Constraints on Student Participation and Skill Development in Physical Education

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Abstract

This study aimed to explore the relationship between constraints on student participation and skill development in physical education among Grade 9 students at five selected National High Schools in Victoria, Laguna, during the academic year 2023-2024. Specifically, this study aimed to identify the level of constraints in physical education. Second, it aimed to assess the level of student participation in physical education. Third, the level of student skill development was also identified. Fourth, the study examined the significant relationship between constraints and student participation in physical education. Lastly, it explored the significant relationship between constraints and student skill development in physical education.

This study used a quantitative research design, particularly the descriptive method, and selected a total of two hundred forty-six (246) Grade 9 students in five (5) National High Schools in Victoria, Laguna, as the respondents. The sampling design of this study was purposive sampling. The descriptive portion of the statistical data treatment used weighted mean and standard deviation, while the inferential portion of the study employed the Pearson product-moment correlation.

The findings of this study were based on the data results. It was found that the level of constraints in physical education, in terms of parental influence, limited adaptation, level of physical activity, and gender stereotypes, were all evaluated by the respondents as "High" However, constraints related to time management were evaluated as "Very high".

The level of student participation in terms of activity engagement, task completion, output presentation, duration, and frequency received consistently high mean scores, indicating a "Very high" level. The level of student skill development in terms of motor skills proficiency, sport-specific skills, self-efficacy, and adaptability also revealed a "Very high" level. Furthermore, results indicated that the null hypothesis regarding the relationship between constraints and student participation in physical education was rejected, revealing a significant relationship between them. Similarly, the null hypothesis regarding the relationship between constraints and skill development was also rejected, indicating a significant relationship between these variables.

Based on the results, the study concludes that there is a significant relationship between constraints and student participation in physical education, leading to the rejection of the initial hypothesis. Additionally, there is a significant relationship between constraints and student skill development in physical education, which also leads to the rejection of the hypothesis. In summary, constraints on student participation and skill development in physical education play a crucial role in shaping educational outcomes.

Based on the preceding results and conclusion, the following suggestions can be made: Given that constraints had minor effects on skill development, Physical Education classes should prioritize enhancing individual skills by offering increased opportunities for students to practice and enhance their abilities.

Keywords: constraints; student participation; skill development

1. Introduction

In the educational domain, physical education was recognized as a crucial component, nurturing physical well-being and essential life skills like teamwork and self-confidence. Despite its acknowledged significance, concerns had arisen regarding challenges hindering students' active engagement and skill development in this field. The research aimed to investigate the factors obstructing student involvement and impeding optimal skill acquisition.

Understanding and addressing these impediments was crucial due to their profound implications for comprehensive student development. Physical education extended beyond physical fitness, fostering holistic growth in cognitive, social, and emotional dimensions. Identifying challenges in this sphere was imperative for educators, policymakers, and stakeholders dedicated to advancing education quality. While existing literature touched on various aspects of physical education, a noticeable gap existed in examining constraints impacting student participation and skill development. The research sought to fill this void by systematically probing diverse factors contributing to these constraints, providing nuanced comprehension of educational practices and policies.

The study's potential outcomes held promise for informing targeted interventions and strategies aimed at alleviating these constraints. Such interventions could enhance the effectiveness of physical education programs, ensuring active student participation and the acquisition of essential skills contributing to overall well-being.

In summary, the research explored constraints hindering students' active participation and skill development in physical education, aiming to provide valuable insights for educational practices and policies. The goal was to create an environment where students could fully benefit from physical education in their journey toward holistic development. The research analyzed the relationship between constraints on participation and skill development in Physical Education perceived as contributing to physical activity.

1.1 Statement of the Problem

Specifically, the study sought to answer the following questions:

1. What is the level of constraints in Physical Education in terms of:
   1.1 Parental influence;
   1.2 Limited adaptation;
   1.3 Level of physical activity;
   1.4 Gender stereotype; and
   1.5 Time Management?

2. What is the level of student participation in Physical education in terms of:
   2.1 Activity Engagement;
   2.2 Task Completion;
   2.3 Output presentation;
   2.4 Duration; and
   2.5 Frequency?

3. What is the level of Student skill development in terms of:
   3.1 Motor skills proficiency;
   3.2 Sport-specific skills;
   3.3 Self-Efficacy;
   3.4 Adaptability?

4. Is there a significant relationship between constraints and Students participation in Physical Education?

5. Is there a significant relationship between constraints and Student skill development in Physical Education?

2. Methodology

This study used a quantitative research design, particularly the descriptive method, that aimed to identify the relationship between students' constraints on participation and the skills development of Grade 9 students in physical education in all national high schools in Victoria, Laguna.

The research study adopted a Correlational research design, as defined by Colorafi, K. J., and Evans, B. (2016), which focused on describing and interpreting existing phenomena. It aimed to investigate the conditions of relationships, opinions held by individuals, ongoing processes, and emerging trends. Although it mainly focused on the present, it also considered relevant past events and influences related to the conditions under investigation. The primary sources of data for this study were the profiles and perceptions of the respondents. To ensure the reliability of the study, a normative survey questionnaire was utilized to gather essential information from the participants.

3. Results and Discussion

This chapter deals with the presentation, analysis, and interpretation of the data gathered to answer the sub-problem relative to the main problem of this study. This part discusses the findings of the study based on the research questions.

Level of Constraints in Physical Education

In this study, the level of constraints in Physical Education refers to Parental influence, Limited adaptation, physical activity, Gender stereotypes, and time.

The level of constraints in Physical Education is revealed in the following table, which shows the statement, mean, standard deviation, and verbal interpretation.

Level of Constraints in terms of Parental influence

The result explores in the role and influence of parental influence on students' attitudes and participation in Physical Education (P.E.), investigating how various facets of this influence can either support or hinder student engagement. An analysis of elements, reflected through a series of statements, was conducted.

Among these, the statement with the highest recognition, "Experience the parental perceptions of physical activity as more or less important influences students' enthusiasm and commitment to developing physical skills", points to the significant role of parental values in shaping students' interest and involvement in Physical Education.

On the other hand, the statement, "Compare differences in the constraints experienced by students based on varying parental attitudes towards physical education and activity", which received the lowest recognition, indicates the existence of diverse experiences among students that are tied to parental attitudes towards physical exercise.

Combining all the aspects, the study concluded with a weighted mean score of 3.13, indicating a generally positive perception of parental influence on student engagement in Physical Education, while also indicating the need for focused strategies to mitigate any negative influences. Findings emphasize the need to work on parental involvement and foster a supportive environment for students' active participation in Physical Education, sowing the seeds for a healthy, physically active lifestyle.

To summarize, the level of constraints in Physical Education refers to Parental influence attained a High verbal interpretation.

Table 1 Level of Constraints in terms of Parental influence

STATEMENT The students were able to:	MEAN	SD	REMARKS
1. Experience the parental perceptions of physical activity as more or less important influence students' enthusiasm and commitment to developing physical skills.	3.19	0.77	*Agree*
2. Explore parental involvement or lack thereof affects the overall experience of students in physical education, including skill acquisition and enjoyment.	3.16	0.85	*Agree*
3. See the parents collaborate to create an environment that fosters positive attitudes and sustained engagement in physical activities for students.	3.11	0.85	*Agree*
4. Compare differences in the constraints experienced by students based on varying parental attitudes towards physical education and activity.	2.93	0.90	*Dis Agree*
5. Address and mitigate constraints arising from parental influence to ensure a more inclusive and supportive physical education environment.	3.27	0.71	*Strongly Agree*
Weighted Mean		3.13	
SD			
Verbal Interpretation		**High**	

Synthesizing the data results from the study on constraints in Physical Education (P.E.) with regards to parental influence. The study on student constraints in Physical Education (P.E.) concerning parental influence paints a complex picture of how parental attitudes and involvement significantly influence students' motivation, engagement, and overall experience in P.E. High scores (M = 3.19, SD=0.77) and (M = 3.16,SD=0.85) underline the crucial role of parents viewing physical activity as important and their active involvement in supporting their children's participation in P.E, highlighting that positive parental perspectives and collaborative efforts can enhance students' enthusiasm, skill development, and consistent engagement in P.E activities. Conversely, the lower mean score (M = 2.93, SD=0.90) reveals perceived disparities in the influence of parental attitudes, indicating not all parental influences are viewed as supportive or effective in alleviating constraints, highlighting a need for more focused strategies and interventions to address and comprehend the nuances of these perceptions.

These insights are vital for educators and policymakers in developing more inclusive and supportive strategies that recognize the value of engaging parents as key stakeholders in the educational process. By understanding and leveraging the positive aspects of parental influence and addressing the areas that need improvement, schools can foster a more encouraging and effective P.E. environment that not only improves student participation but also contributes to their overall physical well-being and development.

Level of Constraints in Physical Education in terms of Limited Adaptation

The data analysis from Table 2 on constraints in Physical Education (P.E.) illuminates the critical importance of supportive networks in easing adaptation limitations within P.E curricula. With the highest agreement centered around the perception of support from parents and teachers (M=3.56,SD=0.65), it underlines the pivotal role of encouragement and assistance in overcoming challenges. The recognition of educators' roles in enhancing student participation and skill development (M=3.24,SD=0.84) further reflects an appreciation for a collaborative, inclusive educational effort. However, the lower scores concerning students' beliefs in their own influence on curricular adaptation (M=3.05, SD=0.85) and (M=3.02, SD=0.82) signify a potential area for strengthening student empowerment and involvement. Overall, with a collective

weighted average indicating a moderately high level of recognition towards supportive mechanisms in P.E, the findings accentuate the necessity for a unified approach in adapting P.E. curricula to better meet student needs.

Table 2 Level of Constraints in Physical Education in terms of Limited Adaptation

STATEMENT The students were able to:	MEAN	SD	REMARKS
1. Feel supported in overcoming challenges related to limited adaptation in Physical Education by their parents, and teachers.	3.56	0.65	*Strongly Agree*
2. Have a role in influencing or contributing to the adaptation of the Physical Education program.	3.05	0.85	*Agree*
3. Be actively involved in shaping the adaptation of the Physical Education curriculum.	3.02	0.82	*Agree*
4. Enhance students' participation and skills develop in Physical Education with the help of the teachers and school higher-ups.	3.24	0.84	*Strongly Agree*
5. Extent is the current Physical Education program adapted to meet the diverse needs and preferences of students.	2.97	0.84	*Agree*
6. Feel supported in overcoming challenges related to limited adaptation in Physical Education by their parents, and teachers.	3.56	0.65	*Strongly Agree*
Weighted Mean		3.17	
SD		0.62	
Verbal Interpretation		**High**	

These findings reflect a positive sentiment towards student agency and participatory roles in curriculum adaptation. The overarching message from the survey data is a strong consensus on the support and involvement mechanisms in place, along with an indication of areas where further enhancements could make the Physical Education curriculum more inclusive and responsive to student needs.

Synthesizing the data regarding constraints in Physical Education due to limited adaptation, the data on constraints in Physical Education due to limited adaptation reveals key insights: primary among them is the significant support from parents and teachers, evidenced (M=3.56,SD=0.65). This underlines the importance of a supportive network in overcoming adaptation challenges in Physical Education. Furthermore, the acknowledgment of teachers and administrators in enhancing participation and skill development (M=3.24,SD=0.84) highlights the pivotal role of educators in fostering an inclusive P.E. environment.

The positive student perspectives on their capacity to influence curriculum adaptation,(M=3.05,0.85) and (M=3.02,SD=0.82) reflect a proactive stance toward engaging with and shaping the Physical Education curriculum.

However, a slightly less favorable view on the curriculum's adaptability to diverse student needs (M=2.97,SD=0.84), indicates areas for improvement to achieve a fully inclusive Physical Education program. Overall, the findings delineate strong support and engagement mechanisms, while also identifying potential enhancement opportunities for curriculum inclusivity and adaptability.

Level of Constraints in Physical Education in terms of Physical Activities

Table 3 encompasses a comprehensive evaluation of the level of student constraints in Physical Education (P.E.) with regards to physical activities. The dataset provides revealing insights into students' experiences and perceptions, weighed through the lens of mean score measurements.

There is a strong consensus tied for the highest mean score (M=3.38,SD=0.75). These pertain to students' understanding of the influence of their physical activity levels in Physical Education on their overall health and well-being, and the beneficial collaborative role of parents and community in supporting students

to overcome activity constraints in Physical Education. Such highly-rated factors indicate the value of awareness and a robust support network in enhancing the Physical Education experience.

Table 3 Level of Constraints in Physical Education in terms of Physical Activities

STATEMENT	MEAN	SD	REMARKS
1. The students were able to: *Know the level of physical activity among students in physical education impact their overall health and well-being*	3.38	0.75	*Strongly Agree*
2. Have common constraints that students face in maintaining an optimal level of physical activity during physical education class.	3.15	0.74	*Strongly Agree*
3. Learn the strategies can be implemented to encourage students to maintain an active lifestyle both within and outside of the physical education setting.	3.35	0.70	*Strongly Agree*
4. Integrate the technology or alternative teaching methods helps address constraints and enhance students' engagement in physical activities.	3.11	0.66	*Agree*
5. Collaborate with parents and the community to support students in overcoming constraints related to their level of physical activity in physical education.	3.16	0.87	*Agree*
	3.38	0.75	*Strongly Agree*
Weighted Mean		3.23	
SD		0.59	
Verbal Interpretation		**High**	

The lower mean score of (M=3.11,SD=0.66), emphasizes learning strategies to encourage students to maintain active lifestyles both within and outside the Physical Education setting. While it acknowledges the importance of such strategies, the comparative lower agreement hints at a felt need for more effective implementation or communication of these strategies.

The collective weighted average of the mean scores exhibits strong alignment with the importance of supportive environments, innovative solutions, and proactive strategies, indicating the key areas for focus to alleviate physical activity constraints in Physical Education. To summarize, constraints in Physical Education refer to Physical Activities attained with High verbal interpretation.

Table 3 on constraints in Physical Education (P.E.) reveals insightful agreements on key aspects affecting physical activities. Students equally prioritize the significance of physical activity for overall health and the crucial support from parents and the community in overcoming constraints (M=3.38,SD=0.75). These findings underscore the importance of physical health awareness and a supportive network in enriching the Physical Education (P.E) experience.

A nuanced shift is observed in the perception of common constraints during Physical Education classes, with a slightly lower mean of 3.35. Although the agreement remains strong, it indicates a recognized presence of barriers to optimal activity levels. The acceptance of technology and innovative methods as solutions to these challenges enjoys solid support, with a mean of 3.16. The slightly lower agreement, mean of 3.11, on strategies for maintaining an active lifestyle points towards potential gaps in strategy implementation or awareness. This highlights an area for educators to focus on developing more effective approaches to

support students' active lifestyles comprehensively.

Table 4 Level of Constraints in Physical Education in terms of Gender Stereotype

STATEMENT The students were able to:	MEAN	SD	REMARKS
1. Influence the types of sports or physical activities that students feel comfortable participating.	3.51	0.69	*Strongly Agree*
Contribute to the reinforcement of gender stereotypes in physical education settings.	2.94	0.80	*Agree*
2. Know that physical education curricula and activities be designed to address and mitigate the influence of gender stereotypes.	3.02	0.81	*Agree*
3. Know the role of parents and guardians play in challenging and counteracting gender stereotypes in their children's physical education experiences.	3.37	0.70	*Strongly Agree*
4. Create an inclusive environment that challenges and breaks down gender stereotypes in physical education.	3.08	0.88	*Agree*
5. Influence the types of sports or physical activities that students feel comfortable participating.	3.51	0.69	*Strongly Agree*
Weighted Mean		3.19	
SD			
Verbal Interpretation		**High**	

Level of Constraints in Physical Education in terms of Gender Stereotype

Table 4 provides insights into the perception of students concerning gender stereotypes within the context of Physical Education (P.E.). The interpretation of the data, ordered from higher to lower mean scores, reflects the level of agreement with various statements regarding this issue.

The data relating to the impact of gender stereotypes in Physical Education (P.E.) based on the table provided unveils key insights relating to students' experiences and perceptions. The mean scores, ranging from (M=3.51,SD=0.69) to (M=2.94,SD=0.80), form the scaffold for understanding students' attitudes towards participation in sports activities, parent roles, inclusive environments, curriculum design, and the reinforcement of gender stereotypes in Physical Education (P.E).

The statement with the highest mean score (M=3.51,SD=0.69), regarding influencing types of sports that students feel comfortable participating in, indicates a conscious understanding of societal and cultural expectations related to gender playing a role in students' choices. The awareness of the role parents and guardians play in challenging gender stereotypes receives strong validation with a mean score of (M=3.37,SD=0.70).

The subject of reinforcing stereotypes holds a mean score of 3.19 indicating a clear acknowledgment of the issue. This ties in with the compelling acknowledgement of the need to create a more inclusive and gender stereotype-resistant Physical Education environment, highlighted by a mean score of (M=3.08,SD=0.88).

A slightly higher mean of (M=3.02,SD=0.81) associated with the understanding that Physical Education curriculum can combat the influence of gender stereotypes signifies students' belief in the power of informed, bias-aware curriculum design.

Contrarily, the lowest mean value (M = 2.94, SD = 0.80) corresponds to the contribution to reinforcing gender stereotypes in physical environments, indicating a relatively lesser emphasis on this aspect, although it still falls within the high range. This spread of mean scores, when taken together, emphasizes the roles of cultural expectations, parent engagement, an inclusive environment, and an enlightened curriculum in

addressing and mitigating gender stereotypes in physical education settings. In summary, from the highest to the lowest mean scores, students concurred compellingly that gender stereotypes influence comfort levels in participating in physical education activities and recognized the role of both parents and the educational environment in challenging these stereotypes. Constraints in Physical Education refer to gender stereotyping that has attained high verbal interpretation.

Table 4 on constraints in Physical Education (P.E.) due to gender stereotypes reveals insightful findings. The highest mean score (M=3.51,SD=0.69) for the statement, "Influence the types of sports or physical activities that students feel comfortable participating", and corroborative research from Preece, S., & Bullingham, R. (2022) highlight the students' awareness and admission of the impact of gender stereotypes on their participation in Physical Education. Interestingly, the lower mean score (M=2.94) regarding the education setting's contribution to gender stereotypes reinforcement indicates a weaker consensus on this influence's source. This discrepancy implies that while students experience the effects of these stereotypes, they might not unanimously attribute their reinforcement to the Physical Education environment.

Research aligns with the strong agreement on the role of parents and guardians in abstaining from such stereotypical expectations. This external impact, acknowledged by students, might explicate the lower agreement on Physical Education's direct role in stereotype reinforcement. Admirably, students discern the need for an inclusive curriculum that proactively addresses gender stereotypes.

This view aligns with research emphasizing the curriculum's role in counter-balancing these stereotypes. Thus, indicating an informed student body that comprehends the varied scope of stereotype influence and the essential channels for its mitigation.

Table 5 Level of Constraints in Physical Education in terms of Time Management

STATEMENT	MEAN	SD	REMARKS
1. Perceive the challenge of time management in balancing academic responsibilities and engaging in physical education activities	3.33	0.68	Strongly Agree
2. Know the specific time-related constraints students face when trying to incorporate regular physical activity into their daily routines.	3.17	0.78	Agree
3. Aware of the physical education programs being structured to accommodate students with diverse time management abilities and constraint.	3.38	0.66	Strongly Agree
4. Provide support and guidance to help students overcome time-related constraints and foster a regular and sustainable physical activity routine	3.29	0.87	Strongly Agree
5. Experience the struggle with time management and find it challenging to maintain consistency in engaging in exercise or sports activities.	3.50	0.76	Strongly Agree
Weighted Mean		3.33	
SD			
Verbal Interpretation		**Very High**	

Table 5 data highlights that time constraints are a significant impediment to students' engagement in Physical Education (P.E.) activities. The students' struggle with time management, evident from the highest mean score (M=3.50,SD=0.76), reveals a universal challenge in incorporating regular physical activities into their daily routines.

The demand for adaptable Physical Education programs emerges next, with a mean score of

(M=3.38,SD=0.66). This strong consensus calls for curricula flexibility, accommodating varied student schedules to enable widespread participation. Further points to the time management challenges faced by students. This recognition underscores the complexities of managing educational commitments while maintaining physical fitness. Awareness of time-related challenges, with a mean of (M=3.17,SD=0.78), demonstrates a shared understanding among students about these common obstacles, necessitating focused interventions.

In conclusion, Table 5 advocates the narrative of time constraints' influences on Physical Education activities. The data encapsulates the need for time management, support, flexible program structures, and solutions accommodating students' diverse needs, urging an environment conducive to active engagement. It shows the level of Constraints in Physical Education in terms of Time Management. To summarized, Table 5 reflecting a Very High concern regarding time management constraints in their physical education experiences.

The data from Table 5 highlights the collective concerns students have regarding the integration of physical education (P.E.) into their already busy schedules.

Students share a strong consensus on the top-ranking statements, highlighting the struggle with consistent participation in P.E. due to diverse time constraints. While these sentiments indicate a widespread time management issue, clarity on the specific nature of these constraints might be less clear, as reflected by the slightly lower mean score.

Furthermore, the data consistently emphasizes the need for supportive measures to overcome these challenges, indicating student awareness of potential solutions for integrating physical activity sustainably into daily routines. Significantly, the high overall weighted mean of 3.33 underscores these concerns and the powerful agreement among students regarding the influence of time constraints on their P.E. engagement. Level of Student Participation in Physical Education.

Level of Student's Participation

In this study, the level of student participation in Physical education refers to Activity Engagement, Task Completion, Output presentation, Duration; and Frequency. The level of student participation in Physical education were revealed in the following table, which shows the statement, mean, standard deviation and verbal interpretation.

Table 6 Student Participation in Physical Education in terms of Activity Engagement

STATEMENT	*MEAN*	SD	REMARKS
The students were able to:			
1. Contribute to motivation or lack of motivation to participate in physical education classes actively.	3.41	0.64	*Strongly Agree*
2. Know the teaching style of the physical education instructor and your level of engagement during lessons.	3.42	0.69	*Strongly Agree*
3. Acknowledge the specific barriers or challenges that hinder your active participation in physical education and how these could be addressed.	3.22	0.75	*Agree*
4. Feel that your personal preferences and interests are taken into consideration when planning physical education activities.	3.31	0.76	*Strongly Agree*
5. Suggest strategies could be implemented to increase overall student engagement in physical education classes.	3.21	0.73	*Agree*
Weighted Mean		3.31	

SD	0.59
Verbal Interpretation	**Very High**

The level of student participation in Physical education were revealed in the following table, which shows the statement, mean, standard deviation and verbal interpretation.

According to Table 6, Focusing on the extremes in student perceptions regarding Physical Education (P.E.) from Table 6, the data reveals an intriguing landscape. The highest mean score (M=3.42,SD=0.69) signals students' clear recognition of the critical influence an instructor's teaching style has on their engagement levels in Physical Education lessons.

Conversely, with the lowest mean level (M=3.21,SD=0.73), there's still a notable agreement among students on the value of implementing targeted strategies to enhance engagement in Physical Education (PE) classes, indicating they see room for improvement and are receptive to interventions designed to increase participation.

The strong agreement here emphasizes students' belief in the potential efficacy of particular strategies aimed at boosting their general engagement in Physical Education (PE) classes.

The overall weighted mean of 3.31 additionally highlights the high level of student agreement across the spectrum of activity engagement within Physical Education classes. Consequently, the overall findings indicate a student body that is Very High of the various factors influencing their engagement in P.E. and has distinct ideas on how these factors might be optimized to enhance their participation.

The information presented in Table 6 paints a comprehensive picture of students' views on their engagement in the Physical Education (P.E.). Similarly, the highest mean scores are represented by the statements regarding the role of the teaching style of the P.E. instructor and the students' self-reported contribution to their motivation levels. These responses underline a shared understanding among students of the interplay between external influences, such as teaching style, and internal factors, such as self-motivation, in shaping their level of participation in P.E.

Contrary to a high level of acknowledgment about the impact of teaching styles and personal motivation, students slightly less agree with the statement that their personal preferences and interests are considered during P.E. activity planning. This indicates a minor gap between students' recognition of factors influencing participation and their perception of the extent to which P.E. classes cater to their interests. However, despite this slightly reduced consensus, there remains a strong agreement on acknowledging the specific barriers that might limit their active participation in P.E. This indicates that students are conscious of potential obstacles and appear ready to engage in dialogues on how these can be addressed.

Moreover, (M=3.21, SD=0.73), students strongly agree that strategies could be implemented to enhance overall engagement in Physical Education classes. This shows a proactive perspective among students and their willingness to indicate improvements that can boost participation in P.E.

Overall, Table 6 illuminates students' strong awareness and understanding of both the challenges and possibilities entailed in enhancing student engagement in P.E. The responses reflect Very High concern backed by a high weighted mean of 3.31, indicating a collective consciousness among students about the dynamics of engagement in P.E. classes.

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In Table 7, addressing student engagement in Physical Education (P.E.) from a task completion perspective, students most strongly identify with the enjoyment and effectiveness of strategies for managing and completing physical activities, as indicated by the highest mean score (M=3.63,SD=0.59).

On the flip side, the data reveals that students are aware of how the structure of the Physical Education class, including the duration of activities and the level of guidance provided, can impact their task completion ability, but this awareness has the lowest mean score (M=3.49,SD=0.70). These insights indicate a nuanced understanding among students, prioritizing the effectiveness of completion strategies, while also recognizing the role of class structure in their P.E. engagement

Table 7 Student Participation in Physical Education in terms of Task Completion

STATEMENT The students were able to:	MEAN	SD	REMARKS
1. Submit tasks or assignments in physical education class.	3.60	0.56	*Strongly Agree*
2. Enjoy the strategies find effective in managing and completing tasks related to physical activities.	3.63	0.59	*Strongly Agree*
3. Know the structure of the physical education class, including the duration of activities and the level of guidance provided, impacts ability to complete tasks.	3.49	0.70	*Strongly Agree*
4. Collaborate with peers to influence the approach to completing group tasks or projects in physical education.	3.61	0.60	*Strongly Agree*
5. Identify any changes or improvements in the physical education curriculum or teaching methods that could enhance students' ability to complete task.	3.50	0.66	*Strongly Agree*
Weighted Mean		3.57	
SD		0.63	
Verbal Interpretation	**Very High**		

The cumulative data, as summarized by a Very high weighted mean of 3.57, includes enjoying effective strategies, collaborating with others, timely submission of assignments, recognizing opportunities for curriculum improvement, and understanding the structured components of the Physical Education classes.

The data result implies that students participating in Physical Education (P.E.) classes highly regard effective strategies for task management. Conversely, the least appreciated aspect is the comprehension of the P.E. class structure, including the activity duration and the level of guidance offered. The students also identify opportunities for improvement in the curriculum and teaching methodologies. They hint at a need for processes that could provide more comprehensive support to accomplish tasks effectively in P.E. lessons.

The overall weighted mean of 3.57 shows that students believe various components – including effective strategies, collaboration with peers, assignment submission practices, understanding of the classes' structure, and recommendations for enhancements in the curriculum – collectively influence their ability to accomplish tasks efficiently in P.E.

Student Participation in Physical Education in terms of Output Presentation

Table 8 reveals students' perspectives on their participation in terms of output presentation *in* physical education classes. In Table 8, dealing with student perspectives on output presentation in P.E. classes, the highest mean (M=3.52,SD=0.72) indicates students feel most confident and equipped in submitting their physical education activities. This high mean score could be attributable to the clear guidelines or an efficient submission process making students more comfortable with the task at hand.

Table 8 Student Participation in Physical Education in terms of Output Presentation

STATEMENT The students were able to:	MEAN	SD	REMARKS
1. Have an alternative method of presenting outputs in physical education that might better suit your learning style or preferences.	3.27	0.71	*Strongly Agree*
2. Think of the presentation of outputs contributing to the overall learning experience in physical education.	3.41	0.66	*Strongly Agree*
3. Act on the role self-evaluation plays in how you	3.38	0.65	

STATEMENT	MEAN	SD	REMARKS
approach presenting your work in physical education.			*Strongly Agree*
4. Submit output or performance in physical education activities.	3.52	0.72	*Strongly Agree*
5. Contribute to the presentation of your group's output, and how do you collaborate with peers during this process.	3.38	0.79	*Strongly Agree*
Weighted Mean		3.39	
SD			
Verbal Interpretation		**Very High**	

On the other hand, the lower mean score is ascribed to the statement "Have an alternative method of presenting outputs in physical education that might better suit your learning style or preferences" (M=3.27,SD=0.71). While this score is still strong, it is perceptive that students might feel less positively about this due to variations in learning styles, potential lack of awareness about alternative methodologies, or perhaps the current ways of presenting outputs already substantially meet their preferences. Despite the variation in response to different aspects, the overall weighted mean signifies that students are largely positive towards their experiences concerning output presentation in P.E., reflecting their engagement and proactivity.

With an overall weighted mean of 3.39, the table displays an very high reflection of students' active involvement and positive experiences with output presentation in physical education.

The analysis of Table 8 underscores the multifaceted nature of students' engagement in output presentation within Physical Education (P.E.). Insights reveal that students equally value self-evaluation and collaboration with peers as essential to their approach to presenting work, demonstrating an understanding of the interpersonal and reflective aspects of learning. The act of submitting outputs or performances was highlighted as particularly impactful on their P.E. experience, indicating a significant regard for the culmination of their efforts in a tangible form. Although the idea of employing alternative methods for output presentation was recognized as important, it appears to be underexploited, indicating potential untapped avenues for enhancing students' learning experiences. Overall, the findings states that a comprehensive approach, encompassing submission strategies, collaborative efforts, self-reflection, and the exploration of alternative presentation methods, is vital for enriching students' participation and learning in Physical Education.

Table 9 Student Participation in Physical Education in terms of Duration

STATEMENT The students were able to:	MEAN	SD	REMARKS
1. Have sufficient for meaningful engagement in activities.	3.25	0.73	*Agree*
2. Believe that longer physical education classes would positively impact your physical fitness and skill proficiency.	3.42	0.74	*Strongly Disagree*
3. Practice the variations in class duration for different types of physical activities or skill levels.	3.42	0.73	*Strongly Agree*
4. Suggest optimizing the duration of physical education classes to enhance the overall learning experience.	3.33	0.61	*Strongly Agree*
5. Think the duration of physical education classes allows for a comprehensive exploration of different aspects such as skill development, teamwork, and fitness.	3.51	0.57	*Strongly Agree*
Weighted Mean		3.38	
SD			
Verbal Interpretation		**Very High**	

Student Participation in Physical Education in terms of Duration

Table 9 shows the Student Participation in Physical Education in terms of duration. In examining student participation regarding the duration of Physical Education (P.E.) sessions the data reveals a noteworthy perception among students. The highest mean (M=3.51,SD=0.57) is tied to the view that the current duration of P.E. classes facilitates a comprehensive exploration of various aspects, including skill development, teamwork, and fitness. This high score indicates that students feel the class length is sufficient to cover a broad spectrum of educational and developmental outcomes in P.E., likely attributed to a well-structured class schedule that maximizes engagement and learning opportunities within the existing timeframe.

Conversely, the lowest mean (M=3.25,SD=0.73), although still reflecting agreement, is associated with the statement concerning having enough time for "meaningful engagement in activities." This somewhat lower score could indicate a desire among some students for either more focused time on specific activities or a more flexible class structure that allows deeper engagement with the material or activity at hand. Despite being the lowest mean, the fact that it still falls within the range of agreement underscores a generally positive view of class duration but highlights an area where students feel improvement could enhance their educational experience.

Overall, with a weighted mean of 3.38 indicates that the student body perceives the Duration of P.E. activities favorably and considers it Very High in fostering an effective education experience in terms of physical development, skill acquisition, and teamwork.

The perceptions could vary but might include the efficiency of class organization, the diversity of activities presented within the class period, and the individual learning preferences of students. The overall high verbal interpretation rating further reflects a consensus that, while the duration of P.E. classes is largely seen as beneficial, there remains room for optimization to improve meaningful engagement further.

Summarizing the insights from Table 9 on student participation in Physical Education (P.E.) concerning duration, the data unveils a complex perspective among students. They display strong agreement that the current P.E. class lengths not only accommodate a thorough exploration of varied educational components—such as skill development, teamwork, and fitness—but also posit that extended class durations could further enhance their physical fitness and proficiency in skills. This reflects an overall satisfaction with the existing time frames while simultaneously acknowledging room for improvement.

However, a marginally lower agreement level concerning having sufficient time for meaningful engagement indicates a nuanced longing among students for possibly more time or depth within certain activities, underscoring a delicate balance between content coverage and depth of engagement. Nonetheless, a solid consensus exists on the need or willingness to optimize P.E. class durations to enrich the learning experience, indicating a collective readiness among students to entertain adjustments in duration that resonate better with their learning desires and needs.

This confluence of views signals a student body both appreciative of and reflective on the influence that the duration of P.E. classes has on their educational journey, pointing towards a constructive openness to refining these durations for optimal educational outcomes.

Student Participation in Physical Education in terms of Frequency

In Table 10, focusing on student participation in Physical Education (P.E.) regarding the frequency of classes, the data presents nuanced student perceptions. The item with the highest mean (M=3.50, SD=0.57), indicates Very High that the current frequency of P.E. classes aligns well with their fitness and skill development goals. This states that the prevailing scheduling of P.E. classes is perceived as satisfactory in meeting their educational and developmental objectives, likely due to a well-considered balance between academic demands and physical education within the curriculum.

Conversely, the item scoring the lowest mean (M=3.11, SD=0.70) relates to suggestions for adjusting

the frequency of P.E. classes to better suit individual needs and preferences. While still within the range of strong agreement, this indicates a desire among some students for more tailored options that could potentially enhance their experience and outcomes in physical education. The variation here could stem from individual preferences for more intensive sessions targeted toward specific fitness goals or an interest in a diverse range of physical activities not sufficiently covered under the current schedule.

Table 10 Student Participation in Physical Education in terms of Frequency

STATEMENT The students were able to:	MEAN	SD	REMARKS
1. Think physical education classes should be held for optimal engagement and learning	3.37	0.69	*Strongly Agree*
2. Feel that the current Frequency of physical education classes is adequate for your fitness and skill development goals.	3.50	0.57	*Strongly Agree*
3. Set specific days or times during the week when you believe physical education classes would be more beneficial.	3.24	0.74	*Agree*
4. Have variations in the Frequency of classes based on the type of physical activity or skill being taught.	3.15	0.74	*Agree*
5. Suggest adjusting the Frequency of physical education classes to suit needs and preferences better.	3.11	0.70	*Agree*
Weighted Mean **SD**		3.27	
Verbal Interpretation		**Very High**	

The overall weighted mean is presented as 3.27 which seems to be a typographical error or misinterpretation of data. If interpreting the intended message that should likely state the overall satisfaction or agreement level is very high, it indicates that despite observations for improvement, the general consensus among students is positive concerning the frequency of P.E. classes.

This overall satisfaction could be due to the structured approach that schools usually adopt in scheduling P.E. classes, balancing them with other academic obligations while also considering the importance of regular physical activity for student health and well-being. Nonetheless, the points of contention highlight an ongoing conversation about how best to structure these classes to accommodate diverse student needs and preferences, stating that while the current frequency is largely effective, there remains room for refinement.

The data from Table 10 regarding the frequency of Physical Education (P.E.) classes reveals a layered opinion among students. They exhibit strong consensus with the highest mean score (M=3.50,SD=0.57) indicating that the current frequency of P.E. classes is appropriate for their fitness and development goals. This level of agreement implies that students generally find the P.E. schedule conducive to their overall physical growth. In contrast, the item receiving the lowest mean score (M=3.11.SD=0.70) is the suggestion to adjust Physical Education class frequency to better fit individual preferences, hinting at an interest in more personalized scheduling despite the overall high agreement with the current system.

Surprisingly, setting specific days or times for Physical Education classes also shows strong

agreement indicating that students may appreciate some routine in their physical education scheduling, though slightly less compared to other aspects measured. Students also acknowledge the value in diversifying class frequency to coincide with varying physical activities, stating openness to a schedule that adapts to the specifics of the curriculum. The analysis indicates that while students value consistency and align their P.E. frequency with their goals, they express an unmistakable preference for flexibility in P.E. scheduling to feel fully tailored to their personal educational and physical needs.

Level of Students' Skill Development

In this study, the level of students' skill development refers to Motor skills proficiency, Sport-specific skills, Self-Efficacy, and Adaptability. The level of student engagement were revealed in the following table, which shows the statement, mean, standard deviation and verbal interpretation.

In Table 11, which examines the level of students' skill development in terms of Motor Skills Proficiency, the focus was on extracting insights based on the highest mean, lowest mean, and the overall mean along with their interpretations, to understand the underlying reasons why certain perceptions exist among students towards their motor skills development in Physical Education (P.E.).

The highest mean score (M=3.38, SD=0.77) corresponds to the statement that students strongly agre that motor skills proficiency is essential in maintaining a healthy and active lifestyle. This score indicates that students are highly aware of the importance of motor skills, such as coordination, balance, and agility, in ensuring their overall well-being and fitness. The recognition of this connection could be attributed to consistent emphasis within Physical Education curricula on lifelong physical health and its relation to motor skill proficiency.

The statement identifying the specific motor skills students believe to have mastered in Physical Education. received the lowest mean score (M=3.01, SD=0.76), still falling within the "Very High" category, but indicating a relative uncertainty or lower confidence among students in recognizing or articulating their mastery in specific motor skills. This lower score could stem from the subjective nature of self-assessment or possibly indicate a need for more explicit feedback and assessment criteria within Physical Education classes to help students better identify their skill development stages.

The overall weighted mean is 3.28, denoted as "Very High", reflecting a strong consensus among students regarding their proficiency in fundamental motor skills and its contribution to their physical well-being. This indicates a generally positive perception of their achievements and the effectiveness of P.E. in fostering motor skill development.

Table 11 Level of Students' Skill Development in terms of Motor Skills Proficiency

STATEMENT	MEAN	SD	REMARKS
The students were able to:			
1. Feel the ability to perform fundamental motor skills, such as running, jumping, or throwing accurately.	3.33	0.87	*Strongly Agree*
2. Identify the specific motor skills believe to be mastered in physical education.	3.01	0.76	*Agree*
3. Contribute to the overall effort in physical well-being.	3.32	0.75	*Strongly Agree*
4. Think that motor skills proficiency is in maintaining a healthy and active lifestyle.	3.38	0.77	*Strongly Agree*
5. Handle challenges or difficulties in developing motor skills proficiency.	3.36	0.72	*Strongly Agree*
Weighted Mean		3.28	
SD			

Verbal Interpretation	Very High

The highest mean stresses the importance of motor skills in leading a healthy lifestyle, reflecting a successful integration of this message in P.E. pedagogy and perhaps societal messages about physical health. The lowest mean could underscore an area for improvement in P.E. instruction, particularly in helping students more clearly identify and articulate their skill mastery. This could be enhanced by implementing structured skill assessment methods and providing specific feedback.

The overall high verbal interpretation signifies effective P.E. programs in developing motor skills among students, yet the slight variation in mean scores points to opportunities for refining how skills are taught, practiced, and assessed to boost student confidence in their skill mastery further. These interpretations hinge on the premise that a comprehensive and reflective P.E. curriculum that emphasizes skill development, assessment, and personal health contributes significantly to students' positive perceptions of their motor skill proficiency. Moreover, above all else, students feel most strongly, as reflected by the highest mean, that motor skills proficiency is crucial in maintaining a healthy and active lifestyle. This consensus exemplifies the values and aims of physical education, underlining the critical role of motor skills in fostering overall health.

Level of Students' Skill Development in terms of Sport-Specific Skills

Based on the data from Table 12 concerning the level of students' Sport-Specific Skills development, students' perception of their development, and abilities with respect to Sport-Specific Skills in the context of Physical Education (P.E.). Remarkably, feeling most confident within the context of Physical Education secured the highest mean score (M=3.48, SD=0.67). This indicates that students feel particularly self-assured and proficient when they are using their skills within the framework of Physical Education, encompassing a variety of sports and physical activities. The high level of confidence demonstrates that Physical Education programs might be fostering skill mastery, creating a positive and encouraging environment that bolsters students' assurance in their physical abilities.

Table 12 Level of Students' Skill Development in terms of Sport-Specific Skills

STATEMENT	MEAN	SD	REMARKS
The students were able to:			
1. Feel most confident within the context of physical education.	3.48	0.67	*Strongly Agree*
2. Know specific sports or activities where skills have significantly improved over time.	3.43	0.67	*Strongly Agree*
3. Experience the level of emphasis on sports-specific skills in the current physical education curriculum.	3.11	0.84	*Agree*
4. Think that sports-specific skills development has influenced ones interest in participating in extracurricular sports or activities.	3.37	0.72	*Strongly Agree*
5. Perceive the role of sports-specific skills in promoting a healthy and active lifestyle beyond school.	3.39	0.69	*Strongly Agree*
Weighted Mean	3.35		
SD			
Verbal Interpretation	**Very High**		

The lowest mean score (M=3.11, SD=0.84) is observed for students experiencing the level of emphasis on sports-specific skills in the current Physical Education curriculum. While this is still within the

range of "Very High", it can signify that, relative to other aspects, students might perceive less emphasis on sport-specific skills in their Physical Education curriculum. In other words, it could signal the need to bolster the focus on specialized skills related to individual sports, which require more nuanced and focused training than generalized fitness or motor skills.

The overall weighted mean is 3.35, which is verbally interpreted as "Very High". This indicatess that despite the relative perception of lower emphasis on sports-specific skills, the students are largely confident in their skill development in P.E. and understand the implications of these skills' proficiency for their healthy lifestyle and potential participation in extra-curricular sports.

In synthesizing the results from Table 12 on the level of students' Sport-Specific Skills development, similarly, students express strong confidence in their abilities within physical education, evidenced by the highest mean of 3.48, which underscores the influence of sports-specific skills development on students' self-assurance.

Contrary to the high confidence levels, there is a noticeable difference with the lowest mean of 3.11, where students still acknowledge the emphasis on sports-specific skills in the curriculum, stating that while confident, they recognize the need for continued focus on these skills within their education. However, with a mean of 3.37, the strong agreement that sports-specific skills development fosters interest in extracurricular activities reveals an encouraging link between curriculum-focused skill development and broader sports participation.

Moreover, the strong agreement, indicated by a mean of 3.39, that sports-specific skills are crucial for a healthy lifestyle beyond school emphasizes the integral role of these skills in promoting lifelong physical engagement and well-being.

Level of Students' Skill Development in terms of Self-Efficacy

Table 13 interprets the students' perception of their skill development regarding Self-Efficacy in the context of Physical Education (P.E.). The highest mean score (M=3.47, SD=0.62) corresponds to the statement that teacher feedback and encouragement significantly influence students' self-efficacy in P.E. This demonstrates the powerful role educators play in shaping student's perceptions of their abilities, and it highlights the value of positive reinforcement and constructive feedback in enhancing student confidence.

The statement related to students believing in their excelling due to a strong sense of self-efficacy received the lowest mean score (M=3.23, SD=0.69). While this still falls within the "Very High" category, the lower score may indicate that students have some reservations when it comes to attributing their successes in Physical Education to their own self-efficacy. This may be due to the challenges in adequately recognizing, defining, and admitting their personal strengths, which is a common struggle for many individuals.

The overall weighted mean is not mentioned in the question, but we can infer that generally, students agreed strongly with the importance of self-efficacy in their physical education development assuming a high mean. It shows that they recognize the significant role of self-efficacy and other factors like teacher feedback in their individual skill development in Physical Education.

Table 13 Level of Students' Skill Development in terms of Self-Efficacy

STATEMENT	MEAN	SD	REMARKS
The students were able to:			
1. Excel in due to a strong sense of self-efficacy.	3.23	0.69	*Agree*
2. Learn the specific approach challenges or difficulties in learning new skills during physical education classes.	3.43	0.62	*Strongly Agree*
3. Experience a noticeable change in self-efficacy over time in the context of physical education.	3.27	0.73	*Strongly Agree*
4. Feel that teacher feedback and encouragement play a role in influencing self-efficacy in physical education.	3.47	0.62	*Strongly Agree*

5. Enhance self-efficacy when faced with a new or challenging activity.	3.46	0.62	*Strongly Agree*
Weighted Mean		3.37	
SD			
Verbal Interpretation		**Very High**	

The result was evidently supported by Oloo's research (2024) spotlights the influential role of peer feedback on adolescents' development of motor skills and self-efficacy beliefs. The interactive learning environment where students provide feedback to each other can significantly enhance their motor skills and self-confidence in physical tasks.

The highest score associated with teacher feedback and encouragement reinforces the importance of positive reinforcement in educational settings. It may necessitate educators to continue and even increase their emphasis on constructive, personalized feedback to foster higher self-efficacy among students. The relative lower mean score for attributing success to self-efficacy could indicate a need for more explicit discussion around the concept of self-efficacy in Physical Education classes. Some students might not be fully conversant with the term or may struggle with self-recognition of their skills and capabilities. This might call for more focused education regarding self-efficacy, its influences, and its impact.

The overall high agreement verbal interpretation signifies a generally positive indication of self-efficacy perception in students and implies the effectiveness of current Physical Education's focus on developing students' self-efficacy. However, there's potential to address any existing gaps in students' understanding or recognition of their self-efficacy.

The insights from Table 13 on students' Self-Efficacy in skill development reveal a comprehensive picture. First, it's clear that students unanimously agree that both teacher feedback and the act of tackling new challenges substantially bolster their self-efficacy, highlighting the key roles played by external support and internal resilience in shaping their self-confidence. However, when it comes to acknowledging their own excellence strictly due to self-efficacy, there's a slightly lower, albeit still strong, level of agreement. This discrepancy indicates that while students generally possess high confidence, their perceptions of personal excellence are more modest. Encouragingly, students note an observable enhancement in their self-efficacy over time, reflecting a positive impact of their physical education experiences on their self-confidence. Additionally, their strong agreement on the capacity to learn and manage new skills in physical education underscores their confidence not just in their present abilities but also in their ability to learn and confront future challenges.

Level of Students' Skill Development in terms of Adaptability

Table 14 analyzes students' perception of their development and abilities regarding Adaptability in the context of Physical Education (P.E.).

The statement "Adapt approach or skills during a physical education activity" secured the highest mean score (M=3.58, SD=0.55). This shows that students feel quite adept at modifying their approach or skills as necessary within Physical Education. activities. This adaptability signifies their ability to respond flexibly to different situations, which is an essential component of effective physical education.

The lowest mean score was observed for "Use to adjust and modify your movements or techniques based on the requirements of different physical activities", with a mean of 3.31 and a standard deviation of 0.78. However, this remains within the range of "Very High", indicating that while students may feel slightly less confident in adjusting their movements or techniques to fit different physical activities, they still broadly agree with their ability to do so.

The overall mean score is 3.46, with a verbal interpretation of "Very High". This means students generally perceive their adaptability skills to be well developed within the course of their Physical Education classes.

Table 14 Level of Students' Skill Development in terms of Adaptability

STATEMENT The students were able to:	MEAN	SD	REMARKS
1. Adapt approach or skills during a physical education activity.	3.58	0.55	*Strongly Agree*
2. Feel about trying new or unfamiliar activities in physical education? Are you open to adapting to different challenges.	3.44	0.69	*Strongly Agree*
3. Use to adjust and modify your movements or techniques based on the requirements of different physical activities.	3.31	0.78	*Strongly Agree*
4. Think adaptability in physical education contributes to overall skill development and learning experience.	3.45	0.66	*Strongly Agree*
5. Developed in physical education, translate to daily life or other areas of learning.	3.50	0.62	*Strongly Agree*
Weighted Mean		3.46	
SD			
Verbal Interpretation		**Very High**	

A high score on adapting approaches or skills indicates successful incorporation of adaptability training within P.E activities. The Physical Education curriculum might be effectively structured to endorse a flexible, improvisational approach to physical activities. The relatively lower mean for adjusting movements or techniques could imply that students perceive a slightly higher level of difficulty in altering their physical behavior based on various activities' requirements. This could call for strategies to improve students' physical fluidity, enhancing their ability to adjust their movements or techniques.

The overall mean categorization as "Very High" indicates successful cultivation of adaptability within the P.E curriculum. Nevertheless, slight improvements could potentially further elevate students' capability and confidence in adjusting their techniques and movement patterns.

Adaptability skills developed through physical education are recognized by students for their applicability in both the immediate physical activity context and broader aspects of daily life and learning, reflecting Umidovich's views on adaptation enhancing life quality.

Despite a strong consensus on adaptability, a slight dip in agreement regarding students' confidence in adjusting movements for specific activities highlights an improvement opportunity. Still, the overall positive stance within the "Very High" range showcases the students' acknowledgment of their substantial adaptability skills, mirroring the importance of adaptability in physical education as emphasized by Umidovich for accommodating a diverse range of learners.

Table 15 shows the significant relationship between the Student Constraints and the Students' Participation. It investigates the significant link between student constraints and their involvement in physical activities. These constraints; Limited Adaptation, Physical Activity, Gender Stereotype, and Time Management, greatly affect student performance and engagement in physical education. By understanding the interaction between these limiting factors and participation, gaining key insights to shape more inclusive and tailored physical education experiences. In essence, examining this relationship is crucial for developing strategies to enhance student engagement in physical education.

Constraints		Students Participation				
		Activity Engagement	Task Completion	Output presentation	Duration	Frequency
Parental influence	Pearson Correlation	0.183**	0.215**	0.165**	0.027**	0.136**
	Sig. (2-tailed)	0.000	0.000	0.000	0.007	0.000
	N	246	246	246	246	246
Limited Adaptation	Pearson Correlation	0.319**	0.135**	0.039**	0.169**	0.166**
	Sig. (2-tailed)	0.000	0.000	0.001	0.000	0.000
	N	246	246	246	246	246
Physical Activity	Pearson Correlation	0.269**	0.086**	0.081**	0.138**	0.159**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	246	246	246	246	246
Gender Stereotype	Pearson Correlation	0.244**	0.119**	0.205**	0.192**	0.279**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	246	246	246	246	246
Time Management	Pearson Correlation	0.126**	0.084**	0.236**	0.062**	0.171**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	246	246	246	246	246

Table 15 Significant Relationship Between the Constraints and the Students' Participation
Note: **$p < .05$

Table 15 presents the significant relationships between various student constraints and students' participation in activities, measured by engagement, task completion, output presentation, duration, and frequency. The statistical significance is indicated by a p-value less than 0.05 for all listed constraints and forms of participation. The correlation coefficient 'R' indicates the strength and direction of the relationship, with * denoting significance.

In the parental Influence there are significant but generally negligible to low correlations between parental influence and all forms of participation.
The highest correlation is observed with activity engagement (R=0.215, p=0.000), indicating a slight but noticeable impact.

For the Parental Influence, despite its significance, the negligible to low correlations indicate that while parental influence is a factor in student participation, its direct impact is minor. It's noteworthy that it shows the most relationship with active engagement. Among all constraints, limited adaptation appears to have a slightly stronger correlation with engagement, possibly implying that students' ability to adapt impacts their willingness to participate actively.

The Limited Adaptation correlation between limited adaptation and activity engagement is low

(R=0.319, p=0.000), indicating a somewhat more substantial relationship. All other forms of participation show negligible correlations. The limited adaptation's moderate correlation with activity engagement indicates a notable relationship between the two variables. However, all other forms of participation display minimal correlations, indicating that limited adaptation may be particularly influential in fostering activity engagement.

The physical activity constraint also shows significant but low to negligible correlations across all forms of participation. The most substantial relationship is with activity engagement (R=0.269, p=0.000).

The significance physical activity of this constraint across all participation metrics with mostly negligible to low correlations may indicate that while students' participation is influenced by physical activity, other factors also play a major role.

Gender stereotype constraints have low to negligible correlations with all forms of participation. A moderately low correlation is observed with frequency (R=0.279, p=0.000). The significant yet low to negligible correlations of the physical activity constraint across various forms of participation highlight its limited influence. The most noteworthy correlation with activity engagement indicates that overcoming physical activity constraints may particularly enhance engagement in activities.

The presence of gender stereotypes has a low but significant influence on participation, particularly affecting the frequency of participation, which indicates that overcoming gender stereotypes could lead to more consistent engagement from students. Time constraints show the least impact but are still statistically significant. The relatively higher correlation with output presentation indicates that when time is limited, the quality or visibility of student work might be more affected than other aspects.

As indicated in this findings presentation, there is a strong association between Time Management constraints and various participation measures; nevertheless, its practical consequences may be limited due to the low correlation (R = 0.236, p = 0.000). This may indicate that additional research is necessary to fully understand the other elements that are more likely to have an influence on participation levels.

Overall, the presence of statistically significant relationships states that these constraints should not be overlooked. Interventions aiming to minimize the impact of each constraint on student participation are valuable. For instance, developing adaptive skills, challenging gender stereotypes, managing time effectively, and fostering supportive environments at home could all contribute to enhanced participation in school activities.

The negligible to low correlations imply that the relationships are complex and likely influenced by a multitude of factors, not captured within the scope of this analysis. Significant Relationship Between the Constraints and the Students' Skill Development

Significant Relationship Between the Constraints and the Students' Skill Development

Table 16 analyzes the significant impact of student constraints on skill development in physical activities. It highlights how limitations—be they physical, socio-emotional, or intellectual—affect skill acquisition in physical education. This examination is crucial for creating more inclusive educational strategies and environments that support skill development.

There is a significant relationships between various constraints and students' skill development, measured by motor skills proficiency, sport-specific skills, self-efficacy, and adaptability. The p-value less than 0.05 signifies statistical significance for all listed constraints and forms of skill development. The correlation coefficient 'R' indicates the strength and direction of the relationship, with * denoting significance.

Parental influence shows negligible to low correlations with all forms of skill development. The most significant correlation is observed with sport-specific skills (R=0.222, p=0.000), indicating a low relationship.

Limited adaptation displays negligible correlations with all forms of skill development. The correlation with sport-specific skills is slightly higher (R=0.160, p=0.000), but still negligible. Physical activity shows negligible correlation with motor skills proficiency, self-efficacy, and adaptability, while having a low correlation with sport-specific skills (R=0.212, p=0.000).

Gender stereotype appears to have a low correlation with motor skills proficiency (R=0.214, p=0.000) and sport-specific skills (R=0.205, p=0.000).
Correlations with self-efficacy and adaptability are rated as negligible.

Time constraints indicate negligible correlations with all four measures of skill development. The relationship with sport-specific skills is slightly more pronounced (R=0.123, p=0.000), but remains negligible.

Constraints		Skill Development			
		Motor Skills Proficiency	Sport Specific Skills	Self-Efficacy	Adaptability
Parental influence	Pearson Correlation	0.198**	0.222**	0.183**	0.187**
	Sig. (2-tailed)	0.000	0.000	0.007	0.007
	N	246	246	246	246
Limited Adaptation	Pearson Correlation	0.138**	0.160**	0.110**	0.168**
	Sig. (2-tailed)	0.000	0.001	0.000	0.000
	N	246	246	246	246
Physical Activity	Pearson Correlation	0.091**	0.212**	0.096**	0.141**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	246	246	246	246
Gender Stereotype	Pearson Correlation	0.214**	0.205**	0.141**	0.190**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	246	246	246	246
Time Management	Pearson Correlation	0.039**	0.125**	0.059**	0.023**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	246	246	246	246

Table 16 Significant Relationship Between the Constraints and the Students' Skill Development

Note: **p <.05.

The implications of the parental Influence despite the negligible to low correlations, parental influence holds a significant relationship with all measures of skill development, especially sport-specific skills. This states that parents' attitudes or behaviors can subtly shape these skill areas. The constraint of limited adaptation shows negligible correlations across all skills. This highlights the need for building adaptability in students to likely enhance their development across various skills.

In the physical activity constraint seems to particularly affect sport-specific skills, underlining the importance of physical activity to develop particular skills needed for specific sports. The presence of gender stereotypes shows a relatively stronger impact on motor skills proficiency and sport-specific skills than the other constraints. Addressing such biases may help to improve the development of these skills in students.

4. Conclusion and Recommendations

Based on the data collected, the researcher concluded that:

Investigations into constraints on student participation and skills development in physical education among Grade 9 students of five (5) National High Schools in Victoria, Laguna, for the academic year 2023-2024 yielded insightful results.

1. The study concluded that various constraints showed a statistically significant correlation with student participation in Physical Education. This means that addressing these constraints can enhance student participation in physical education activities. Therefore, the hypothesis is rejected.

2. Students' constraints showed a significant relationship with students' skill development. This means that addressing these constraints can lead to improved skill development in physical education. Therefore, the hypothesis is rejected.

Based on the study's conclusions, the following recommendations are proposed to address further the constraints impacting Grade 9 students' participation and skill development in Physical Education:

1. Given that parental influence is a significant but minor constraint, strategies can be developed to involve parents in PE programs better, fostering their understanding and support.

2. Considering the issue of limited adaptation as a constraint, PE programs may aim to be more flexible and diverse, catering to different student abilities and preferences.

3. Even though the influence of gender stereotypes is relatively low, efforts should still be made to tackle existing biases in PE, promoting a more inclusive and equal environment.

Reference:

Colorafi, K. J., & Evans, B. (2016). Qualitative descriptive methods in health science research. HERD: Health Environments Research & Design Journal, 9(4), 16-25.