class in terms of Motivation as to Extrinsic Motivation

Statement:	MEAN	Standard Deviation	Verbal Interpretation
In physical education class, as a student:			
<i>I am happy when my teacher gives credit points as a reward during recitation.</i>	4.59	0.72	Always
<i>I study hard to qualify for the academic scholarship.</i>	4.08	0.98	Often
<i>During group activities, I encourage my classmates to do their best to be exempted from exams.</i>	3.90	0.97	Often
<i>I usually volunteer to be the leader for group activities for additional grades.</i>	2.67	1.22	Sometimes
<i>I always exert best effort in all my outputs to be recognized by my teacher.</i>	3.79	1.07	Often
Overall Mean	3.81		High

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

In table 6, "giving extra credit points during recitation makes the students happy" gets the highest mean score, while "volunteering to be the leader in group works for additional grades" gets the lowest. With this, the attitude of students towards Physical Education class when it comes to motivation in terms of Extrinsic Motivation is high among participants.

The behavior in terms of the motivation of college students in physical education classes at Taiwan University was studied by Huang and Hsu (2019). The authors explained that if students

have positive motivation for physical education, students may show high learning or performance in physical education.

The following table shows the statement, mean, standard deviation and verbal interpretation.

Table 7 presents the level of students' behavior in Physical Education class in terms of motivation as to Demotivation.

Table 7. Level of students' behavior in Physical Education class in terms of Motivation as to Demotivation

Statement:	MEAN	Standard Deviation	Verbal Interpretation
In physical education class, as a student:			
<i>Having an average grade is enough for me.</i>	3.80	1.01	Often
<i>I comply with my activities even though I did not follow the instructions properly.</i>	2.75	1.22	Sometimes
<i>I lack confidence when doing physical activities.</i>	3.24	1.08	Sometimes
<i>I am content with my life status.</i>	3.64	1.14	Often
<i>I seldomly participate in recitation because I might say the wrong answer.</i>	3.58	1.00	Often
Overall Mean	3.40		High

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

In table 7, Among the statements above, “*Having an average grade is enough for me*” yields the highest mean score of ($M=3.80$, $SD=1.01$) and is remarked as Often. This is followed by “*I am content with my life status*” with a mean score of ($M=3.64$, $SD=1.14$) and is also remarked as Often. On the other hand, the statement “*I comply with my activities even though I did not follow the instructions properly*” receives the lowest mean score of responses with a mean of ($M=2.75$, $SD=1.22$) yet is also remarked Sometimes.

The level of students' behavior in Physical Education class in terms of motivation as to Demotivation attains a mean score of 3.40 and a standard deviation of 1.16 and is High among the respondents.

In table 7, students with an average grade receives the highest mean score, while students complying in activities even if they don't follow the instructions properly receives the lowest. With this, students' attitude towards Physical Education class when it comes to Motivation of Demotivation is high among the participants.

The behavior in terms of the motivation of college students in physical education classes at Taiwan University was studied by Huang and Hsu (2019). The authors explained that if students

have positive motivation for physical education, students may show high learning or performance in physical education.

Level of students' behavior in Physical Education class in terms of Self-Confidence

In this section, the Level of students' behavior in Physical Education class in terms of Self-confidence as to Individual, Academic and Family. The following table shows the statement, mean, standard deviation and verbal interpretation.

Table 8 presents the level of students' behavior in Physical Education class in terms of Self-Confidence as to Individual.

Table 8. Level of Students' Behavior in Physical Education Class in terms of Self-Confidence as to Individual

Statement:	MEAN	Standard Deviation	Verbal Interpretation
In physical education class, as a student:			
<i>I believe it will be easy for me to do physical activities because I have an active lifestyle.</i>	3.67	0.95	Often
<i>I am active during recitation because I have good communication skills.</i>	3.03	1.01	Sometimes
<i>I am confident to have high scores during practical activities because I practiced a lot.</i>	3.44	0.95	Often
<i>I am certain to be accurate in my answers during recitation because I always take notes on the important details of the lesson.</i>	3.38	0.93	Sometimes
<i>I know all of my classmates will follow my instructions regarding group activities because our class is united.</i>	3.60	1.04	Often
Overall Mean	3.42		High

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

In table 8, Among the statements above, “*I believe it will be easy for me to do physical activities because I have an active lifestyle*” obtains the highest mean score of ($M=3.67$, $SD=0.95$) and is remarked as Often. This is followed by “*I know all of my classmates will follow my instructions regarding group activities because our class is united*” with a mean score of ($M=3.60$, $SD=1.04$) and is also remarked as Often. On the other hand, the statement “*I am active during recitation because I have good communication skills*” receives the lowest mean score of responses with a mean of ($M=3.03$, $SD=1.01$) yet is also remarked as Sometimes. The level of students' behavior in Physical Education class in terms of Self-confidence as to Individual attains a mean score of 3.42 and a standard deviation of 1.00 and is High among the respondents.

In table 8, students who believe they will not have a hard time doing physical activities because of their active lifestyle gets the highest mean score, while being active during class recitation because of their excellent communication skills receives the lowest. With this, students' attitude toward Physical Education class when it comes to Self-Confidence in terms of Individuality is high among the participants.

Xie and Ye (2011) explore the differences in learning motivation, attitude, and exercise behavior of college students in physical education classes and the relevance between variables. The motivational scale of physical education revealed that five factors affect student performance in P.E. classes, including exercise behavior, student self-confidence, peer relationship, exercise habits, and physical health.

The following table shows the statement, mean, standard deviation and verbal interpretation.

Table 9 presents the level of students' behavior in Physical Education class in terms of Self-Confidence as to Academic.

In table 9, Among the statements, "*I exert my full effort in P.E. subject to maintain high grades*" yields the highest mean score of ($M=4.07$, $SD=0.95$) and is remarked as Often. This is followed by "*I am physically prepared for the tasks and challenges in the future*" with a mean score of ($M=4.06$, $SD=0.87$) and is also remarked as Often. On the other hand, the statement "*I am a grade-conscious student in my P.E. subject*" receives the lowest mean score of responses with ($M=3.68$, $SD=0.98$) yet is also remarked Often. The level of students' behavior in Physical Education class in terms of Self-confidence in Academic attains a mean score of 3.88 and a standard deviation of 0.94 and is High among the respondents.

Table 9. Level of students' behavior in Physical Education class in terms of Self-confidence as to Academic

Statement:	MEAN	Standard Deviation	Verbal Interpretation
In physical education class, as a student:			
<i>I exert my full effort in P.E subject to maintain high grades.</i>	4.07	0.95	Often
<i>I am physically prepared for the tasks and challenges in the future.</i>	4.06	0.87	Often
<i>I have objectives to adopt all the lessons in my P.E class.</i>	3.90	0.92	Often
<i>I always consult my status regarding grade condition in P.E class.</i>	3.69	0.92	Often
<i>I am a grade-conscious student in my P.E subject.</i>	3.68	0.98	Often
Overall Mean	3.88		High

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

In table 9, exerting effort in the student's Physical Education class maintain high grades receives the highest mean score while being grade-conscious in their Physical Education subject gets the lowest mean score. With this, students' attitude toward Physical Education class when it comes to Self-Confidence in terms of academics is high among the participants.

Xie and Ye (2011) explore the differences in learning motivation, attitude, and exercise behavior of college students in physical education classes and the relevance between variables. The motivational scale of physical education revealed that five factors affect student performance in P.E. classes, including exercise behavior, student self-confidence, peer relationship, exercise habits, and physical health.

The following table shows the statement, mean, standard deviation and verbal interpretation.

Table 10 presents the level of students' behavior in Physical Education class in terms of Self-Confidence as to Family.

In table 10, Among the statements, "*I raise awareness to my family members about having an active lifestyle*" yields the highest mean score of ($M=3.72$, $SD=1.09$) and is remarked as Often. This is followed by "*I can share important facts about health benefits with my family*" with a mean score of ($M=3.71$, $SD=1.04$) and is also remarked as Often. On the other hand, the statement "*My family supports me to be able to do the exercises*" receives the lowest mean score of responses with a mean of ($M=2.94$, $SD=1.06$) yet is also remarked as Sometimes. The level of students' behavior in Physical Education class in terms of Self-confidence as to family attains a mean score of 3.52 and a standard deviation of 1.16 and is High among the respondents.

Table 10. Level of students' behavior in Physical Education class in terms of Self-confidence as to Family

Statement:	MEAN	Standard Deviation	Verbal Interpretation
In physical education class, as a student:			
<i>I encourage my family members to join me in doing physical exercise.</i>	3.01	1.16	Sometimes
<i>The activities in P.E class help me to create a bond with my family members.</i>	3.21	1.18	Sometimes
<i>My family supports me to be able to do the exercises.</i>	2.94	1.06	Sometimes
<i>I can share important facts about health benefits with my family.</i>	3.71	1.04	Often
<i>I raise awareness to my family members about having an active lifestyle.</i>	3.72	1.09	Often
Overall Mean	3.52		High

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Always	Very High
4	3.40 – 4.19	Often	High
3	2.60 – 3.39	Sometimes	Moderate
2	1.80 – 2.59	Seldom	Low
1	1.00 – 1.79	Never	Very Low

In table 10,” raising awareness to family members to have an active lifestyle” gets the highest mean score, while “student's families supporting them in doing exercises” gets the lowest. With this, students' attitude toward Physical Education class when it comes to Self-Confidence in terms of the family is high among the participants.

Xie and Ye (2011) explore the differences in learning motivation, attitude, and exercise behavior of college students in physical education classes and the relevance between variables. The motivational scale of physical education revealed that five factors affect student performance in P.E. classes, including exercise behavior, student self-confidence, peer relationship, exercise habits, and physical health.

There is significant difference in the level of student participation in physical education class when respondents are grouped according to their demographic profile.

Table 11 presents the significant difference in the level of student participation in physical education class when respondents are grouped according to their demographic profile.

There is no observed significant difference in the level of student participation in physical education class when respondents are grouped according to their age based on the computed t-statistic, which implies that it is less than the critical t with a p-value greater than the significance alpha 0.05.

Also, there is no observed significant difference in the level of student participation in physical education class when respondents are grouped according to their sex based on the computed t-statistics, which implies that it is less than the critical t with a p-value that is greater than the significance alpha 0.05.

And there is no observed significant difference in the level of student participation in physical education class when respondents are grouped according to their gender based on the computed t-statistic, which implies that it is less than the critical t with a p-value that is greater than the significance alpha 0.05.

While there is an observed significant difference in the level of student participation in physical education classes when respondents are grouped according to their course based on the computed t-statistics, which implies that it is greater than the critical t with a p-value that is less than the significance alpha 0.05.

Table 11. There is a significant difference in the level of student participation in physical education class when respondents are grouped according to their demographic profile.

Profile of the Respondents	Range	t statistic	p-value	Analysis
Age	16 to 20 years old	0.413	0.340	Not Significant
	21 to 25 years old			
Sex	Female	1.749	0.041	Significant
	Male			
	Female	-1.156	0.227	Not Significant
	Prefer not to say			
	Male	-1.908	0.154	Not Significant
	Prefer not to say			
Gender	Feminine	1.931	0.028	Significant
	Masculine			
	Feminine	0.572	0.285	Not Significant
	Prefer not to say			
	Masculine	-0.959	0.174	Not Significant
	Prefer not to say			
Course	BSCS	-2.760	0.004	Significant
	BSHM			

From the findings above, we can infer that at a 0.05 level of significance, the null hypothesis stating that "There is no significant difference in the level of student participation in physical education class when respondents are grouped according to their demographic profile" is accepted.

Table 11 Introduces the significant difference in the students' participation during physical education class when the participants are organized based on their demographic profile. All in all, the null hypothesis, which states that there is no significant difference in the level of the students' participation during physical education class when the participants are arranged based on their demographic profile, is accepted.

Uddin, Salmon, Islam, and Khan (2020) examined the associations between physical education class participation and physical activity among adolescents using the Global School-based Student Health Survey data from 65 countries. The overall participation of adolescents was "high," and those who were sufficiently active were greater than those who attended more physical education classes.

A significant difference in the level of student behavior in physical education class when respondents are grouped according to their demographic profile.

Table 12 presents the significant difference in the level of student behavior in physical education class when respondents are grouped according to their demographic profile.

There is an observed significant difference in the level of student behavior in physical education class when respondents are grouped according to their age based on the computed t-statistic, which implies that it is greater than the critical t with a p-value that is less than the significance alpha 0.05.

Also, there is no observed significant difference in the level of student behavior in physical education class when respondents are grouped according to their sex based on the computed t-statistic, which implies that it is less than the critical t with a p-value that is greater than the significance alpha 0.05.

Furthermore, there is no observed significant difference in the level of student behavior in physical education class when respondents are grouped according to their gender based on the computed t-statistics, which implies that it is less than the critical t with a p-value that is greater than the significance alpha 0.05.

While there is no observed significant difference in the level of student behavior in physical education class when respondents are grouped according to their course based on the computed t-statistics, which implies that it is less than the critical t with a p-value that is greater than the significance alpha 0.05.

Table 12. A significant difference in the level of student behavior in physical education class when respondents are grouped according to their demographic profile.

Profile of the Respondents	Range	t statistic	p-value	Analysis
Age	16 to 20 years old	-2.779	0.004	Significant
	21 to 25 years old			
Sex	Female	-0.529	0.299	Not Significant
	Male			
	Female	-1.061	0.241	Not Significant
	Prefer not to say			
	Male	-0.909	0.265	Not Significant
	Prefer not to say			
Gender	Feminine	0.859	0.196	Not Significant
	Masculine			
	Feminine	0.082	0.468	Not Significant
	Prefer not to say			
	Masculine	-0.436	0.333	Not Significant
	Prefer not to say			
Course	BSCS	-1.344	0.091	Not Significant
	BSHM			

From the findings above, we can infer that at a 0.05 level of significance, the null hypothesis stating that "There is no significant difference in the level of student behavior in physical education class when respondents are grouped according to their demographic profile" is accepted. Thus, inciting that there is no significance between the two. This presents a significant difference in the level of student behavior in physical education class when respondents are

grouped according to their demographic profile. It also concludes that most of the profiles of the students have no observed significant difference.

The behavior in terms of the motivation of college students in physical education classes at Taiwan University was studied by Huang and Hsu (2019). The authors explained that if students have positive motivation for physical education, students may show high learning or performance in physical education.

Significant Effect of Level of Student Participation on the Performance in Physical Education Class of the Respondents.

Table 13 presents the significant effect of level of student participation on the performance in physical education class of the respondents.

Table 13. Significant Effect of Level of Student Participation on the Performance in Physical Education Class of the Respondents

Student Participation		Beta Coefficient	t value	p-value	Analysis
Recitation	Performance in PE	-0.1434	-5.056	0.000	Significant
Practical Performance		-1.119	-14.629	0.000	Significant

Recitation ($t=-5.056$) and practical performance ($t=-14.629$) is observed to have a significant effect on the performance in P.E. All incurred p-values that is less than 0.05 level of significance of the test.

Therefore, from the findings above, we can infer that at 0.05 level of significance, the null hypothesis stating that "There is no significant effect of level of student participation on the performance in physical education class of the respondents" is rejected. This calls for the acceptance of the alternative; hence there is a significant effect. This simply presents that there is a significant effect of the level of student participation on the performance in physical education class to the respondents, particularly in two aspects: recitation and practical performance. It is concluded that their participation is a factor that can affect their performance in P.E. Giner-Mira, Navas-Martínez, Holgado-Tello, and Soriano-Llorca (2020) examined the factors that influence the academic performance in physical education of secondary students in the Region of Valencia, Spain. The authors found that task orientation and performance in sports activity had a statistically significant relationship with the academic performance in P.E. among the respondents.

Significant Effect of Student Behavior on the Performance in Physical Education Class of the Respondents

Table 14 presents the significant effect of level of student behavior on the performance in physical education class of the respondents.

Table 14. Significant Effect of Student Behavior on the Performance in Physical Education Class of the Respondents

Student Behavior		Beta Coefficient	F value	p-value	Analysis
Optimism	Performance in PE	-0.737	109.94	0.000	Significant
Motivation		-0.417	16.700	0.000	Significant
Self-Confidence		-0.405	31.685	0.000	Significant

Optimism ($F=109.94$), Motivation ($F=16.700$), and Self-confidence ($F=31.685$) are observed to have a significant effect on the performance in P.E. All incurred p-values that is less than 0.05 level of significance of the test.

Therefore, from the findings above, we can infer that at a 0.05 level of significance, the null hypothesis stating that "There is no significant effect of level of student behavior on the performance in physical education class of the respondents" is rejected. This calls for the acceptance of the alternative. Hence there is a significant effect. From the discussion above, it simply means that there is a significant effect of the level of student behavior on the performance in physical education class of the respondents, particularly in the three aspects: optimism, motivation, and self-confidence. It is concluded that the student's behavior is one factor in their performance in P.E.

Owens (2019) conducted a quantitative case study on school climate, student behavior and achievement, and classroom facility factors. He found out that students' behavior significantly relates to the students' achievements.

4. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, the conclusions based on the hypothesis, and the corresponding recommendations.

Summary

This study was conducted to determine the students' participation and behavior in physical education among the college students at Cavite State University-Cavite City Campus. Specifically, the study aimed to determine the profile of the college students in terms of age, sex, gender, course, student participation in terms of recitation and practical performance, determine the level of behavior in terms of optimism in terms of physical health, mental health, social health, emotional health, motivation in terms of intrinsic, extrinsic, demotivation, and self-confidence in terms of individual, academic, family.

It will also determine if there is a significant difference in the level of student participation in physical education classes when respondents are grouped according to their demographic profile; and if there is a significant difference in the level of student behavior in physical education class when respondents are grouped according to their demographic profile.

Moreover, this study will ascertain if the level of student participation have any significant effect on the performance in the physical education class of the respondents, and if the level of student behavior have any significant effect on the performance in the physical education class of the respondents.

This study utilized a descriptive research design to determine the students' participation and behavior in the physical education performance of the college students at Cavite State University. Survey questionnaires were used, including the student's physical education behavior and secondary data on student participation in recitation and practical performance. Descriptive Statistics such as the T-Test formula was used to determine the significant difference and the beta coefficient to determine the significant effect. The target population for this study is two hundred thirty-six (236) students who were enrolled in A.Y. 2021-2022 first semester taking up Frequency, Intensity, Time, Type (FITT) 1 subject.

The results showed no significant difference in the level of student participation and behavior in physical education class when respondents were grouped according to their demographic profile.

Also, results showed that the students' level of participation has a significant effect on their performance in physical education class, particularly in two aspects: recitation and practical performance. It can conclude that their participation is a factor that can affect their performance in P.E. It simply means that the students' level of behavior also has a significant effect on their performance in physical education class, particularly in the three aspects: optimism, motivation, and self-confidence. It can conclude that the student's behavior is one factor in their performance in P.E.

Conclusions

Drawn the results of the study, the following results are set forth;

1. The null hypothesis stating that "There is no significant difference in the level of student participation in physical education class when respondents are grouped according to their demographic profile" is accepted. Thus, inciting that there is a significance between the two.
2. The null hypothesis stating that "There is no significant difference in the level of student behavior in physical education class when respondents are grouped according to their demographic profile" is accepted. Thus, inciting that there is a significance between the two.
3. The null hypothesis stating that "There is no significant effect of level of student participation on the performance in physical education class of the respondents" is rejected. This calls for the acceptance of the alternative. Hence there is a significant effect.
4. The null hypothesis stating that "There is no significant effect of level of student behavior on the performance in physical education class of the respondents" is rejected. This calls for the acceptance of the alternative. Hence there is a significant effect.

Recommendations

In the light of the findings and conclusions of the study, the following recommendations were drawn.

1. Teachers should have exciting collaboration activities like mini games before lessons in P.E class to encourage the students to share their ideas while lectures are on-going.
2. Teachers should continue to show compassion and carefully understand the differences in the behavior of every student in P.E class by means of asking them relevant questions about their life.
3. Teachers should have a broader perception when it comes to the difficulties of students in online learning in P.E class.
4. The curriculum in P.E class should have an enhancement program in terms of collaboration activities which can affect positively to the behavior of the students.

5. ACKNOWLEDGMENTS

The author wishes to extend appreciation to the participants of the study.

6. REFERENCES

- Abu-Jameh, M. (2013). *The Role of Educational Supervisors in Improving the Efficiencies of Sport Education Teachers in Gaza Governorates' Public Schools in Light of Total Quality Standards*. (Unpublished Master's Thesis). Al-Azhar University – Gaza.
- Ahn, J., Jeon, H., & Kwon, S. (2016). Associations between self-regulation, exercise participation, and adherence intention among Korean university students. *Perceptual and Motor Skills*, 123(1), 324-340. doi: 10.1177/0031512516659874
- Anderson, K. P., Ritter, G. W., and Zamarro, G. (2019). Understanding a vicious cycle: the relationship between student discipline and student academic outcomes. *Educ. Res.* 48, 251–262. doi: 10.3102/0013189X19848720
- Badedda, M., & Shabeba, S. (2012). *The effect of teaching methods on teaching kinetic skills in the class of physical education and sports: A comparative study*, Qasidi University, College of Humanities and Social Sciences, Department of Physical and Mathematical Sciences and Techniques, Algeria.
- Barkoukis, V., Taylor, I., Chanal, J., and Ntoumanis, N. (2014). The relation between student motivation and student grades in physical education: a 3-year investigation. *Scand. J. Med. Sci. Sport.* 24, e406–e414. 10.1111/sms.12174
- Behzadnia, B., Mohammadzadeh, H., & Ahmadi, M. (2019). Autonomy-supportive behaviors promote autonomous motivation, knowledge structures, motor skills learning and performance in physical education. *Current Psychology*, 38(6), 1692-1705. <https://doi.org/10.1007/s12144-017-9727-0>
- Biddle, S. J., Ciacconni, S., Thomas, G., & Vergeer, I. (2019). Physical activity and mental health in children and adolescents: An updated review of reviews and an analysis of causality. *Psychology of Sport and Exercise*, 42, 146–155. <https://doi.org/10.1016/j.psychsport.2018.08.011> [Crossref], [Web of Science®], [Google Scholar]
- Cardinal, B. J. (2016). Physical activity education's contributions to public health and interdisciplinary studies: Documenting more than individual health benefits. *Journal of Physical Education, Recreation & Dance*, 87(4), 3–5. <https://doi.org/10.1080/07303084.2016.1142182> [Taylor & Francis Online]
- Cale, L. Physical education's journey on the road to health. *Sport Educ. Soc.* 2021, 26, 486–499.

- Claver, F., Martínez-Aranda, L. M., Conejero, M. & Gil-Arias, A. (2020). Motivation, Discipline, and Academic Performance in Physical Education: A Holistic Approach From Achievement Goal and Self-Determination Theories. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.01808>
- Edward, S.L. (2015). *Challenges facing the teaching and learning of physical education in primary schools in Bwiri/Nanguba zone, Samia sub-county, Kenya*. (master's thesis). Kenyatta University, Kenya.
- Escomes, E.L., Gutierrez, C.J.P., Sarabia, I.P.C., Morbo, E. A., & Calixto, V.L. Jr. (2021). Factors affecting distance learning of the physical education students of Sultan Kudarat State University, Mindanao, Philippines. *Indonesian Journal of Educational Research and Technology*, 1(3), 87-94. <http://ejournal.upi.edu/index.php/IJERT/>
- García, A., & Díaz Morales, J.F. (2010). Relationship between optimism / dispositional pessimism, performance and age in competitive soccer players. *Revista Iberoamericana de Psicología del Ejercicio y del Deporte*, 5(1), 45-60.
- Giner-Mira, I., Navas-Martínez, L., Holgado-Tello, F. P., & Soriano-Llorca, J. A. (2020). Factors that Influence Academic Performance in Physical Education. *Apunts. Educación Física y Deportes*, 139, 49-55. [https://doi.org/10.5672/apunts.2014-0983.es.\(2020/1\).139.07](https://doi.org/10.5672/apunts.2014-0983.es.(2020/1).139.07)
- Gutiérrez, M., and López, E. (2012). Motivación, comportamiento de los alumnos y rendimiento académico. *Infanc. Aprendiz.* 35, 61–72. 10.1174/021037012798977421
- Haerens, L.; Kirk, D.; Cardon, G.; De Bourdeaudhuij, I. Toward the Development of a Pedagogical Model for Health-Based Physical Education. *Quest* 2011, 63, 321–338.
- Harris, J.; Cale, L. Promoting Active Lifestyles in Schools; Human Kinetics: Champaign, IL, USA, 2018.
- Hong, S. C. (2014). Investigation and research on motivation of students' physical education in Lunghwa University of Science and Technology. *Journal of Lunghwa University of Science and Technology*, 34, 109-122.
- Huang, W., & Hsu, C. (2019). Research on the motivation and attitude of college students' physical education in Taiwan. *Journal of Physical Education and Sport*, 19, 69-79. <http://dx.doi.org/10.7752/jpes.2019.s1011>
- Hudson, G.M & Sprow, K. (2020). Promoting physical activity during the COVID-19 pandemic: Implications for obesity and chronic disease management. *Journal of Physical Activity and Health*, 17(7), 685-687. 10.1123/jpah.2020-0318.
- Junio, J. J. B., & Liwag, J.A. (2016). Factors affecting students' performance in physical education class in Lyceum of the Philippines University- Laguna. *LPU- Laguna Journal of Multidisciplinary Research*, 4(4), 52-67. Retrieved from <http://lpulaguna.edu.ph/wp-content/uploads/2017/03/Factors-Affecting-Students-Performance-in-Physical-Education-Class-in-LPU-Laguna.pdf>

- Kaya, M., Bozdemir, R., Türkçapar, U., & Demir, O. (2015). Examination of some professional problems of physical education teachers (Tokat Province). *Journal of International Educational Science*, 2(5), 356-375. http://www.inesjournal.com/Makaleler/1083940963_25-id-172.pdf
- Kirui, K. E. J & Too, K. J. (2012). Teaching of physical education course as a fundamental right of students in secondary schools in Kenya: A study of Bomet district. *Journal of Education and Practice*, 3(8), 144-150. <https://www.iiste.org/Journals/index.php/JEP/article/view/2023/2002>
- Kroll, R. J., Jr. (2019). *The effect of the flexible modular schedule on student academic achievement, student behavior, and student development* (Order No. 13857206). Available from ProQuest Central. (2369997868). Retrieved from <https://www.proquest.com/dissertations-theses/effect-flexible-modular-schedule-on-student/docview/2369997868/se-2?accountid=34302>
- Kul, M., Yilmaz, S. H., & Yasartürk, F. (2018). An investigation of professional problems of physical education and sports teachers and effects of these problems on their performance and motivation. *Higher Education Studies*, 8(4), 23–34. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1189923&site=eds-live>
- Kurková, P., & Langová, K. (2021). Predictors of Physical Education Class and Leisure-Time Preferences of Teenagers Who Are Deaf or Hard of Hearing. *American Annals of the Deaf*, 166(1), 1-44. N.PAG. <https://doi.org/10.1353/aad.2021.0009>
- Ledesma, G. L., Lampedario, K. D., Pequierda, J. D., & Calixtro, V. L. (2021). Online learning and academic performance of bachelor of physical education students. *Indonesian Journal of Educational Research and Technology*, 1(3), 135-140. <http://ejournal.upi.edu/index.php/IJERT/>
- Li, M., Li, W., Kim, J., Xiang, P., Xin, F., & Tang, Y. (2021). A Conceptual Model of Perceived Motor Skill Competence, Successful Practice Trials, and Motor Skill Performance in Physical Education. *Journal of Teaching in Physical Education*, 40(4), 635–641. <https://doi.org/10.1123/jtpe.2020-0141>
- Luis de Cos, G., Luis de Cos, I., Irazusa, S., & Arribas, S. (2010). Práctica de actividad físico-deportiva, apoyo de sus iguales y calificación en educación física. In *Actas del III Congreso Internacional de Ciencias del Deporte y Educación Física*. Pontevedra.
- Milenović, Ž., Lapat, G., & Vidaković, M. H. (2021). The Influence of Physical Exercise on Fifth-Grade Primary School Students' Academic Performance in Physical Education Classes. *Croatian Journal Educational / Hrvatski Casopis Za Odgoj I Obrazovanje*, 23(3), 935–963. <https://doi.org/10.15516/cje.v23i3.4332>
- Moeijes, J., van Busschbach, J. T., Bosscher, R. J., & Twisk, J. (2018). Sports participation and psychosocial health: A longitudinal observational study in children. *BMC Public*

Health, 18(1), 702. <https://doi.org/10.1186/s12889-018-5624-1> [Crossref], [PubMed], [Google Scholar]

- Obeda, R. A. (2019). Level of performance of students in physical education in selected secondary schools in Balicuatro area of Northern Samar. *SSRG International Journal of Economics and Management Studies (SSRG-IJEMS)*, 6(4)
- Ortín-Montero, F.J., Martínez-Rodríguez, A., Reche-García, C., de los Fayos-Ruiz, E.J., & González-Hernández, J. (2018) Relationship between optimism and athletic performance. Systematic review. *Anales De Psicología*, 34(1), 153-161. <http://dx.doi.org/10.6018/analesps.34.1.270351>
- Osipov, A.Y., Ratmanskaya, T.I., Zemba, E.A., Potop, V., Kudryavtsev, M.D., & Nagovitsyn, R.S. (2021). The impact of the universities closure on physical activity and academic performance in physical education in university students during the COVID-19 pandemic. *Physical Education of Students*, 25(1), 20–27. <https://doi.org/10.15561/20755279.2021.0103>
- Owens, S. (2019). *A quantitative case study on school climate, student behavior, student achievement, and classroom facility factors in an urban midwest high school* (Order No. 13887379). Available from ProQuest Central; Publicly Available Content Database. (2236415499). Retrieved from <https://www.proquest.com/dissertations-theses/quantitative-case-study-on-school-climate-student/docview/2236415499/se-2>
- Rothstein, R., & Olympia, R.P. (2020). School nurses on the frontline of healthcare: The approach to maintaining student health and wellness during Covid-19 closures. *National Association of School Nursing*, 35(5), 269-275. 10.1177/1942602X20935612.
- Sallis, J.F.; McKenzie, T.L.; Beets, M.W.; Beighle, A.; Erwin, H.; Lee, S. Physical Education's Role in Public Health: Steps Forward and Backward Over 20 Years and HOPE for the Future. *Res. Q. Exerc. Sport* 2012, 83, 125–135.
- Silva, D.A.S., Chaput, J-P, & Tremblay, M.S. (2019) Participation frequency in physical education classes and physical activity and sitting time in Brazilian adolescents. *PLoS ONE* 14(3), e0213785. <https://doi.org/10.1371/journal.pone.0213785>
- Slavinski, T., Bjelica, D., Dejana Pavlovic, D., & Vukmirovic, V. (2021). Academic performance and physical activities as positive factors for life satisfaction among university students. *Sustainability* 2021, 13, 497. <https://doi.org/10.3390/su13020497>
- Sparks, S. D. (2016). One key to reducing school suspension: A little respect. *Education Digest*, 82(4), 8-12.
- Storz, M.A. (2020). The Covid-19 pandemic: An unprecedented tragedy in the battle against childhood obesity. *Clinical and Experimental Pediatrics*, 63(12), 477-482. 10.3345/cep.2020.01081.

- Uddin, R., Salmon, J., Islam, S.M.S., & Khan, A. (2020). Physical education class participation is associated with physical activity among adolescents in 65 countries. *Scientific Reports* 10, 22128. <https://doi.org/10.1038/s41598-020-79100-9>
- Xie, W. X., & Ye, L. Q. (2011). *Research on the motivation, attitude and exercise behavior of college students in physical education classes*. The poster of the thesis was published in the 2011 annual conference and academic conference of sports academic groups, 277. Taipei: Taiwan Normal University.
- Yang, J. Y. (2020). A serial path model between autonomous motivation, behavioral intention, action planning, and after school physical activity of university students participating in Physical Education classes: An Interdisciplinary Journal. *Cognition, Brain, Behavior*, 24(4), 315-333. <https://doi.org/10.24193/cbb.2020.24.17>
- Yang, Z. (2021). Research on the practice path of college physical education reform from the perspective of quality education based on big data. *Journal of Physics: Conference Series*, 1992(2). <https://doi.org/10.1088/1742-6596/1992/2/022135>