

Original article. Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports. Vol. 10, n.º 3; p464-486, september 2024.

<https://doi.org/10.17979/sportis.2024.10.3.10643>

Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports

Preservar y fortalecer la cultura física potenciando la participación multifacética en el curso a través del interés individual en el fitness y los deportes

Joseph Lobo

College of Sports, Exercise and Recreation, Bulacan State University, Philippines

Email correspondencia: joseph.lobo@bulsu.edu.ph

Editorial schedule: *Article received 02/01/2024 Accepted: 14/04/2024 Published: 01/09/2024*

<https://doi.org/10.17979/sportis.2024.10.3.10643>

For cite this article you must use this reference:

Lobo, J. (2024). Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports. *Sportis Sci J*, 10 (3), 464-486 <https://doi.org/10.17979/sportis.2024.10.3.10643>

Contribución autores: No procede.

Financiación: El estudio no obtuvo financiación.

Conflicto de interés: Los autores declaran no tener ningún tipo de conflicto.

Aspectos éticos: El estudio declara los aspectos éticos.

Original article. Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports. Vol. 10, n.º 3; p464-486, september 2024.

<https://doi.org/10.17979/sportis.2024.10.3.10643>

Abstract

This present study determines the direct influence of individual interests of students toward fitness and sports via course engagement in the promotion and preservation of physical culture inside the university. This study surveyed a total sample of 231 students taking fitness, sports coaching, and management at a state university. The results revealed that individual interest, along with its three important factors (positive affect and willingness to engage, stored utility value, and stored attainment value and knowledge-seeking intentions), is directly related to course engagement and its four components (skills, participation/interaction, emotional, and performance engagement). Therefore, it can be concluded that individual interest in fitness and sports is an important determinant of course engagement that may lead students to practice healthy living, even outside the academe. Limitations and future recommendations are hereby presented.

Keywords: Physical Education; physical culture; individual interest; course engagement.

Resumen

Este presente estudio determina la influencia directa de los intereses individuales de los estudiantes hacia el fitness y el deporte en el compromiso del curso con la promoción y preservación de la cultura física dentro de la universidad. Este estudio encuestó a una muestra total de 231 estudiantes de fitness, entrenamiento deportivo y gestión en una universidad estatal. Los resultados revelaron que el interés individual, junto con sus tres factores importantes (afecto positivo y disposición a participar, valor de utilidad almacenado y valor de logro almacenado e intenciones de búsqueda de conocimiento), está directamente relacionado con el compromiso con el curso y sus cuatro componentes (habilidades, participación). /interacción, compromiso emocional y de desempeño). Por lo tanto, se puede concluir que el interés individual por el fitness y los deportes es un determinante importante de la participación en el curso que puede llevar a los estudiantes a practicar una vida saludable, incluso fuera del ámbito académico. Por la presente se presentan las limitaciones y recomendaciones futuras.

Palabras clave: Educación Física; cultura física; interés individual; compromiso con el curso.

Original article. Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports. Vol. 10, n.º 3; p464-486, september 2024.

<https://doi.org/10.17979/sportis.2024.10.3.10643>

Introduction

The presence of influential adults in the academic community, specifically the fitness and sports instructors, is crucial for the implementation of physical culture inside the campus (Bautista et al., 2023). While these instructors bear the responsibility of effectively imparting culture to learners, this can only be achieved by taking into account students' specific interests in fitness and sports and their level of engagement in these courses. To ensure optimal student engagement in physical activity, it is important to carefully and appropriately select course content that is enjoyable and meets their expectations. *Physical culture* is the study of human movements in many areas, such as Fitness and Sports courses, which involves engaging in diverse physical activities (Brown, 2019). This platform offers an opportunity for students to enhance and fortify their physical well-being while mitigating the adverse effects of their living circumstances (Drózdź et al., 2022). Physical education holds comparable importance to other academic courses, specifically fitness and sports, since it plays a vital part in the holistic development and well-being of students (Zhang, 2021). Preserving the culture within the campus environment can lead to enhanced physical fitness, including improved motor skills and abilities, as well as beneficial development of vital forces. Additionally, it can contribute to moral, artistic, and intellectual growth (Yalgashevich et al., 2021).

Significantly, a multitude of favorable discoveries were made about students' views towards Physical Education, such as fitness and sports, stimulating their interest and engagement. The studies conducted by Viva and Limbo (2021) and Li et al. (2014) revealed that students from the University of Eastern Philippines and four Chinese universities generally held a favorable view towards Physical Education. The findings align with the teachers' diligent efforts to effectively teach the material. Another further noteworthy discovery, as shown in the study conducted by Mohamed and Kamil (2020), is that the diligent efforts of teachers in instructing the subject matter and fostering a supportive environment have yielded a significantly favorable attitude among students. Furthermore, research has revealed a correlation between teachers' professional credentials and students' views towards the subject (Carcamo-Oyarzun et al., 2022). Conversely, other investigation has contradicted these favorable results by scrutinizing

Original article. Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports. Vol. 10, n.º 3; p464-486, september 2024.

<https://doi.org/10.17979/sportis.2024.10.3.10643>

alternative academic works. The study conducted by Solomonko et al. (2022) revealed that physical culture does not hold significant importance in terms of prioritization among college students pursuing law. The research conducted by Mutlu et al. (2021) revealed that third-grade students from the Menteşe area of Muğla province in Turkey exhibited a pessimistic outlook. The study conducted by Iconomescu et al. (2018) revealed that Romanian students hold unfavorable views towards the subject due to the inadequate communication abilities of their lecturers. Based on the aforementioned research, it can be inferred that teachers have the potential to influence students' attitudes towards Physical Education, leading to decreased personal interest and school involvement (González-Peño et al., 2021). Additional research has also established a correlation between the physical and sporting activities implemented for students and their attitudes (Sağın, 2022). Therefore, this elucidates that the characteristics of teachers, in conjunction with the activities they select and present to students, are crucial in strengthening students' interest and enhancing their involvement in effectively promoting physical culture.

Individual Interest in Fitness and Sports, and Course Engagement

The significance of an individual's *interest* as a forecaster of course participation has been more evident in recent years (Chen & Wang, 2017). An individual's academic achievement is contingent upon a phenomenon known as motivation, which has been described as a process that can enhance learning and academic performance (Toli & Kallery, 2021). Students displaying a fervent enthusiasm for physical education can be discerned by their unwavering commitment to acquiring proficiency in newly acquired skills, their unwavering dedication to refining a singular activity, and their active participation in a diverse array of physical activities that necessitate bodily exertion. As emphasized by Renninger and Hidi (2022), *interest* is recognized as a powerful motivator that initiates various human behaviors. The study of Roure et al. (2021a) provides comprehensive explanations about interest, highlighting that it is: 1) a psychological state rather than a continuous characteristic, 2) specific to certain content, and 3) a multidimensional concept. *Situational interest* refers to a state of heightened attention and drive to learn about a particular issue, accompanied by a positive attitude

Original article. Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports. Vol. 10, n.º 3; p464-486, september 2024.

<https://doi.org/10.17979/sportis.2024.10.3.10643>

towards the subject matter (Schmidt & Rotgans, 2021; Wong et al., 2020). In contrast, *individual interest* is an enduring characteristic that remains consistent over time and is associated with a persistent propensity towards a specific subject (Knekta et al., 2020). Moreover, curiosity is commonly understood cognitively as being exclusive to certain content (Wild, 2022). Hence, there exists a considerable variation in the level of engagement displayed by students towards Physical Education or any other academic disciplines. The conceptualization of the notion has also identified affective (related to emotions and feelings) and cognitive (related to perception of importance) dimensions (Svenningsson et al., 2022). Unfortunately, educational specialists have contended that situational interest, particularly in a day-to-day teaching and learning setting, has considerably more beneficial outcomes than its opposite. Instructors have the ability to influence the situational interests of their students and establish a more favorable classroom atmosphere by employing various activities (Roure & Pasco, 2018). Consequently, most research on interest has been on measuring the immediate influence of situational interest on engagement in Physical Education and other types of physical activity within the school setting (Allard-Latour et al., 2022; Pasco & Roure, 2022).

Roure et al. (2021b) have identified three distinct components that can be used to classify an individual's level of interest: *positive affect and willingness to reengage*, *stored utility value*, and *stored attainment value and knowledge-seeking intentions*. When students experience a pleasant emotional state and feel contentment after participating in a subject, such as fitness and sports courses, it is referred as having a positive affect and willingness to reengage (PAWR). O'Keefe and Linnenbrink-Garcia (2014) assert that students can regain motivation for learning if they have had favorable encounters with the subject matter. Stored utility value (SUV) refers to the extent to which students value an activity or piece of content based on its alignment with their learning objectives. The significance of Fitness and Sports courses can be perceived by students due to its numerous beneficial impacts on their physical well-being, health, and overall quality of life. Finally, the concept of stored attainment value and knowledge-seeking intentions (SAVKSI) refers to the importance of subjects, such as Fitness and Sports courses, at an individual level. It is related to the important aspects of students' self-schemas and their main personal goals. Students' level of engagement in fitness and

Original article. Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports. Vol. 10, n.º 3; p464-486, september 2024.

<https://doi.org/10.17979/sportis.2024.10.3.10643>

sports can be significantly enhanced when they are able to identify with the subject matter and get significant insights on how to respond to current situations based on their knowledge of the past and self-awareness.

Meanwhile, *Engagement* in school is a complex concept that includes students' cognitive, emotional, and behavioral commitment to their academic tasks (Benito Mundet et al., 2021). On the one hand, *course engagement* encompasses the extent to which students actively participate, interact, and involve themselves in a learning environment (Handlesman et al., 2005). The features encompass attending lectures, engaging in discussions, fulfilling assignments, and interacting with course materials. Increased participation in coursework is frequently linked to enhanced academic achievement and a more favorable learning encounter. This particular concept is divided into four dimensions: *Skills*, *Participation/Interaction*, *Emotional*, and *Performance engagement*. *Skill engagement* (SE) refers to the active and deliberate practice and improvement of a certain set of talents or competences through practical and interactive activities, tasks, or exercises. Developing and improving competency in a certain talent needs concentrated attention, commitment, and ongoing work. *Participation/interaction engagement* (PE) pertains to the degree to which students actively engage in talks, activities, or collaborative processes within a group or social situation (e.g., pertaining to fitness and sports). It is the act of sharing ideas, inquiring about information, and providing feedback to others, creating a lively and engaging atmosphere. *Emotional engagement* (EE) refers to the extent of a student's sense of attachment or investment in a specific activity or event. The student's level of passion, interest, and attachment directly impact their overall pleasure and commitment to a specific course. Lastly, *Performance engagement* (PEE) refers to the active participation and dedication of students in order to achieve the best possible results in a specific assignment, project, or activity. Achieving performance expectations and goals requires concentrated effort, commitment, and efficient task execution.

There have been recent studies that were conducted in relation to individual interest and engagement. For instance, Lobo et al. (2023) conducted a study that investigated the correlation and immediate influence of students' individual interests in Physical Education, as well as each of the three factors that make up this interest, on

Original article. Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports. Vol. 10, n.º 3; p464-486, september 2024.

<https://doi.org/10.17979/sportis.2024.10.3.10643>

their school engagement. After analyzing data collected from 11,378 undergraduate students, consisting of 6,683 males (58.7%) and 4,695 females (41.3%), attending various higher education institutions in the Philippines [$N_{ASU} = 2,565$ (22.5%), $N_{NISU} = 1,806$ (15.9%), $N_{CAPSU} = 1,680$ (14.8%), $N_{CCA} = 2,312$ (20.3%), $N_{MCC} = 1,761$ (15.5%), and $N_{PSAU} = 1,254$ (11.0%)], it was determined that school engagement is significantly influenced and directly correlated with three factors of individual interest ($F(3, 11374) = 7254.635, p < 0.001$). Furthermore, the statistical analysis showed a significant relationship between school engagement and the following factors: PAWR→SE ($\beta = 0.157, t = 16.008, p < 0.001$), SUV→SE ($\beta = 0.164, t = 16.339, p < 0.001$), and SAVKSI→SE ($\beta = 0.444, t = 54.024, p < 0.001$).

Additionally, in a study conducted by Lobo et al. (2023), the researchers aimed to identify the notable differences in the level of individual interest and university engagement among students studying Physical Education. The study specifically controlled for factors such as gender and academic institution. After collecting data from a sufficient sample of undergraduate students [$N_{Male} = 453$ (38.2%), $N_{Female} = 734$ (61.8%); $N_{CLSU} = 646$ (54.4%), $N_{CAPSU} = 541$ (45.6%)], it was determined that there were no noticeable differences in the levels of individual interest among students based on their sex [$t(1185) = -.164, p = .870$] and academic institution [$t(1160.985) = .361, p = .718$]. Similarly, there was no notable disparity found in the university engagement based on sex [$t(1185) = -.848, p = .397$] and academic institution [$t(1185) = .710, p = .478$]. Moreover, there is a notable association between individual interest and engagement in higher education. Ultimately, positive affect and readiness to reengage, stored utility value, stored attainment value, and knowledge-seeking intentions are the determinants of university engagement.

Lastly, Bautista et al. (2023) investigated the differences in school engagement and individual interests among students enrolled in a specific higher education institution in the Philippines based on their sex. Moreover, as a foundation for promoting an active and health-conscious campus community, the study intends to examine the relationship between personal interests and academic engagement. The participants in the study are 1st and 2nd-year undergraduate students, with 456 (42.5%) being male and 616 (57.5%) being female. They are currently enrolled in Physical

Original article. Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports. Vol. 10, n.º 3; p464-486, september 2024.

<https://doi.org/10.17979/sportis.2024.10.3.10643>

Education 1 and Physical Education 3 courses for the first semester of the 2022-2023 academic year. Based on the obtained data, there was no significant difference between male and female university students in terms of individual interest ($t(1070) = -.768, p = .443$) and school engagement ($t(1070) = -.1.528, p = .127$). Moreover, a favorable and statistically significant association was identified between personal engagement and school engagement [$F(3, 1655) = 363.225, p < .001$]. Furthermore, it was also found that individual interest, alongside with its three factors, predicts school engagement [PAWR→SE ($\beta = .097, t = 3.151, p = .002$), SUV→SE ($\beta = .268, t = 8.328, p < .001$), SAVKSI→SE ($\beta = .326, t = 11.189, p < .001$)].

Although extensive investigations have been carried out on the influence of individual interest on engagement, focusing on factors like vigor, dedication, and absorption, there is a noticeable lack of studies that specifically examine the connection between individual interest and engagement in fitness and sports courses. Investigating individual interests is crucial to understanding how course engagement is influenced in certain circumstances. Course engagement is characterized by skills engagement, participation/interaction engagement, emotional engagement, and performance engagement. Previous studies have primarily focused on assessing school engagement, overlooking the specific influence of students' individual interest in fitness and sports on their engagement in developing physical skills, participating in sports activities, emotional connection to the course, and overall performance. Furthermore, there is a dearth of studies investigating the potential of various instructional methodologies or course designs to promote participation in fitness and sports, taking into account individual interests. Furthermore, there is a lack of research on the lasting influence of students' engagement in courses on their adoption of healthy lifestyle habits outside of the academic setting. By addressing these gaps, it is possible to develop more focused interventions and teaching methods that not only improve student engagement and learning outcomes in fitness and sports courses, but also encourage long-term healthy habits outside of the academic setting.

Original article. Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports. Vol. 10, n.º 3; p464-486, september 2024.

<https://doi.org/10.17979/sportis.2024.10.3.10643>

Objectives and Hypotheses formulation

There have been several studies that were conducted in deepening the relationship between individual interest and engagement. However, these studies are concentrated into other type of engagement such as *study engagement* (Bautista et al., 2023; Lobo, et al., 2023). In this regard, this study is focused on assessing the direct influence of individual interest to course engagement. More precisely, it concentrated on providing answers to the following:

1. Examine how students' personal enjoyment and recognition of long-term benefits in fitness and sports courses influence their skills engagement, interaction and participation engagement, emotional engagement, and performance engagement;
2. Investigate the specific aspects of individual interest (PAWR, SUV, SAVKSI) that contribute most significantly to enhancing engagement in fitness and sports courses;
3. Assess the role of individual interest in shaping students' overall academic and personal development, particularly in promoting a healthy lifestyle and achieving long-term educational outcomes.

In line with this, this present study is focused on testing the following proposed hypotheses:

H₁: Individual Interest has no direct influence to CE;

H₂, H₃, H₄, H₅: PAWR, SUV and SAVKSI has no direct influence to SE;

H₆, H₇, H₈, H₉: PAWR, SUV and SAVKSI has no direct influence to PE;

H₁₀, H₁₁, H₁₂, H₁₃: PAWR, SUV and SAVKSI has no direct influence to EE;

H₁₄, H₁₅, H₁₆, H₁₇: PAWR, SUV and SAVKSI has no direct influence to PEE;

Methods and materials

Research Design

The study employed a quantitative research approach, specifically utilizing predictive analysis, to investigate the influence of individual interest on course engagement in fitness and sports courses. This methodology entailed gathering quantitative data using survey technique to assess the variables of individual interest—

Original article. Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports. Vol. 10, n.º 3; p464-486, september 2024.

<https://doi.org/10.17979/sportis.2024.10.3.10643>

PAWR, SUV, and SAVKSI—and their influence on the four aspects of course engagement: skills engagement, interaction and participation engagement, emotional engagement, and performance engagement.

Participants

The respondents for the study are first- to third-year students in the College of Sports, Exercise, and Recreation of the Bulacan State University, Philippines, taking the degree in Bachelor of Science in Exercise and Sports Science, both taking the specialization in Fitness and Sports Coaching (FSC), and Fitness and Sports Management (FSM) during the 1st Semester of the Academic Year 2023-2024. Furthermore, respondents were selected using *Purposive Sampling* technique. This non-probability technique allows researchers to selectively choose the respondents for the study due to the characteristics that they possess which are highly suitable for the present investigation. Table 1 illustrates the demographic characteristics of the respondents. The results of the survey reveal a predominant presence of male respondents [$N_{\text{Male}} = 164(71.00\%)$, $N_{\text{Female}} = 67(29.00\%)$], particularly from the fitness and sports management specialization [$N_{\text{FSC}} = 123(53.68\%)$, $N_{\text{FSM}} = 107(46.32\%)$], and largely consisting of first-year students [$N_{1\text{st-year}} = 159(68.83\%)$, $N_{2\text{nd-year}} = 39(16.88\%)$, $N_{3\text{rd-year}} = 33(14.29\%)$].

Table 1.

Demographic profile of the respondents

| Variables | Items | N(%) |
|--|--------------------------------------|--------------|
| Sex | Male | 164(71.00%) |
| | Female | 67(29.00%) |
| Specialization under the degree of BSESS | <i>Fitness and Sports Coaching</i> | 124(53.68%) |
| | <i>Fitness and Sports Management</i> | 107(46.32%) |
| Year Level | 1 st year | 159(68.83%) |
| | 2 nd year | 39(16.88%) |
| | 3 rd year | 33(14.29%) |
| Total (N) | | 231(100.00%) |

Instrument

Original article. Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports. Vol. 10, n.º 3; p464-486, september 2024.

<https://doi.org/10.17979/sportis.2024.10.3.10643>

The data for this study was obtained via an online survey conducted using Google forms. Data gathering was performed last November to December of 2023. Online data collection is widely recognized for its ability to gather large quantities of information, its cost-effectiveness, and its efficiency (Regmi et al., 2017). Two separate instruments were used during the course of this investigation:

1. The first instrument is the published 14-item English version of the Students' Individual Interest in Physical Education questionnaire by Roure et al. (2021a). It measures students' individual interest across three factors: Positive affect and willingness to reengage, stored utility value, and stored attainment value and knowledge-seeking intentions. Data are collected using a 5-point Likert scale, where responses can range from 1- strongly disagree to 5- strongly agree.
2. Lastly is the 23-item Course Engagement Questionnaire (CEQ) by Handelsman et al. (2005). It measures overall engagement of students in various Fitness and Sports courses across its different components: skills, participation/interaction, emotional, and performance engagement. Data are encoded using a 5-point Likert scale ranging from 1- not at all characteristic of me to 5- very characteristic of me.

Statistical Analysis

Descriptive statistics has been used to present the demographic characteristics of the respondents. Meanwhile, *Linear and Multiple Regression Analysis* was used to predict the direct influence of Individual Interest to Course Engagement. Furthermore, the three factors under Individual Interest have been regressed to the four components of Course Engagement. In order to perform the data analysis, the present study have utilized the IBM SPSS Statistics (Statistical Package for the Social Sciences) version 29 in MacOS.

Ethical Statement

Highest Ethical considerations were strictly followed in the conduct of the study. The data gathering was conducted through online survey using Google Forms. In the Google Forms, the purpose of the study, inclusion criteria, instruments to be used, and

Original article. Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports. Vol. 10, n.º 3; p464-486, september 2024.

<https://doi.org/10.17979/sportis.2024.10.3.10643>

the components/variables which will only be measured in the entire conduct of the study are presented. Additionally, the researchers provided the benefits of the study to the institution, community, and its contribution to scientific knowledge. The online survey underlined that participating in the study is voluntary, and respondents can choose to withdraw at any moment. The respondents were similarly advised of the potential minor hazards associated with their involvement in the research, including the experience of unease when responding to personal and/or sensitive survey inquiries. In addition, respondents were informed that there is no monetary compensation associated with providing information for the study. The respondents were additionally informed regarding the information that would be gathered via Google Forms and transferred to an Excel file for evaluation. The protected password for this data was disclosed, with only the researchers granted personal access to it. Additionally, they were informed that the aforementioned data would be stored on a USB drive for a duration of three (3) months, after which it would be irrevocably removed from the system. Additionally, respondents were notified that the data that was obtained would no longer be utilized in any subsequent or secondary research. Withdrawal of respondents' participation in the study will not have any adverse effects on their relationships with the involved researchers or research organizations, nor will it affect their contributions to any future services or current programs. In order to maintain the anonymity and confidentiality of the respondents, their identities and names were withheld throughout the data collection, analysis, and reporting of the study's findings. Due to the aforementioned conditions, respondents were at any moment permitted to withdraw from the study or request a debriefing. All respondents' information were securely protected in accordance with the Data Privacy Act of 2012, also known as Republic Act 10173.

Results

Table 2 presents the results in the multiple regression analysis performed determining the direct influence of individual interest to course engagement. Overall, it was found that IND is directly related to CE [$F(1, 230) = 415.953, p < .001$]. Moreover, the $R^2 = .644$ portrayed that the model explains 64.4% of the variance in course engagement. H_1 has been **rejected**. Furthermore, it was observed that IND predicts SE

Original article. Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports. Vol. 10, n.º 3; p464-486, september 2024.

<https://doi.org/10.17979/sportis.2024.10.3.10643>

[$F(2, 228) = 77.769, p < .001$], unraveling that the three factors of IND have a direct influence to SE. Moreover, the $R^2 = .506$ displayed that the model explains 50.6% of the variance in SE. In this regard, H_2 has been **rejected**. Likewise, the three factors were also regressed to SE, in which it was detected that PAWR ($\beta = .208, t = 2.915, p = .004$) and SUV ($\beta = .310, t = 3.553, p < .001$) positively influences SE, except for SAVKSI ($\beta = .040, t = .583, p = .561$). Based on these results, H_3 and H_4 were **rejected**, and H_5 has been **supported**. Secondly, it was also observed that IND predicts PE [$F(2, 228) = 114.598, p < .001$], postulating that the three factors of IND have a direct influence to PE. Additionally, the $R^2 = .601$ displayed that the model explains 60.1% of the variance in PE. Hence, H_6 has been **rejected**. Also, it was found that SUV ($\beta = .477, t = 5.397, p < .001$) and SAVKSI ($\beta = .181, t = 2.628, p = .009$) positively leverages PE, except for PAWR ($\beta = .008, t = .108, p = .914$). In this, H_7 has been **supported**, and H_8 and H_9 were **rejected**. Thirdly, it was seen that IND predicts EE [$F(2, 228) = 91.775, p < .001$], positing that the three factors of IND have a direct influence to EE. Moreover, the $R^2 = .547$ displayed that the model explains 54.7% of the variance in EE. Therefore, H_{10} has been **rejected**. Additionally, it was also confirmed that SUV ($\beta = .495, t = 4.858, p < .001$) and SAVKSI ($\beta = .226, t = 2.847, p = .005$) can directly heightens EE, except for PAWR ($\beta = -.043, t = -.511, p = .610$). In this, H_{11} has been **supported**, and H_{12} and H_{13} were **rejected**. Lastly, it was determined that IND predicts PEE [$F(2, 228) = 88.761, p < .001$], suggesting that the three factors of IND have a direct influence to PEE. Likewise, the $R^2 = .549$ displayed that the model explains 54.9% of the variance in PEE. Therefore, H_{14} has been **rejected**. Furthermore, it was also observed that SUV ($\beta = .382, t = 3.749, p < .001$) and SAVKSI ($\beta = .266, t = 3.346, p < .001$) are direct predictors of PEE, except for PAWR ($\beta = .019, t = .234, p = .815$). Hence, H_{15} has been **supported**, and H_{16} and H_{17} were **rejected**.

Table 2. Multiple Regression analysis and hypotheses testing

| Hypothesis | Regression weights | Beta Coefficient | R^2 | F | t | p | Decision |
|------------|--------------------|------------------|-------|---------|-------|-------|----------|
| H_1 | IND → CE | - | .644 | 415.953 | - | <.001 | Rejected |
| H_2 | IND → SE | - | .506 | 77.769 | - | <.001 | Rejected |
| H_3 | PAWR → SE | .208 | - | - | 2.915 | .004 | Rejected |

Original article. Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports. Vol. 10, n.º 3; p464-486, september 2024.

<https://doi.org/10.17979/sportis.2024.10.3.10643>

| | | | | | | | |
|----------|--------------|-------|------|---------|-------|-------|----------|
| H_4 | SUV → SE | .310 | - | - | 3.553 | <.001 | Rejected |
| H_5 | SAVKSI → SE | .040 | - | - | .583 | .561 | Accepted |
| H_6 | IND → PE | - | .601 | 114.598 | - | <.001 | Rejected |
| H_7 | PAWR → PE | .008 | - | - | .108 | .914 | Accepted |
| H_8 | SUV → PE | .477 | - | - | 5.397 | <.001 | Rejected |
| H_9 | SAVKSI → PE | .181 | - | - | 2.628 | .009 | Rejected |
| H_{10} | IND → EE | - | .547 | 91.775 | - | <.001 | Rejected |
| H_{11} | PAWR → EE | -.043 | - | - | -.511 | .610 | Accepted |
| H_{12} | SUV → EE | .495 | - | - | 4.858 | <.001 | Rejected |
| H_{13} | SAVKSI → EE | .226 | - | - | 2.847 | .005 | Rejected |
| H_{14} | IND → PEE | - | .549 | 88.761 | - | <.001 | Rejected |
| H_{15} | PAWR → PEE | .019 | - | - | .234 | .815 | Accepted |
| H_{16} | SUV → PEE | .382 | - | - | 3.749 | <.001 | Rejected |
| H_{17} | SAVKSI → PEE | .266 | - | - | 3.346 | <.001 | Rejected |

Note: Sig. value $p < .05$; IND- Individual Interest, CE- Course Engagement SE- Skills Engagement, PE- Participation/Interaction Engagement, EE- Emotional Engagement, PEE- Performance Engagement, PAWR- Positive affect and willingness to reengage, SUV- Stored utility value, SAVKSI- Stored attainment value and knowledge-seeking intentions.

Discussion

After performing linear and multiple regression analyses, it was observed that individual interest is directly predicts course engagement. Based on this particular finding, it can be hypothesized that the when students have a higher degree of individual interest toward various fitness and sports courses, their course engagement is positively being influenced. Numerous scholars have been able to generate the same findings based on their previously published scholarly works (Bautista et al., 2023; Lobo, et al., 2023). However, the primary focus of these works is largely on Physical Education in a broad context.

Furthermore, the factors of individual interest were regressed to each of the components of course engagement. First, it was observed that the PAWR and SUV positively predicts skills engagement. It can be inferred that when students find their fitness and sports courses enjoyable and recognize the long-term benefits of these courses in their personal lives, they are more likely to improve their skills and talents, which can be highly advantageous to them in the future (Fierro-Suero et al., 2022; Leisterer & Jekauc, 2019; Powell & Ceaser-White, 2017). On the one hand, it was

Original article. Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports. Vol. 10, n.º 3; p464-486, september 2024.

<https://doi.org/10.17979/sportis.2024.10.3.10643>

observed that SAVKSI does not predict skills engagement. Based on this, it can be postulated that students' belief that gaining knowledge about subjects such as fitness and sports will enhance their self-awareness and get them closer to attaining their primary life objectives will not have any influence on the level of skills that they would like to hone in relation to these courses. On a positive note, once these three factors are regressed to skills engagement, a positive result will be observed. Once students have developed an understanding and value for these courses, they will enhance their abilities, which will tremendously benefit them in the future, both within and beyond the university setting, thereby furthering the promotion of a healthy lifestyle.

Moreover, It was also observed that PAWR does not predict PE. In line with this, it can be concluded that when students find fitness and sports courses entertaining, it does not equate that their interaction and participation engagement is positively being influenced. On the other hand, it was observed that SUV and SAVKSI positively leverages the interaction and participation engagement of the students toward these courses. It can be hypothesized that when students believe that these courses have significant long-term benefits and can help them achieve their main life goals, they will actively participate in communication with their peers. This may lead to students spreading information about the positive effects of engaging in different physical activities for improving one's health. Once these three factors are regressed to interaction and participation engagement, a positive result can be obtained. Overall, individual interest has a direct and positive influence to interaction and participation engagement. Regrettably, no studies were conducted yet in relation to these variables. Hence, performing a similar study will deepen the relationship between these variables.

Additionally, it was found that PAWR does not predict EE. It can be extrapolated that students' perception of enjoyment in fitness and sports courses does not necessarily indicate that their attachment to these courses is being influenced. Furthermore, it was discovered that SUV and SAVKSI have a good influence on emotional engagement. These findings indicate that when students perceive the positive impact of these courses on their lives, as well as the long-term advantages they can gain from these, their dedication to learning these courses is strengthened. Positively, once all three of these factors are examined in terms of emotional engagement, a favorable outcome can be

Original article. Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports. Vol. 10, n.º 3; p464-486, september 2024.

<https://doi.org/10.17979/sportis.2024.10.3.10643>

obtained. Individually, having a personal interest in fitness and sports courses greatly enhances one's engagement with the material. The interplay between these variables may be deeply understood by conducting a similar study.

Lastly, it was seen that PAWR do not influence performance engagement. In this regard, it can be concluded that even though students see that fitness and sports courses are highly enjoyable, their active participation towards favorable outcomes in these courses is not being influenced. Conversely, it was noted that SUV and SAVKSI have an advantageous influence on PEE. Based on these findings, it can be inferred that when students perceive these courses as extremely advantageous and having a lasting influence on their main life objectives, it is evident that students will improve their performance and attain favorable outcomes in these courses. On a positive note, once these factors were regressed to PEE, a favorable outcome can be obtained. In general, when students develop a greater individual interest in fitness and sports courses, it has an immediate influence on their level of engagement and performance. This, in turn, can lead to students adopting a healthier lifestyle and being more focused on attaining positive results. Gaining a more profound comprehension of these factors can be accomplished by carrying out a comparable inquiry.

The results of the investigation can be comprehended by applying the Self-Determination Theory and the Theory of Planned Behavior. SDT proposes that individuals possess fundamental psychological demands for autonomy, competence, and relatedness. These needs serve as the driving force behind their motivation and involvement in various activities. When students derive pleasure from fitness and sports courses (autonomy) and acknowledge the long-term advantages (competence and relatedness), they are more inclined to participate in these courses, leading to positive effects on their engagement in skills, interaction, participation, emotions, and performance (Ryan & Deci, 2000). Similarly, TBP posits that an individual's attitude, subjective norms, and perceived behavioral control affect their intention to engage in a behavior, which then predicts their actual behavior. Within this framework, the engagement and participation of students in fitness and sports courses are driven by their favorable attitudes towards the long-term advantages of these courses, the

Original article. Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports. Vol. 10, n.º 3; p464-486, september 2024.

<https://doi.org/10.17979/sportis.2024.10.3.10643>

influence of their peers, and their confidence in their ability to benefit from them, as proposed by Ajzen (1991).

This present study makes a distinctive contribution to the field on how students' individual interest influences the level of engagement in fitness and sports courses. This investigation differs from prior studies that have a focus on school or university engagement. Instead, it specifically examined how individual interest in fitness and sports can improve certain components of course engagement in a more detailed and nuanced manner. The study shows that whereas enjoyment alone may not accurately predict engagement or performance, acknowledging the long-term advantages and aligning with personal life goals greatly enhances students' active participation and overall success. These findings are essential for instructors and policymakers who want to create better fitness and sports programs that involve students and encourage them to maintain healthy lifestyles outside of school. This study establishes the foundation for focused interventions that can promote more profound and significant student participation in fitness and sports courses by understanding the specific ways in which individual interest influences different forms of engagement.

Conclusion

It may be inferred that the three factors—PAWR, SUV, and SAVKSI—directly influence the four components of course engagement: skills engagement, interaction and participation engagement, emotional engagement, and performance engagement. Given the novelty of this study, no prior research has been identified that directly relates to this specific topic, particularly in the context of fitness and sports courses. The dearth of information in the existing body of literature emphasizes the distinctiveness and innovative nature of the present investigation. Therefore, the study strongly suggests that further research should be carried out on various populations to confirm and further expand upon these findings. Future studies can enhance the comprehension of how individual interests in fitness and sports courses influence overall course engagement by examining these factors in different contexts. This, in turn, can contribute to the advancement of a healthy lifestyle and improved educational outcomes among diverse groups.

Original article. Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports. Vol. 10, n.º 3; p464-486, september 2024.

<https://doi.org/10.17979/sportis.2024.10.3.10643>

Moreover, policymakers have a crucial responsibility in determining the content and structure of the curriculum, as well as other educational issues, in order to guarantee that they effectively address the varying requirements of students. Based on the results of this study, it is crucial for policymakers to acknowledge the substantial influence that individual interests in fitness and sports courses have on the overall level of student engagement. By implementing policies that prioritize the enjoyable nature and long-term advantages of these courses, educational institutions can establish engaging and efficient learning environments. Policymakers ought to promote curricula that incorporate enjoyable and advantageous elements of physical fitness and sports, raise understanding about their lasting benefits, and facilitate the use of varied instructional approaches.

Lastly, it is strongly recommended that future research should integrate additional rigorous methodologies, such as qualitative or mixed-methods approaches. Utilizing these techniques can offer a more thorough comprehension of the subtleties and intricacies associated with the connection between individual interests in fitness and sports courses and different aspects of course engagement. Qualitative methods provide detailed insights into students' own experiences and perceptions, whereas mixed-methods approaches utilize the advantages of both quantitative and qualitative data to provide stronger and more widely applicable findings.

This study fills a gap in the existing research by examining a current issue that has not been extensively investigated, particularly in the field of fitness and sports education. The study not only emphasizes the significance of individual interests in encouraging course engagement, but also emphasizes the necessity of further investigation and confirmation through various methodological approaches. Adopting this all-encompassing method can improve our comprehension and result in more efficient strategies for encouraging engagement and advocating for healthy habits via educational initiatives.

Acknowledgements

The author would like to thank all the students from the Bachelor of Science in Exercise and Sports Sciences major in Fitness and Sports Management, and Fitness and

Original article. Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports. Vol. 10, n.º 3; p464-486, september 2024.

<https://doi.org/10.17979/sportis.2024.10.3.10643>

Sports Coaching for being part of this study. Furthermore, the author would like to thank the University President of the Bulacan State University, Dr. Teody C. San Andres; Vice President for Academic Affairs, Dr. Edgardo M. Santos; Vice President for Research, Innovation and Extension, Dr. Keno Piad; and Chancellor-Main Campus, Dr. Romeo D.C. Inasoria. Moreover, the author would also like to thank the Dean and Associate Dean of the College of Sports, Exercise and Recreation of the Bulacan State University, Dr. Rafael T. Celso and Mr. Anthony J. Antonio for their unending support. This study has been presented during the Fifteenth International Conference on Sports and Society held at the Facultad de Ciencias de la Educación, Universidad de Granada, Granada, Spain last June 13-14, 2024. The paper presentation was granted by the virtue of Board of Regents Resolution #105, series of 2024.

References

- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Allard-Latour, E., Rannou, J., & Kermarrec, G. (2022). Adolescent girls' and boys' situational interest for a learning task in physical education. *Journal of Physical Education and Sport*, 22(6), 1356–1362. <https://doi.org/10.7752/jpes.2022.06170>
- Bautista, C., De Dios, D. Al, & Lobo, J. (2023). The nexus between individual interest and school engagement in bolstering Physical Culture for a habitual healthy régime: A case of a state university. *Physical Education of Students*, 27(1), 24–35. <https://doi.org/10.15561/20755279.2023.0104>
- Benito Mundet, H., Llop Escorihuela, E., Verdaguer Planas, M., Comas Matas, J., Lleonart Sitjar, A., Orts Alis, M., Amadó Codony, A., & Rostan Sánchez, C. (2021). Multidimensional research on university engagement using a mixed method approach. *Educación XXI*, 24(2), 65–96. <https://doi.org/10.5944/educxx1.28561>
- Brown, D. (2019). Physical Culture. *Societies*, 9(1), 23. <https://doi.org/10.3390/soc9010023>

Original article. Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports. Vol. 10, n.º 3; p464-486, september 2024.

<https://doi.org/10.17979/sportis.2024.10.3.10643>

- Carcamo-Oyarzun, J., Wydra, G., Hernandez-mosqueira, C., Martinez-salazar, C., & Souza De Carvalho, R. (2022). Attitudes toward Physical Education teachers from a cross-cultural perspective: German and Chilean students' viewpoints. *Cultura, Ciencia y Deporte*, 17(51), 15–21. <https://doi.org/10.12800/ccd.v17i51.1614>
- Chen, A., & Wang, Y. (2017). The role of interest in Physical Education: A review of research evidence. *Journal of Teaching in Physical Education*, 36(3), 313–322. <https://doi.org/10.1123/jtpe.2017-0033>
- Drózdź, R., Pasek, M., Zajac, M., & Szark-Eckardt, M. (2022). Physical culture and sports as an educational basis of students' healthy physical activities during and post-lockdown COVID-19 restrictions. *International Journal of Environmental Research and Public Health*, 19(18), 11663. <https://doi.org/10.3390/ijerph191811663>
- Fierro-Suero, S., Fernández-Ozcorta, E. J., & Sáenz-López, P. (2022). Students' motivational and emotional experiences in Physical Education across profiles of extracurricular physical activity: The influence in the intention to be active. *International Journal of Environmental Research and Public Health*, 19(15), 9539. <https://doi.org/10.3390/ijerph19159539>
- González-Peño, A., Franco, E., & Coterón, J. (2021). Do observed teaching behaviors relate to students' engagement in physical education? *International Journal of Environmental Research and Public Health*, 18(5), 2234. <https://doi.org/10.3390/ijerph18052234>
- Handelsman, M. M., Briggs, W. L., Sullivan, N., & Towler, A. (2005). A measure of college student course engagement. *The Journal of Educational Research*, 98(3), 184–192. <https://doi.org/10.3200/JOER.98.3.184-192>
- Iconomescu, T.-M., Mindrescu, V., & Popovici, I.-M. (2018). A comparative study regarding secondary school students' satisfaction degree regarding the physical education class in Romanian and in Turkey. *SHS Web of Conferences*, 48, 01028. <https://doi.org/10.1051/shsconf/20184801028>
- Knekta, E., Rowland, A. A., Corwin, L. A., & Eddy, S. (2020). Measuring university students' interest in biology: evaluation of an instrument targeting Hidi and

Original article. Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports. Vol. 10, n.º 3; p464-486, september 2024.

<https://doi.org/10.17979/sportis.2024.10.3.10643>

Renninger's individual interest. *International Journal of STEM Education*, 7(1), 23. <https://doi.org/10.1186/s40594-020-00217-4>

Leisterer, S., & Jekauc, D. (2019). Students' emotional experience in Physical Education—A qualitative study for new theoretical insights. *Sports*, 7(1), 10. <https://doi.org/10.3390/sports7010010>

Li, F., Chen, J., & Baker, M. (2014). University students' attitudes toward physical education teaching. *Journal of Teaching in Physical Education*, 33(2), 186–212. <https://doi.org/10.1123/jtpe.2012-0187>

Lobo, J., Martin, J., Argarin, J., Tubera, J., Narciso, H. A., & Dimalanta, G. (2023). Physical culture for lifelong healthy participation: Expanding the horizon of individual interest and university engagement in physical education in higher education. *Masyarakat, Kebudayaan Dan Politik*, 36(3), 342–355. <https://doi.org/10.20473/mkp.V36I32023.342-355>

Lobo, J., Peralta, R., Prevandos, F. G., Bautista, C., Agupitan, J., & Mabolo, J. G. (2023). The importance of individual interest and school engagement to the advancement of physical culture promotion in schools of higher education. *Health, Sport, Rehabilitation*, 9(3), 24–39. <https://doi.org/10.58962/HSR.2023.9.3.24-39>

Mohamed, M., & Kamil, N. A. (2020). Relationship of attitude factors to engagement in Physical Education among secondary school students. *International Journal of Academic Research in Business and Social Sciences*, 10(14), 171–180. <https://doi.org/10.6007/IJARBS/v10-i14/7686>

Mutlu, T. O., Senturk, H. E., Akoğlu, H. E., & Çetinkaya, A. (2021). The analysis of high school students' attitudes towards Physical Education and sports class. *I-Manager's Journal on Educational Psychology*, 14(3), 54. <https://doi.org/10.26634/jpsy.14.3.17663>

O'Keefe, P. A., & Linnenbrink-Garcia, L. (2014). The role of interest in optimizing performance and self-regulation. *Journal of Experimental Social Psychology*, 53, 70–78. <https://doi.org/10.1016/j.jesp.2014.02.004>

Original article. Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports. Vol. 10, n.º 3; p464-486, september 2024.

<https://doi.org/10.17979/sportis.2024.10.3.10643>

- Pasco, D., & Roure, C. (2022). Situational interest impacts college students' physical activity in a design-based bike exergame. *Journal of Sport and Health Science*, 11(2), 172–178. <https://doi.org/10.1016/j.jshs.2021.03.003>
- Powell, D., & Ceaser-White, F. (2017). Commentary on “engaging students in Physical education: Key challenges and opportunities for Physical Education Teachers in urban Settings.” *Journal of Physical Education, Recreation & Dance*, 88(3), 49–50. <https://doi.org/10.1080/07303084.2017.1271267>
- Regmi, P. R., Waithaka, E., Paudyal, A., Simkhada, P., & Van Teijlingen, E. (2017). Guide to the design and application of online questionnaire surveys. *Nepal Journal of Epidemiology*, 6(4), 640–644. <https://doi.org/10.3126/nje.v6i4.17258>
- Renninger, K. A., & Hidi, S. E. (2022). Interest: A unique affective and cognitive motivational variable that develops. In *Advances in Motivation Science* (Vol. 9, pp. 179–239). Elsevier. <https://doi.org/10.1016/bs.adms.2021.12.004>
- Roure, C., Lentillon-Kaestner, V., & Pasco, D. (2021a). Students' individual interest in physical education: Development and validation of a questionnaire. *Scandinavian Journal of Psychology*, 62(1), 64–73. <https://doi.org/10.1111/sjop.12669>
- Roure, C., & Pasco, D. (2018). The impact of learning task design on students' situational interest in Physical Education. *Journal of Teaching in Physical Education*, 37(1), 24–34. <https://doi.org/10.1123/jtpe.2017-0046>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Sağın, A. E. (2022). The role of gender in predicting life satisfaction of the interest in physical education lesson. *Pedagogy of Physical Culture and Sports*, 26(2), 83–92. <https://doi.org/10.15561/26649837.2022.0202>
- Schmidt, H. G., & Rotgans, J. I. (2021). Epistemic curiosity and situational interest: Distant cousins or identical twins? *Educational Psychology Review*, 33(1), 325–352. <https://doi.org/10.1007/s10648-020-09539-9>
- Solomonko, A., Zanevskyy, I., Bodnarchuk, O., Andres, A., Petryna, R., & Lapychak, I. (2022). Attitude of law college students towards physical culture and sports.

Original article. Preserving and strengthening physical culture by empowering multifaceted course engagement via individual interest in fitness and Sports. Vol. 10, n.º 3; p464-486, september 2024.

<https://doi.org/10.17979/sportis.2024.10.3.10643>

Journal of Physical Education and Sport, 22(3), 780–785.

<https://doi.org/10.7752/jpes.2022.03099>

Svenningsson, J., Höst, G., Hultén, M., & Hallström, J. (2022). Students' attitudes toward technology: exploring the relationship among affective, cognitive and behavioral components of the attitude construct. *International Journal of Technology and Design Education*, 32(3), 1531–1551.

<https://doi.org/10.1007/s10798-021-09657-7>

Toli, G., & Kallery, M. (2021). Enhancing student interest to promote learning in science: The case of the concept of energy. *Education Sciences*, 11(5), 220.

<https://doi.org/10.3390/educsci11050220>

Viva, E. B., & Limbo, C. B. (2021). Motivation, attitude, and competence of Physical Education students. *Canadian Journal of Educational and Social Studies*, 1(2), 1–12.

<https://doi.org/10.53103/cjess.v1i2.9>

Wild, S. (2022). Trajectories of subject-interests development and influence factors in higher education. *Current Psychology*, 0123456789.

<https://doi.org/10.1007/s12144-021-02691-7>

Wong, L.-H., Chan, T.-W., Chen, W., Looi, C.-K., Chen, Z.-H., Liao, C. C. Y., King, R. B., & Wong, S. L. (2020). IDC theory: interest and the interest loop. *Research and Practice in Technology Enhanced Learning*, 15(1), 3.

<https://doi.org/10.1186/s41039-020-0123-2>

Yalgashevich, K. S., Shermamatovich, M. M., & Zayniddinovich, N. I. (2021). The role of physical culture in the life of students. *International Journal of Scientific and Technology Research*, 10(03), 1–4.

<https://www.ijstr.org/final-print/mar2021/The-Role-Of-Physical-Culture-In-The-Life-Of-Students.pdf>

Zhang, J. (2021). The lack of culture in school Physical Education and its countermeasures. *International Journal of New Developments in Education*, 3(3), 66–70.

<https://doi.org/10.25236/IJNDE.2021.030315>