

LEARNERS' INTERESTS AND MOTIVATION IN PHYSICAL ACTIVITIES

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Abstract

This study examined learners' levels of interest and motivation in physical activity (PA) among selected public junior high schools in one cluster of a division in the National Capital Region during School Year 2021–2022. A descriptive research design was employed, involving 218 Grade 7–10 learners selected through stratified random sampling. Data were collected using a validated questionnaire and analyzed using SPSS through frequency count, percentage, mean, Mann–Whitney U test, and Spearman's rank-order correlation to determine the relationships between variables. Results showed that most respondents were female, belonged to higher-income families, and had parents with higher educational attainment. Learners demonstrated a high level of interest in both indoor and outdoor physical activities. Similarly, motivation in PA, both intrinsic and extrinsic, was found to be high across sex, income level, and parents' educational attainment. Using Spearman's rank-order correlation, a significant positive relationship was found between learners' level of motivation and their level of interest in physical activities, indicating that higher motivation corresponds to greater interest in participation. When grouped by profile, female learners showed higher interest in indoor activities compared to males, while both sexes expressed high interest in outdoor activities. Interest and motivation levels remained consistently high regardless of income and parents' educational attainment. Based on the findings, a contextualized after-school sports program was developed to enhance learners' sustained participation in physical activities.

Keywords: Learning challenges, learners' interest, learners' motivation, physical activity engagement

Bio-profiles

Marivic B. Tolitol earned her Bachelor in Secondary Education major in Physical Education (Cum Laude) from the Philippine Normal University and her Master in Education (Coursework) at Flinders University as an AusAID Scholar. She is currently working as Supervising Education Program Specialist of the School Sports Division (SSD), Bureau of Learner Support Services (BLSS), Department of Education (DepEd) and the Officer-in-Charge of the *Palarong Pambansa* Secretariat. Ms. Tolitol was engaged in curriculum development, instructional material development and evaluation, teacher training, monitoring and evaluation, and program management, particularly in the areas of PE and sports, which drove her to pursue this research.





Introduction

Rationale

In line with the global call of United Nations Sustainable Development Goal 4 (Quality Education)—which promotes inclusive, equitable, and holistic learning—learners' interests, motivation, and the challenges they experience in engaging in physical activities become vital considerations in strengthening Physical Education (PE) programs (UNESCO, 2023). PE contributes significantly to SDG-4 by fostering environments that support learners' physical, mental, and socio-emotional wellbeing, all of which are foundational to effective learning. Recognizing the strong link between regular physical activity and overall development, schools have incorporated Physical Activity (PA) as a key component of the PE curriculum. This priority is reinforced by Article XIV of the 1987 Philippine Constitution, which mandates the promotion of PE and sports to enhance health, wellbeing, self-discipline, and positive citizenship. Through meaningful participation in physical activities, learners develop motor skills, understand movement concepts, and cultivate lifelong attitudes toward fitness and health—competencies further emphasized in the Department of Education's K–12 PE Curriculum, which seeks to develop students' knowledge, skills, and values for active and healthy living.

Despite these national and global directives, challenges persist in fully realizing the goals of PE, especially in certain schools across NCR. Based on field observations and professional experience, many PE programs do not adequately align with learners' interests, resulting in diminished motivation and low participation rates. Activities may be limited, repetitive, or disconnected from what learners find engaging. These issues align with findings from international research, which show that student interest is a key predictor of participation and success in physical activity programs (Bailey, 2019; Kirk, 2020). Additionally, inadequate facilities—such as the absence of covered courts, multipurpose gymnasiums, and sufficient sports equipment—constrain both teachers and students. Some schools also face reduced instructional time for PE or lack a sufficient number of trained PE teachers, further limiting the quality and consistency of program implementation. These constraints are consistent with global reports identifying inadequate resources and low prioritization of PE as major barriers to delivering quality physical education in developing contexts (Hardman & Marshall, 2017; UNESCO, 2021).

Motivation emerges as an especially critical element affecting learners' engagement in PE. When learning activities resonate with students' interests and provide meaningful experiences, they foster intrinsic motivation, enjoyment, and persistence. Conversely, when students perceive activities as irrelevant or anxiety-provoking, they may disengage or participate minimally. Light (2018) emphasized that physical activity is inherently emotional, as learners associate it with feelings ranging from excitement and joy to embarrassment or fear. This emotional dimension underscores the importance of designing PE programs that build confidence, encourage autonomy, and promote positive social interaction. Theories of motivation, such as Self-Determination Theory, further demonstrate that learners participate more actively when their needs for competence, autonomy, and relatedness are supported (Deci & Ryan, 2000; Xiang, 2021). Thus, PE programs that integrate student voice, choice, and culturally relevant activities have greater potential to sustain participation and foster meaningful engagement.

Given these challenges, this study aims to investigate the underlying factors that influence learners' participation in physical activities, with a particular focus on their interests and motivation. By understanding these factors, the study aims to generate insights that can inform the development of a contextualized after-school sports program tailored to learners' needs and realities in the National



Capital Region. Designed by the researcher, who serves as a Supervising Education Program Specialist and Officer-in-Charge of the *Palarong Pambansa*, the proposed framework aims to strengthen and complement the existing PE curriculum. Central to this framework is the belief that sports and structured physical activities can serve as powerful platforms for cultivating essential life skills, such as cooperation, empathy, resilience, leadership, and responsible decision-making. These values are aligned not only with the goals of the K–12 PE Curriculum but also with SDG-4's emphasis on nurturing well-rounded learners equipped for life and citizenship.

Ultimately, this initiative aspires to promote sustained engagement in physical activities both within and beyond the school environment. By encouraging consistent participation, providing enjoyable and developmentally appropriate activities, and fostering values through sports, the program aims to help build healthier and more active Filipino youth. Through improved access, student-centered design, and enhanced PE implementation, the initiative seeks to contribute to national efforts in cultivating physically literate, values-driven learners who may eventually become productive citizens and potential Filipino athletes. In doing so, the study supports broader local and global education goals—a vision that aligns with the Philippine Constitution, DepEd policy priorities, and the transformative aspirations of UN SDG 4: Quality Education.

Literature Review

Learners' interest in physical activities is a powerful and enduring motivator that supports sustained participation, personal development, and the formation of prosocial behaviors and responsibility (Green, 2015; Renninger & Hidi, 2016). Research shows that when young people develop a genuine interest in physical activity, they are more likely to persist, engage enthusiastically for enjoyment rather than rewards, and experience positive developmental outcomes that extend into adulthood (Harackiewicz et al., 2018; Hidi & Ainley, 2015; Wright & Craig, 2021). Interest is a complex construct shaped by both individual and situational factors, involving cognitive, affective, and motivational processes that interact with goals, values, competence, and enjoyment (Izard, 2019; Renninger & Hidi, 2016). Individual interest develops through positive, meaningful experiences with activities over time, while situational interest arises from appealing activity characteristics and supportive environments (Dewey, 2018; Eccles et al., 2015; Garn et al., 2017). In physical education, research since the 1990s has highlighted the motivational role of interest in enhancing engagement beyond curriculum requirements (Chen, 2016), with growing evidence that both indoor and outdoor contexts influence learners' preferences and participation levels (Fägerstam, 2020; Menardo et al., 2021; Norwood et al., 2019; Pretty et al., 2018). Recognizing learners' interest in diverse physical activity settings, while ensuring safe and accessible environments guided by established standards, is essential for promoting meaningful, enjoyable, and sustained participation in physical activity (Sport England, 2020).

School physical education is widely recognized as the most effective setting for promoting a physically active lifestyle, particularly when it fosters motivation, interest, and satisfaction in physical activity participation (Tubera, 2016; Monta, 2017; Yambao, 2016). However, students develop varying attitudes toward physical activity based on their experiences, perceptions, and the nature of activities and instructional approaches, which can be either positive or negative and significantly influence both current and future participation (Cruz, 2021; Narciso, 2018; Lucas, 2019; Advincula, 2019). These attitudes are shaped by learners' feelings, prior experiences, and perceived autonomy, suggesting that providing opportunities for students to choose activities aligned with their interests can help counter negative perceptions and enhance engagement (Navarro, 2018). When learners experience enjoyable and meaningful physical activities, they develop stronger positive



attitudes that promote sustained participation (Medina, 2020). Despite growing evidence on the importance of interest-based physical activity, limited research has examined the alignment between learners' interests and participation in the Philippine context, highlighting the need for studies that inform policy and curriculum development aimed at fostering positive attitudes and lifelong engagement in physical activity (Tumang, 2019).

Learners' motivation in physical activities is critical in establishing lifelong healthy habits, as behaviors developed during childhood and adolescence often persist into adulthood, making the role of schools, teachers, and families essential in promoting active lifestyles. Motivation is a dynamic psychosocial process influenced by both intrinsic and extrinsic factors, where sustained engagement in physical activity reflects enjoyment, emotional satisfaction, and personal meaning (Deci et al., 2020; Vansteenkiste et al., 2019; Browne et al., 2016). Research in physical education and youth sports highlights that positive emotional experiences, supportive motivational climates, and psychologically safe environments enhance adherence to physical activity beyond school settings (Light, 2018; Ntoumanis et al., 2019; Weiss & Williams, 2020). However, learners' participation is often hindered by difficulties such as limited time due to academic and family demands, low perceived competence, lack of interest, social concerns, and insufficient support (Downward et al., 2018; Eime et al., 2018). Additional barriers include inadequate teacher expertise and limited access to quality facilities and equipment, which are essential for effective instruction, skill development, and sustained engagement (Lander et al., 2017; Dusenbury et al., 2018; Ogundairo, 2015; Rintaugu et al., 2017). Addressing these motivational and contextual challenges through well-trained teachers, supportive environments, and adequate resources is vital for increasing participation and fostering long-term commitment to physical activity.

Motivation is a key determinant of students' participation in physical activities, encompassing both intrinsic and extrinsic factors that drive engagement in movement and exercise (Badjao et al., 2016). Grounded in Self-Determination Theory, motivation in physical activity arises from personal enjoyment and environmental influences, where intrinsic motivation involves engaging in activities for pleasure, challenge, and personal satisfaction, while extrinsic motivation involves participation driven by external rewards, pressure, or recognition (Agana, 2017; Calimlim, 2020; Fernandez, 2018). Although extrinsic motivation plays an important role in initiating physical activity participation, particularly in the early stages, sustained engagement is more likely when learners' psychological needs for autonomy, competence, and relatedness are fulfilled (Revidad, 2019; Deci et al., 2020). Research further indicates that supportive instructional environments and motivational strategies such as goal-setting, feedback, and peer interaction significantly enhance students' motivation, enjoyment, and continued participation in both physical education and extracurricular programs (Ntoumanis et al., 2018; Owen et al., 2021).

Participation in physical activity is shaped by a combination of personal, social, instructional, and environmental factors, with strong evidence highlighting the roles of family support, teacher expertise, and access to facilities. Parental encouragement, provision of equipment, and logistical support positively influence youth participation, while parental education is associated with higher activity levels among Filipino students (Barcelo, 2020; Diego, 2017; Godoy, 2021; Wenceslao, 2019). Teacher quality and effective instruction enhance learners' engagement and physical activity outcomes, underscoring the importance of professional competence in physical education (Dela Coste, 2016; Dizon & Bayle, 2016; Medrano, 2017). Environmental factors, particularly the availability and suitability of sports facilities, also affect participation patterns, with notable gender differences in activity preferences and intensity (Downward & Rasciute, 2015; Haug et al., 2018; Lim, 2021; Madrigal, 2017). Overall, both local and international studies emphasize that learners' interest and motivation are central to sustained engagement in physical activity, while barriers related





to family support, instructional quality, and environment highlight the need for well-designed, inclusive, and motivating physical activity programs.

Theoretical Underpinnings

Participation in physical activities is shaped by learners' interests, motivation, and engagement, which this study explains through the Person-Object Theory of Interest, the Interest-Driven Creator (IDC) Theory, and Self-Determination Theory (SDT). The Person-Object Theory emphasizes that interest develops through the dynamic interaction between the learner and the activity within a specific context, involving cognitive, affective, and situational components. In physical education, recognizing which activities capture learners' attention and emotions helps educators design experiences that enhance engagement and encourage repeated participation. Similarly, IDC Theory explains how situational interest, initially sparked by enjoyable and meaningful activities, can develop into enduring individual interest through sustained engagement and supportive environments. Together, these theories highlight how well-designed, relevant activities can foster both immediate engagement and long-term commitment to physical activity.

SDT further explains learners' participation by distinguishing between intrinsic and extrinsic motivation and emphasizing the importance of fulfilling the psychological needs for autonomy, competence, and relatedness. Learners who are intrinsically motivated are more likely to sustain participation, while extrinsic motivators may initiate involvement but require reinforcement to be maintained. In the context of this study, SDT provides insight into how motivation influences engagement and persistence in physical activities. By integrating learners' interests with motivational support, the study aims to inform the development of a contextualized after-school sports program that enhances participation, reduces dropout rates, and promotes self-motivation, confidence, social connection, and lifelong physical activity.

Objectives

The study aimed to determine the level of interest and motivation in physical activities among Junior High School (JHS) students in one of the Clusters in a Division, NCR, during the School Year 2021-2022. Specifically, this study sought to determine: 1) the level of interest in physical activities of JHS-respondents in terms of indoor and outdoor activity; 2) the level of motivation of the respondents in terms of intrinsic and extrinsic domain; and 3) the significant relationship between the level of interest and motivation when they are grouped and compared according to the aforementioned variables.

Methodology

This chapter discusses the research design, locale of the study, respondents, data gathering instrument, validity and reliability, data gathering procedure, analytical schemes, and statistical tools.

Research Design

This study employs a descriptive research design using a quantitative data analysis approach, which focuses on systematically collecting and presenting information about a specific phenomenon or population (Given, 2007, cited in Nassaji, 2015). Descriptive research enables the researcher to address questions related to who, what, when, where, and how by gathering data from identified



respondents through structured survey instruments, though it does not seek to explain causal relationships or answer “why” questions. The quantitative data collected are analyzed using descriptive and inferential statistical techniques to transform numerical data into meaningful insights. This research design is appropriate for the study as it allows for an accurate depiction of existing conditions and variables, facilitating a clear, systematic, and comprehensive understanding of the phenomena under investigation.

Locale of the Study

This research undertaking was conducted in three (3) public high schools within one of the clusters in a division in National Capital Region during the School Year 2021–2022. The said division has four (4) clusters, each consisting of three or four junior high schools. Since there is no rural school in Pasay, the researcher believes that one cluster can adequately represent the entire division.

In its five (5) years of existence, the school has already been active in joining competitions and represented the Division at the regional level, especially in sports. Furthermore, the schools have produced outstanding athletes who have competed in national and international competitions.

Aside from their participation in sports competitions, schools have been performing tremendously in other sports and fitness-related activities, such as wellness programs, marathons, and fun runs, in addition to their track record in academic competitions like the National Schools Press Conference, Science Fair, and National Festival of Talents.

Respondents of the Study

The study involved 218 Junior High School learners, representing 43.40% of the 502 students from one cluster of public junior high schools in the National Capital Region, with sample size determined using Cochran’s formula and proportionally allocated across four grade levels. Respondents were selected through stratified random sampling to ensure proportional representation of each school, enhancing the accuracy and generalizability of the findings (Alchemer, 2022).

Data Gathering Instrument

A self-made questionnaire was used to assess learners’ interest, motivation, and difficulties in physical activities to inform the design of a contextualized after-school sports program. It included four parts: Part I collected respondent profiles (sex, family income, parents’ education); Part II measured interest in indoor and outdoor physical activities across seven indicators each; Part III assessed motivation through intrinsic and extrinsic domains with seven indicators each; and Part IV examined difficulties in participation, covering personal circumstances, teacher expertise, and environmental factors, also with seven indicators per sub-variable. Respondents rated all items using a 5-point Likert scale, from 1 (“Very low level”) to 5 (“Very high level”).

Instrument Validity and Reliability

The research instrument was subjected to the tests of validity and reliability. Choudray (2020) defines validity as the degree to which a test measures what it is intended to measure. For this paper, validity was established through expert review by five doctoral-level validators with expertise in education, physical education, and research, resulting in an average rating of 4.82, interpreted as



"excellent," based on Good and Scates' criteria. Reliability, which assesses the stability and internal consistency of a measure (Choudhary, 2020), was determined through a dry run with 30 junior high school students and analyzed using Cronbach's Alpha. The results showed high internal consistency for motivation ($\alpha = 0.890$), interest ($\alpha = 0.883$), and difficulties ($\alpha = 0.921$), indicating that the instrument is both valid and reliable for measuring learners' interests and motivation in physical activities.

Data Gathering Procedure

To achieve the objectives of the study, a step-by-step procedure was followed in gathering the data. First, the researcher sought approval from the division supervisor in charge of the cluster by sending a letter of permission to conduct the study. Upon receiving approval, the researcher distributed the research instrument to the public junior high school student-respondents through online Google Forms. Before completing the survey, respondents were provided with a waiver (Appendix E) and were able to sign it electronically to indicate their consent to participate in the study.

The retrieval of the answered questionnaires was also done online through Google Forms. The data gathering process took two (2) months due to the year-end break. Once collected, the data were organized and analyzed using SPSS for further statistical interpretation.

Research Ethics Protocol

To preserve the respondents' privacy, the researcher adhered to the standards set forth in the Data Privacy Act of 2012. Before gathering the information needed for the study, the researcher sought permission from the higher authorities, including the Supervisor in charge and the principals of the participating schools. Assent-Consent forms were also given to all respondents via their personal email. Only information regarding demographics, interests, motivation, and perceived difficulties in PA was collected.

Before conducting the survey, the researcher strictly followed the research protocol to ensure that the study's respondents were well-informed. To ensure that the respondents' responses are kept private, the researcher ensured that only she and the research adviser have access to them. The information was saved on the researcher's personal computer, and only she has access to use the computer, for which a password is required. A security password was also used to protect the data. The respondents were treated with utmost respect, and their identity was safeguarded by not revealing any information that could jeopardize them. The data collected from the study was handled with caution by the researcher. All raw data in Google Forms were erased once the results had been analyzed and interpreted, and the study had been completed.

Lastly, this undertaking did not involve the vulnerable population, such as very young children, ethnic and racial minority groups, the homeless, prisoners, people with incurable diseases, and the like.

Analytical and Statistical Schemes

Objective No. 1 employed the descriptive analytical scheme and mean to determine the level of interest in physical activities among the respondents, specifically in terms of indoor and outdoor sports activities. Objective No. 2 also employed the descriptive analytical scheme and mean to determine the level of motivation of the respondents in terms of both intrinsic and extrinsic factors.



Objective No. 3 also used the causal analytical scheme and Spearman rank-order correlation to determine the relationship between the level of interest and motivation of the respondents when they are grouped and compared according to the aforementioned variables.

Results and Discussion

This section summarizes the study's findings, which come from careful data gathering, in-depth analysis, and thoughtful interpretation. After this, meaningful conclusions were drawn from the initial phase, offering valuable insights

Level of Learners' Interest in Indoor and Outdoor Physical Activities

Table 1

Level of Learners' Interest in Indoor Physical Activities

Items	Mean	Interpretation
As a learner,		
1. I prefer exercising indoors to outdoors.	3.34	Moderate Level
2. I prefer a temperature-controlled environment.	3.68	High Level
3. I prefer expanded playing times.	3.62	High Level
4. I prefer space for a lower risk of injury and convenience.	3.95	High Level
5. I prefer physical activity with fewer rules.	3.60	High Level
6. I prefer a PA that can be performed inside the classroom.	3.28	Moderate Level
7. I like PA, which can be combined with traditional pencil and paper activities.	3.32	Moderate Level
Overall Mean	3.54	High Level

Table 1 displays the respondents' level of interest in physical activities in the area of indoor activities. The respondents believe their level of interest in physical activities is high. This is indicated in the overall mean of 3.54.

Moreover, it shows that item 4, which is "I prefer space for a lower risk of injury and convenience," obtained the highest mean of 3.95 with a high level. Although most of the items in this area yielded high-level results, it can be seen that item 6, which is "I prefer PA that can be performed inside the classroom," obtained the lowest mean of 3.28, indicating a moderate level of agreement. This suggests that although the respondents strongly agree with PAs conducted indoors, they are less interested in PAs conducted in their classrooms. This can be because classrooms are small areas with furniture, such as chairs and tables, that make it difficult for students to move about.

This finding suggests that every indoor space intended for PA should be engaging, welcoming, and visually appealing. This study emphasizes that "convenience" factors, which include the requirement for a proportionate design where space may be constrained, should also be subject to risk evaluations, as they are just as essential as the actual space.

The study by Yambao (2016) supports this, showing that to attain and sustain students' physical activity, the physical activity environment should be favorable for raising students' interest and satisfaction. Medina (2020) echoes this point, saying that when students have enjoyable PA experiences, they are more likely to learn important lessons and that these positive experiences result in stronger attitudes about PA and, ultimately, stronger engagement.



Table 2

Level of Learners' Interest in Outdoor Physical Activities

Items	Mean	Interpretation
As a learner,		
1. I prefer exercising outdoors to indoors.	4.55	High Level
2. I prefer moderate to vigorous physical activities.	3.40	Moderate Level
3. I enjoy the experience of change in nature (light, dark, sun-rain).	4.05	High Level
4. I enjoy the view of nature while exercising.	4.36	High Level
5. I enjoy the fresh air.	4.75	Very High Level
6. I enjoy open spaces.	4.57	Very High Level
7. I enjoy PA, which allows free movement	4.30	High Level
Overall Mean	4.14	High Level

Table 2 illustrates the learners' level of interest in physical activities according to the outdoor area. The overall mean for this area is 4.14, which is considered high.

The data also show that item 5, which states "I enjoy the fresh air," attained the highest mean of 4.75, indicating a high level. On the other hand, item 2, which pertains to "I prefer moderate to vigorous physical activities," yielded the lowest mean of 3.40, indicating a moderate level. It implies that the respondents prefer light physical activities since they risk heat exhaustion and dehydration from the burning sun when they engage in their PA outside.

Learners should be given a variety of options in tailoring their physical activities. For all parts of the spectrum, kinds of PA that can inspire and enable learners to be physically active as they wish are a valuable community asset. Thus, innovative approaches are advocated to remove barriers to participation and are proportionate and appropriate to the learner's needs.

The findings were supported by Abell and Lederman (2017), who concluded that many outdoor PAs are found to be more valuable and impactful to students' interest in PA compared to indoor PAs in schools.

Level of Motivation of Learners in Physical Activities According to Intrinsic and Extrinsic Domains

Table 3

Level of Learners' Motivation in Physical Activities based on Intrinsic Domain

Items	Mean	Interpretation
As a learner,		
1. I enjoy participating in physical activities.	3.98	High Level
2. I consider physical activities important and beneficial for my health and lifestyle.	4.33	High Level
3. I feel good about myself if I do physical activities.	4.16	High Level
4. I believe that physical activity helps my image.	4.22	High Level
5. I like to discover and master new training techniques.	4.07	High Level
6. I enjoy bonding with loved ones and creating long-lasting memories.	4.38	High Level



7. I challenge myself to go out of my comfort zone.	3.86	High Level
Overall Mean	4.14	High Level

Table 3 presents the overall level of motivation of learners in physical activities in the area of intrinsic motivation, which obtained a mean of 4.14 (High Level).

Moreover, the data also show that item 6, which states "I enjoy bonding with loved ones and creating long-lasting memories," obtained the highest mean of 4.38, indicating a high level of agreement. On the other hand, item 7, which states that "I challenge myself to go out of my comfort zone," obtained the lowest mean of 3.86 (High Level). This means that the respondents do not need to challenge themselves just to be motivated to participate in physical activities. This suggests that the PA participation of the respondents is based on their ability to recognize that the physical activities in their locales are appealing and that they create pleasurable outcomes and personal satisfaction for them.

PA is a deeply affective emotional activity. It assumes the spectrum of emotions in PA ranges from joy and feelings of empowerment that can come from active games. Thus, acknowledging this aspect of emotion and its significance to a full range is therefore indispensable in understanding PA in a rounded fashion.

The findings of this study are supported by the study of Molanorouzi et al. (2015), who have shown that intrinsic motivation is a decisive factor in maintaining PA participation. Thus, understanding the internal motives that influence learners' participation in physical activity is critical for developing interventions to promote higher levels of involvement.

Table 4

Level of Learners' Motivation in Physical Activities based on Extrinsic Domain

Items	Mean	Interpretation
As a learner,		
1. I feel that others like me better when I am in shape.	3.50	High Level
2. I am challenged when others make me do it to pressure others.	3.12	Moderate Level
3. I want others to acknowledge that I am doing what I have been told I should do.	3.67	High Level
4. I am excited when I get rewards.	4.38	High Level
5. I feel that others would be angry at me if I did not do it.	3.64	High Level
6. I find increased participation among my classmates and class positivity.	3.76	High Level
7. I need physical activity for status or approval from family or friends.	3.56	High Level
Overall Mean	3.66	High Level

Table 4 presents the results of the learners' level of motivation in physical activities in the extrinsic area. Generally, learners' motivation levels in physical activities in this area are high (mean = 3.66).

The data also illustrate that item 4, stating that "I am excited when I get rewards," obtained the highest mean of 4.38 (a high level). However, item 2, stating that "I am challenged when others



make me do it to pressure others," obtained the lowest mean of 3.12 (moderate level). They are self-motivated and eager to succeed.

The implication of this in the locales is that the concept of extrinsic motivation can be promoted among students by designing motivational climates that support participation in PA.

The results of the current study align with those of White et al. (2020), who suggest that individuals can be disaffected or uninvolved in PA due to their interaction with social environments (extrinsic), which can influence or hinder their participation.

Relational Analysis Between the Level of Motivation and the Level of Interest of Learners in Physical Activities

Table 5

Relationship Between the Level of Motivation and the Level of Interest of Learners in Physical Activities

Variable	rho	p-value	Sig. level	Interpretation
Motivation Interest	0.618	0.000	0.05	Significant

Table 5 presents a significant positive relationship between the level of motivation and the level of interest in physical activities among learners ($\rho = 0.618$, $p = 0.000$, $\alpha = 0.05$). The computed p-value is lower than the set level of significance, indicating that the relationship is statistically significant. Therefore, the null hypothesis, which states that there is no significant relationship between the level of motivation and the level of interest in physical activities among learners, is rejected. This implies that motivation is significantly associated with learners' interest, such that higher levels of motivation correspond to higher levels of interest in engaging in physical activities. This finding is consistent with Self-Determination Theory, which posits that motivated individuals are more likely to develop sustained interest and active engagement in physical activities (Deci & Ryan, 2020). The result is supported by Zakaria, Adiman, and Nurbait (2020), who found that students' learning motivation significantly influenced their interest in physical education, indicating that motivated learners exhibit greater enthusiasm and participation. Similarly, Prieto-González et al. (2020) reported that intrinsic motivation significantly predicted students' interest and adherence to physical activity across different cultural settings. Moreover, Chen et al. (2014) emphasized that motivation grounded in interest is a strong predictor of learners' engagement in physical activities both inside and outside the school setting. Recent evidence from Liu et al. (2022) further underscores that interest serves as a mediating factor between motivational support and actual participation in physical activity. Overall, the findings of the present study corroborate existing literature, underscoring the importance of enhancing learners' motivation to increase their interest and sustained participation in physical activities.

Conclusion

The study found that most respondents were female, from higher-income families, and had parents with higher educational attainment, with learners showing high interest in both indoor and outdoor physical activities and high intrinsic and extrinsic motivation across all demographic groups. There was a significant positive relationship between learners' motivation and interest. Based on



these findings, this study calls to include designing convenient and emotionally engaging physical activity spaces, organizing dedicated teams to develop annual sports programs, assessing learners' interests, involving parents in promoting physical activity, contextualizing the PE curriculum for out-of-school application, partnering with local organizations for accessible programs, recognizing coaching as a teaching load, and developing a master plan for PE that integrates pedagogy, content, and assessment.

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Conflict of Interest

The author declares the absence of any conflict of interest that could have influenced the content or conclusions of this paper. She affirms that no financial, personal, or professional relationships with other individuals or organizations have compromised the objectivity, integrity, or impartiality of the research work. As a final point, no external parties influenced the study design, data collection, analysis, or interpretation.

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