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## **ATTITUDE TOWARDS PHYSICAL EDUCATION COURSES AND ACADEMIC PERFORMANCE OF SOPHOMORE STUDENTS IN A STATE UNIVERSITY**

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### **Abstract**

*The purpose of this study was to ascertain the attitude and academic performance in Physical Education courses of sophomore students in the College of Teacher Education at Batangas State University- JPLPC Campus, for the academic year 2013- 2014. It sought to investigate further the following main problems: What is the attitude of the student towards Physical Education courses in terms of movement, fitness management, safety, personal and social management and healthy lifestyle practices? How may the academic performance of the respondents be described? Is there a significant relationship between the attitude of the respondents and their*

*academic performance in Physical Education? What is the implication of the findings of this study to Physical Education instruction?*

*This study was guided by the null hypothesis which stated that there was no significant relationship between the attitudes of the respondents in terms of movement, fitness management, personal and social management and healthy lifestyle practices, and their academic performance in Physical Education.*

*The researchers applied the descriptive correlational method of research. The principal tool in gathering the data was the questionnaire prepared by the researchers. The study employed the frequency and percentage, weighted mean, Pearson's  $r$  and Chi Square formula.*

*After the careful tabulation, statistical treatment, analysis and interpretation of data, the following findings are revealed: the composite mean of 3.28, 3.43, 3.49, 3.25, 3.32 reflects a highly positive attitude among the respondents in terms of Movement, Fitness Management, Safety, Personal and Social Management, and Healthy and Lifestyle Practices respectively.*

*Considering the significant findings revealed and conclusions drawn in this study, the researchers suggested the following recommendations: Enrichment activities were suggested to improve the attitude of the respondents in the areas of Physical Education Movement, Fitness Management, Safety, Personal and Social Management and Healthy Lifestyle Practices.*

### **Keywords**

Physical Education, Courses, Academic Performance, Sophomore Students, Teacher Education

## **1. Introduction**

Living in the 21st century, physically fit and health-conscious populace is more indispensable than ever. This requirement is normally perceived to be of immense importance due to the emergence of a highly risky lifestyle, habits and bad food consumption that may have a profound impact on daily lives. In this regard, educators must realize that for the Filipino students to be successful in their goals, they need to be physically, mentally, and emotionally fit. This can be fully realized through better appreciation and positive attitude towards Physical Education.

Physical Education (PE) is the key to all academic courses in any level of education. It is a requirement to everyone in any field of education. This course aims to promote physical fitness, health and wellness other than learning through books and board works. With it, an individual can be healthy and uphold better lifestyle. Physical Education is a lifelike game that every individual enjoys which provides development in every individual (Abo, 2010).

Also, Sallis (1991) Physical Education (PE) is one of the most important subjects that have been introduced in the Malaysian educational syllabus. Physical Education activities have been recognized as the most influential aspect that affected the routine physical activities among youths. According to Erdal (2015), PE helps in enhancing students' overall abilities through physical, social, emotional and cognitive activities. Parallel to the aims of the National Educational Philosophy, PE has been incorporated as a subject in the curriculum to help students develop holistically in the physical, emotional, spiritual and the intellectual domains.

National Association for Sport and Physical Education (NASPE), an American education system found in the United States (2004), Physical instruction as a component of training gives the main chance to all youngsters to find out about physical development and take part in physical movement. Its objectives translated into organized instruction have transformed students' well-being by exposing them into numerous activities including sports and exercise that are beneficial to physical development. Further, Smith (2009) stated that there are many benefits in having Physical Education in curriculum. Physical Education develops socialization among individual through different games, plays and sports activities. There are many subsections in the field of Physical Education attached in the present curriculum in various institutions in the country. Gymnastics and rhythmic activities, individual and team Sports are most likely to be included in the curriculum. They play a major part in the curriculum and contribute how man develops in totally in almost every aspect possible. If an individual is physically sound, then definitely his mind is also sound. This states how beneficial physical education and how it contributes not only to the intellectual capacity of human but also to their well –being.

In fact this matter was reiterated in Article 14, Section 19 of the Philippine Constitution. “The State shall promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry.” All educational institutions shall undertake regular sports activities throughout the country in cooperation with athletic clubs and other sectors. , the program offers free training to students and out-of-school youths to teach them the fundamentals of various sports, including basketball, soccer, track and field, swimming, and taekwondo. It is also aimed at tapping, training and developing future national athletes.

In support to this, the Commission of Higher Education (CHED) released memorandum no. 23, series 2011. This stipulates that Physical Education as an academic discipline and as a

profession plays an important role in human development and continuous to expand at a fast rate. By their nature, physical education and sports are about support, incorporation and a feeling of having a place. They unite people and networks, featuring shared characteristics and bridging over social and ethnic partitions. Further, CHED also mandated the inclusion of physical education courses in all programs as part of the General Education Curriculum (GEC).

With the undeniable importance of Physical Education, all Higher Educational Institutions (HEIs) must consider every one of the components that could bring effective physical training learning. It is to be noted that successful learning per se can only be achieved when teaching is done in an atmosphere that is conducive to increase students' intellectual integrity and capacity for independent judgment.

In Batangas State University, there are four Physical Education courses such as PE 101 (Physical Fitness, Gymnastics and Aerobics) PE 102 (Rhythmic Activities), PE 103 (Individual and Dual Sports), and PE 104 (Team Sports). The inclusion of these courses may promote healthy lifestyle, recreation and relaxation, coordination of body movements, fitness and wellness, develop social skills, and uphold the spirit of sportsmanship among students. It also promotes awareness of different discoveries that concern human health and the community. The student needs to take this for two years and need to pass the course to finish a degree.

On the contrary, Physical Education is more likely to be neglected in any level of education. The students used to take it for granted because they considered it as non-academic unit or simply performance-based type of course. As Physical Education continuously be seen a less important minor course, many students will take it less seriously and will exert less effort in studying and performing academically than other courses such as Mathematics, English and Physics.

In addition, Andin (2004) said that Physical Education is a subject in the curriculum that had been sadly neglected in the past and had suffered many setbacks due to misconceptions among the teachers and administrators who, perhaps, never had a chance to know more about this special field. This led to negative attitude towards the subject and low academic performance in PE classes.

This scenario posts a great challenge to all educators as to how they can promote positive attitude towards the subject and increase students' academic performance in PE classes. With the aim of recognizing PE as useful in daily lives, the researchers, who will soon become PE teachers, conceptualized a study that focused on attitude towards Physical Education and

academic performance in Physical Education courses. The desire to enrich the Physical education courses motivated the researchers to correlate attitudes towards Physical Education courses and academic performance in Physical Education of Sophomore students of the College of Teacher Education at Batangas State University –JPLPC Malvar Campus for the academic year 2013-2014, with an end view of drawing the implication of the findings of the study to Physical Education instruction.

### **1.1. Research Objectives**

This study correlated attitudes towards Physical Education and academic performance in Physical Education courses of sophomore students of the College of Teacher Education at Batangas State University – JPLPC Malvar Campus for the academic year 2013-2014.

Specifically, it sought to answer the following questions: What is the attitude of the students toward physical education courses in terms of movement, fitness management, safety, personal and social management and healthy and lifestyle practices? How may the academic performance of the respondents in Physical Education courses be described? Is there a significant relationship between the attitudes of the student-respondents to physical education to their physical performance? What is the implication of the findings of the study to Physical Education instruction?

## **2. Methodology**

The study used the descriptive correlational type of research in order to reveal the respondents' attitudes towards Physical Education Courses and their academic performance. This design is used in obtaining information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. The method involves processes ranging from surveys which describe the status quo, the correlation study which investigates the relationship between variables, to developmental studies which seek to determine changes over time. It is qualitative. It describes in detail the matter being researched and is rich in information (Deauna, 2004).

Self-constructed survey was utilized as the information gathering instrument. The questionnaire was based on the different readings and studies reviewed by the researchers.

### **2.1. Respondents of the Study**

This study covered the sophomore Education students of the College of Teacher Education at Batangas State University – JPLPC Campus for the Academic Year 2013-2014. The

total population of respondents was 94. No sampling method was used in determining the size of the respondents. The researchers considered all the students who belong to all sections of the second year level.

## 2.2. Research Instrument

The questionnaire was comprised of statements indicating the attitudes towards physical education courses. This is composed of 5 items for each category namely: movement, fitness movement, safety, personal and social management, and healthy and lifestyle practices wherein every statement is structured in positive form. The respondents were asked to rate each of the statements in the researchers-made questionnaire on a four point rating scale with its corresponding verbal interpretation.

To interpret the computed weighted mean and composite mean for the assessment on the stated indicator, the given scales were used:

Numerical Rating Value	Verbal Interpretation
4	Strongly Agree/Highly Positive
3	Agree/Positive
2	Disagree/ Least Negative
1	Strongly Disagree/Highly Negative

To know the respondents academic performance, the following mean ranges with its interpretation was used to interpret their grade. The quantitative data gathered were subjected for checking, scoring, analysis and interpretation with the help of statistician. The researchers with the help of the statistician made a careful evaluation of the results of the questionnaires. Each item in the questionnaire was analysed and interpreted to come up with some implications of the findings.

## 2.3. Data Gathering Procedure

The researchers prepared a letter of request to the Associate Dean of the College of Teacher Education to administer the copies of the questionnaire to the target respondents. Further, another request was made to secure the grades of the respondents from the Office of the Registrar.

After the approval of the letter, the researchers distributed and administered the researchers-made questionnaire to the respondents of the study. The attitude scale was

distributed first to each respondent. Each item was read and explained by the researchers to the respondents. When the respondents were finished in answering the attitude scale, the researchers collected the accomplished questionnaire. The researchers tallied all the scores gathered from the distributed questionnaire. The statistician treated the gathered data with appropriate measures. The researchers had interpreted the mean and came up with that served as basis in identifying its implication enhancing the academic performance of the students in Physical Education Courses.

#### **2.4. Statistical Treatment of Data**

The data had been gathered through the use of survey form. The responses in the administered questionnaire were tallied, analyzed, and interpreted using the necessary statistical tools.

Frequency and Percentage. These were utilized to determine the frequency of occurrence of each category in the academic performance rating.

Weighted Mean. This was utilized to interpret the respondents' responses to the items in the questionnaire so as to reveal their attitude towards Physical Education courses.

Chi-square. It was used to determine the significant relationship between the respondents' attitude towards Physical Education courses and their academic performance.

Pearson's  $r$ . This was used to determine the degree of relationship between the attitude of the respondents towards physical education courses and their academic performance.

### **3. Results and Discussion**

Based on the analyzed data, tables are hereby presented. The results are organized and presented relative to the specific problems posed by the researcher.

#### **3.1 Profile of the Respondents**

The succeeding tables show the attitude of the respondents towards Physical Education courses in terms of movement, fitness management, safety, personal and social management and healthy lifestyle practices.

**Table 1:** Attitude of the Respondents towards Physical Education Courses in Terms of Movement

Item Statements	Weighted Mean	Verbal Interpretation
1. I am willing to participate in different physical activities.	3.28	Strongly Agree
2. I enjoy the various movement experiences in Physical Education.	3.28	Strongly Agree
3. I believe that time, commitment and practice are essential for skill development.	3.57	Strongly Agree
4. I appreciate the aesthetic and athletic values that movement provides.	3.35	Strongly Agree
5. I can do the different movements while participating in the physical activity.	2.92	Agree
<b>Composite Mean</b>	<b>3.28</b>	<b>Highly Positive</b>

Further, the table also reveals that the respondents' strongly agreed that they are willing to participate, enjoy various activities, and believe that time, commitment and skills are essential to appreciate aesthetic and athletic values as manifested by the weighted mean of 3.28, 3.57 and 3.35 respectively. This implies the respondents are cooperative and participative in every activity.

It is also worthy to mention that among the five item statements, only the statement describing that the respondents can do different movements while participating in the physical activity obtained the least weighted mean of 2.92. This finding may be due to the fact that there are movements that are difficult to perform. Despite their interest, the difficult movement to execute hinders them in performing the task.

According to Ruzlan and Arsaythamby (2017), before School Based Assessment was implemented, there was no systematic evaluation to assess PE activities. This is because not much importance was given to PE activities and assessment. Furthermore there was a lack of guidance for them to follow or adapt. A study by Wan Azlan Wan Ismail and Tajul Arifin Muhamad (2015) clearly shows that students also do have their own perspective and desire in what they want to achieve in the PE subject. Fulfilling or satisfying their needs may encourage them to participate actively in the PE lesson as their view of the subject may change.



This result was reinforced by the notions of Siendentop (2009) that emphasized that physical education is education through the physical training which requires different body movements that are hard to execute especially to students who are not physically active.

**Table 2:** *Attitude of the Respondents towards Physical Education Courses in Terms of Fitness Management*

<b>Item Statements</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
1. I am interested in personal fitness.	3.13	Agree
2. I appreciate the good effects of regular participation in physical activity for health and fitness.	3.42	Strongly Agree
3. I show respect and acceptance to one's limitations in doing physical performance.	3.63	Strongly Agree
4. I am conscious about my own physical fitness.	3.28	Strongly Agree
5. I believe that doing exercises will improve one's health and fitness.	3.68	Strongly Agree
<b>Composite Mean</b>	<b>3.43</b>	<b>Highly Positive</b>

In general, the respondents' assessment on attitude towards physical education in terms of fitness management was highly positive, with a composite mean of 3.43. This implies that they have high outlook on fitness management. This finding was supported by the ideas of Sallis. He reiterated that Physical Education is considered to be the avenue for engaging in developmentally appropriate physical exercises intended for children to develop their fitness, gross motor skills, and health.

**Table 3:** Attitude of the Respondents towards Physical Education Courses in Terms of Safety

Item Statements	Weighted Mean	Verbal Interpretation
1. I am concerned with my own safety during the PE classes.	3.62	Strongly Agree
2. I show respect for other's safety during the PE classes.	3.58	Strongly Agree
3. I follow safety precautions while attending to physical activities.	3.48	Strongly Agree
4. I obey the rules implemented by the university officials for safety.	3.53	Strongly Agree
5. I feel safe with my environment during PE classes.	3.23	Agree
<b>Composite Mean</b>	<b>3.49</b>	<b>Highly Positive</b>

As seen on the table, the respondents have a high positive attitude in Physical Education courses in terms of safety. This was manifested by its composite mean of 3.49. This result can be based upon the nature of the college students which shows a well-developed and sufficient maturity that includes balanced responsibilities, hard work, engaging in the entire learning experiences and self – awareness.

Further, the table also revealed the respondents strongly agreed that they are concerned with their own safety during the PE classes, with a weighed mean of 3.62. This was the highest rated item. Similarly, the respondents strongly agreed that they show respect for other's safety, follow safety precautions, and obey the rules for safety. These items obtained mean values of 3.58, 3.48 and 3.53 respectively.

However, some of the respondents agreed that they feel safe with their environment during PE classes which garnered a weighted mean of 3.23. This was the least ranked item. This is basically manifested by the learning environment were PE classes are being held as it lacks enough facility for safety and precautionary measures.

This was supported by the notion of Arends that quality programs and facilities additionally important since they give learning encounters that meet an students' formative needs, which improves the mental alertness, academic performance, readiness, and enthusiasm for learning.

**Table 4:** Attitude of the Respondents towards Physical Education Courses in Terms of Personal and Social Management

Item Statements	Weighted Mean	Verbal Interpretation
1. I enjoy dealing with physical activities and learning with others.	3.37	Strongly Agree
2. I am sensitive to the needs and abilities of others.	3.25	Strongly Agree
3. I am willing to play fairly and work cooperatively/ collaboratively with others.	3.52	Strongly Agree
4. I enjoy showing my talent like singing, dancing, acting etc.	2.98	Agree
5. I see improvement/development on my skills	3.15	Agree
<b>Composite Mean</b>	<b>3.25</b>	<b>Highly Positive</b>

The table also reveals that most of the respondents strongly agreed that it is a good attitude to play fairly and work cooperatively with others as they enjoy dealing with physical activities and were sensitive to the needs and abilities of other individuals. This is being reflected with a weighted mean of 3.52, 3.37 and 3.25 respectively. On the other hand, some of them agree that a good attitude lies on improvement of their personal skills through showing their talents which garnered mean scores of 3.15 and 2.98 respectively as many young Filipino are still conservative and reluctant in showing their skill in front of many individual compared to young personalities of the Western counterparts.

Overall, the respondents have a high positive attitude towards physical education in terms of social management being reflected by its composite mean of 3.25. This suggests that most of the respondents enjoy physical education as it offers an opportunity of developing social aspects of life. This may be supported by Andin (2004) who expressed that physical education and activity during the school day may diminish weariness and help keep kids attention in the classroom; she was hoping to find that students' enrolled in Physical Education would have better evaluations due to the chance to be dynamic and active in the school day.

**Table 5:** *Attitude of the Respondents towards Physical Education Courses in Terms of Healthy Lifestyle Practices*

<b>Item Statements</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
1. I appreciate the benefits of healthy living.	3.53	Strongly Agree
2. I pay attention on my own lifestyle and health.	3.27	Strongly Agree
3. I evaluate the relevance of common health practices to my needs before adapting them.	3.23	Agree
4. I am aware of the responsibilities and commitment associated with developing healthy relationships.	3.30	Strongly Agree
5. I exert my best effort to be healthy and physically fit.	3.28	Strongly Agree
<b>Composite Mean</b>	<b>3.32</b>	<b>Highly Positive</b>

The second highest rated was the assessment on awareness on the responsibilities and commitment associated with developing healthy relationships. This is shown by a weighted mean of 3.30. Moreover, most of the respondents exert personal effort on becoming healthy and physically fit through paying attention on their personal lifestyle and health which is being reflected by a weighted mean of 3.28 and 3.27 respectively. This implies that the respondents are health-conscious. They believe that a sound way of life is a method for living that brings down the risk of being truly sick or dying early. It helps to prevent some diseases through regular exercise, balance diet and proper relaxation and sleep.

In general, this part of the study obtained a composite mean of 3.32, verbally interpreted as highly positive. This means that the sophomore students have highly positive attitude towards physical education courses in terms of healthy lifestyle practices. This is relevant and may be supported by the study made by Subramaniam (2007), which shows that all students under study had positive attitude towards physical education. This high attitude of the respondents will positively have an impact on the extent to which young people feel connected to their school.

**Table 6:** Summary Table of Attitude of the Respondents towards Physical Education

Attitudes	Composite Mean	Verbal Interpretation
1. Movement	3.28	Highly Positive
2. Fitness Management.	3.43	Highly Positive
3. Safety	3.49	Highly Positive
4. Personal and Social Management	3.25	Highly Positive
5. Healthy and Lifestyle Practices	3.32	Highly Positive
<b>Grand Composite Mean</b>	<b>3.35</b>	<b>Highly Positive</b>

It can be gleaned from the table that the respondents' attitude towards Physical Education was highly positive as reflected by its grand composite mean value of 3.35. This finding was parallel to the results of the studies of Khan and Chatterjee which also revealed highly positive attitude of the students towards physical education.

### 3.2 Academic Performance of the Respondents in their Physical Education Courses

This part of the study aims to determine the academic performance of the respondents in their physical education courses which include physical fitness and gymnastics, rhythmic activities, individual and dual sports and team sports.

Academic performance represents performance outcomes that indicate the extent to which a person has accomplished specific goals that had been the focus of activities in instructional environments, specifically in school, college, and university (Steinmayr, 2014).

**Table 7:** Academic Performance of the Respondents in Their Physical Education Courses

Academic Performance	Frequency	Percentage
Above Average (90–94)	25	42
Average (85–89)	30	50
Below Average (80–84)	5	8
<b>Total</b>	<b>60</b>	<b>100</b>

The table determined the different range of GWA of the respondents. It can be gleaned that majority or 30 of the respondents fall under 85 – 89. This means that their academic

performance is average. The study of Aguirre has a bearing on this result because both studies reveal that the students have average academic performance in Physical Education courses.

Further, there are 25 or 42% that falls under above Average (90–94) while only 5 or 8% have below average (80-84) academic performance in Physical Education courses. This implies that there is a need to strengthen students' engagement in PE classes for them to achieve above average academic performance. This is supported by the discussion of Lidner (2003) that advocates school-based physical activity. He noticed that physical instruction, physical movement and sports may add to the improvement of academic performance either directly or through the accomplishment of more extensive social results which, thus, may affect on scholarly accomplishment.

### **3.3 Relationship between the Respondents' Attitude towards Physical Education Courses and Their Academic Performance**

**Table 8:** *Relationship of the Respondents' Attitude towards Physical Education Courses and Their Academic Performance*

<b>Variables</b>	<b>Computed Value</b>	<b>Tabular Value</b>	<b>Decision (H<sub>0</sub>)</b>	<b>Verbal Interpretation</b>
Attitude Towards Physical Education Courses and Academic Performance	101.903	12.592	Reject	Significant

As gleaned in the table, the respondents' attitude towards Physical Education courses is significantly related to their academic performance as the computed chi-square value of 101.93 was found greater than the T-value 12.592. The result made the researchers reject the null hypothesis and consider the significant relationship between the attitude towards physical education and respondents' academic performance. This result was similar to the findings of the study of Alimen (2008), which reveals significant relationship between the attitude of the students on the subject and their academic performance.

## **4. Implication of the Findings of the Study to Physical Education Instruction**

This study aimed to correlate attitudes towards Physical Education courses and performance in Physical Education of Sophomore students of the College of Teacher Education at Batangas State University – JPLPC Malvar Campus for the academic year 2013-2014. After careful interpretations and analyses of the data, this study revealed that the respondents had

highly positive attitude towards Physical Education courses. This implicates that the College of Teacher Education, though the initiative of the associate dean, may continuously commit themselves in providing programs and activities relevant to physical education courses that can further strengthen students' attitude towards the course. Secondly, the instructors, specifically those who are handling PE courses, this study serve them well in maintaining their practices as this study clearly reveals that they have done their part in fostering environment that can make the students see PE classes in a positive lens. Lastly, to continuously maintain students' highly positive attitude towards Physical Education, the Annual Procurement Plan of the PE department must be actualized as this requested equipment and facility are useful tool in fostering positive environment for PE classes.

Another significant finding of this study was the average academic performance of the respondents on PE courses. This implicates that the instructor may provide innovative activities/strategies that best suit the needs of their students. It is also suggested that PE instructors provide real-life benefits and importance of physical education in students' daily lives. Seeing the practical use of these PE concepts may increase students' interest and motivation in studying PE classes. Construction of study nook for students taking up PE classes may be also considered as this may provide avenue for them to study and/or brainstorm in group, and exchange ideas with their classmates.

## **5. Conclusions and Recommendations**

In the light of the essential discoveries uncovered in this study, the accompanying conclusions were drawn: The respondents show a highly positive attitude towards Physical Education. Most of the respondents have obtained average academic performance in Physical Education courses. A significant relationship exists between the respondents' attitude towards physical education and their academic performance. Suggested plans, programs and activities drawn from the findings can be implemented to further strengthen the attitudes of the respondents towards Physical Education and further improve their academic performance in Physical Education courses. Considering the noteworthy finding uncovered and conclusions drawn in this study, the researchers proposed the accompanying proposals or recommendations: Conducting an overall campus inspection or assessment of space, facility usage, scheduling procedures to maximize the use of resources (e.i. reporting if there are maintenance or replacement problems) may be done by the concerned officials. This is to ensure that the

facilities like gymnasium are fostering safety and security and most importantly meeting all the regulatory guidelines should be considered. Secondly, Intervention on instruction may be considered to provide activities that will tailor the needs of the individuals involved most specially those who find difficulty in executing certain movements and actions. Moreover, provision of Physical education-related seminars and training to broaden the faculty's knowledge and skills may be conducted. Conduct demonstration teaching together with other PE instructors to show best practices and methods in teaching may be also carried out. Next, to promote and create an inviting environment that can make the students see PE classes positively, campus-wide sport programs may be innovative, fun, and engaging. This sport programs may be fully integrated as this aims to improve attendance, increase academic performance, and change attitudes on learning. Since attitude and academic performance deals with numerous concerns, a similar or follow-up study may be conducted considering other variables

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