

Predictors of Participation in Personalized Physical Education Activities Among Junior High School Students in Relation to their Performance

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Abstract

This study determined the predictors of participation in personalized Physical Education (PE) activities among regular Grade 9 junior high school students of Eastern Cabu National High School during the second quarter of the School Year 2025–2026. Specifically, it examined the respondents' profile, level of participation in personalized PE activities in terms of autonomy, competence, relatedness, and enjoyment orientation, students' performance in personalized PE activities, the significant relationship between profile and participation predictors, and the relationship between participation predictors and students' performance. The descriptive-correlational research design was utilized in the study. Data were gathered through a researcher-made questionnaire and analyzed using frequency, percentage, weighted mean, and correlation analysis. Findings revealed that most respondents were female, preferred team-based activities, engaged in physical activity daily, and reported no health concerns. Both students and teachers assessed the predictors of participation in personalized PE activities to a very great extent. Students likewise obtained a Very Satisfactory level of performance, with effort and participation rated Outstanding. Most profile variables showed no significant relationship with participation predictors except preferred activity type with competence and health status with autonomy and enjoyment orientation. Moreover, autonomy, competence, and relatedness showed no significant relationship with students' performance, while enjoyment orientation had a weak but significant relationship with students' expression and energy during PE activities.

The study concluded that personalized PE activities positively influence students' motivation, engagement, and participation. However, motivation alone does not necessarily translate into improved performance except in terms of enjoyment, which enhances students' enthusiasm and expressiveness. Hence, a learner-centered and enjoyable PE environment is essential in strengthening students' active participation and performance. Based on the findings, an action plan was proposed to enhance autonomy, competence, relatedness, and enjoyment orientation in personalized PE classes.

Keywords: Autonomy; Competence; Relatedness; Enjoyment Orientation; Participation; Performance; Personalized Physical Activity

1. Introduction

The modern educational landscape has seen increasing efforts to foster student-centered learning across all subject areas, including Physical Education (PE). Among these innovations is the shift toward personalized physical education activities, which allow students to engage in physical activities tailored to their interests, fitness levels, and long-term goals. In the junior high school curriculum, PE is anchored on the Most Essential Learning Competencies (MELCs), which emphasize the execution of fundamental skills in various

physical activities, including dance. Dance as a personalized physical activity plays an important role in promoting students' physical, emotional, and social well-being in school. Through dance, students are given the opportunity to express themselves creatively while improving their physical fitness, coordination, flexibility, and confidence. Unlike other forms of physical activity, dance allows learners to choose movements and styles that match their interests, abilities, and personalities, making participation more enjoyable and meaningful. However, student participation in personalized PE activities varies depending on several factors that may influence their engagement and overall performance. Predictors such as interest, motivation, self-confidence, peer influence, and perceived competence often determine the level of involvement of students in physical activities. For instance, some learners actively participate and excel in executing dance skills, while others show reluctance due to low motivation, lack of self-efficacy, or limited exposure to different forms of dance. Identifying these predictors is essential for teachers to design more inclusive, adaptive, and learner-centered activities that cater to diverse needs and abilities. In the context of Grade 9 Physical Education, the focus on executing skills in dance provides a unique platform to analyze the relationship between participation and performance. Since dance is both an individual and collaborative activity, it allows students to showcase their talents, improve their physical fitness, and foster teamwork and cultural awareness. At the same time, it serves as a performance-based competency that reflects not only their mastery of movement but also their level of engagement and commitment. This study, therefore, aims to investigate the predictors of participation in personalized PE activities among junior high school students, particularly in relation to their performance in dance. By examining the factors that influence students' involvement, the research seeks to provide insights that will help educators enhance teaching strategies, encourage greater participation, and ensure that learning outcomes are effectively achieved. Ultimately, understanding these predictors will contribute to the improvement of PE instruction and promote a more active, motivated, and competent generation of learners

2. Review of Related Literature

The profile of learners is an important factor in analyzing participation in personalized Physical Education (PE) activities. Sex has long been recognized as a determinant of physical activity participation. According to Sallis et al. (2015), males are generally more engaged in vigorous physical activities than females, which is often attributed to cultural expectations and social support for sports participation. Similarly, a local study by Cruz (2021) revealed that Filipino male students were more inclined toward team and competitive sports, while females preferred dance and wellness-oriented activities. These findings suggest that sex-related differences may shape preferences and levels of participation in PE.

The preferred type of physical activity—whether individual, dual, or team—also reflects personality, social orientation, and confidence levels. For instance, Weiss and Wiese-Bjornstal (2016) noted that students who value autonomy often prefer individual sports, while those who are socially driven thrive in dual or team activities. In the Philippine context, Mendoza and Arellano (2020) observed that students who were more exposed to community sports programs leaned toward team sports, whereas those with limited resources engaged in individual physical activities such as jogging or calisthenics.

Frequency of physical activity outside school is another dimension that highlights lifestyle and health awareness. A study by Janssen and LeBlanc (2015) emphasized that consistent daily or weekly activity among adolescents significantly improved cardiovascular health and cognitive functioning. Locally, Santos (2019) found that students who engaged in physical activities at least three times a week demonstrated higher energy

levels and better classroom performance compared to those who only participated monthly. This shows that lifestyle choices outside school directly affect both engagement and performance in PE classes.

Meanwhile, health status or physical condition plays a critical role in participation. Youth with chronic conditions or health concerns often experience barriers to joining PE activities, as reported by Rimmer and Rowland (2008). On the other hand, those without health issues display greater willingness and motivation to participate. In the Philippine setting, a study by Dizon and Flores (2021) indicated that students with asthma or musculoskeletal concerns often modified their activities, but with proper teacher support, they could still engage meaningfully in personalized PE programs. These findings emphasize that teachers must adapt strategies to accommodate varying health conditions among learners.

Taken together, the profile variables such as sex, preferred activity type, frequency of engagement, and health status are essential in understanding how students' approach and participate in personalized PE activities. They serve as baseline characteristics that may influence predictors of participation and eventual performance in dance-related competencies.

Methodology

3.1 Research Design

This study employed a descriptive-correlational quantitative research design. The descriptive aspect was used to present the profile of the respondents in terms of sex, preferred type of physical activities, frequency of physical activity, and health status or physical condition. It also described the predictors of participation in personalized physical education activities specifically autonomy, competence, relatedness, and enjoyment orientation—as well as the students' performance in executing personalized PE activities based on the Most Essential Learning Competencies (MELCs) for Grade 9.

3.2 Respondents of the Study

The participants of this study were the regular Grade 9 junior high school students of Eastern Cabu National High School in Cabanatuan City, Nueva Ecija during the school year 2025–2026. This population was chosen because regular Grade 9 students were in a developmental stage where physical education activities played a significant role in shaping their physical, social, and emotional well-being.

3.3 Research Locale

This study is conducted at Eastern Cabu National High School, located in Cabanatuan City, Nueva Ecija. The school is one of the public secondary institutions in the Schools Division of Cabanatuan that caters to junior high school learners from Grade 7 to Grade 10. It serves a diverse population of students coming from both urban and rural barangays, representing different socio-economic backgrounds.

3.4 Research Instrument

Survey and performance-based instruments is utilized to collect the necessary data for this study. The main tool is a researcher-made questionnaire designed to gather information on the respondents' profile such as sex,

preferred type of physical activity, frequency of physical activity, and health status or physical condition. The second part of the questionnaire is intended to measure the predictors of participation in personalized Physical Education activities. These predictors include autonomy, competence, relatedness, and enjoyment orientation. A five-point Likert scale, ranging from *Low Extent (1)* to *Very Great extent (4)*, will be used to quantify the responses and determine the level of agreement of the students with the given indicators.

3.5 Validity and Reliability of the Instrument

The questionnaire used was checked and approved by the adviser of the researcher. The revised questionnaire was administered for pilot testing to Grade 9 students of Eastern Cabu National High School under Science Technology Engineering Program. To determine the reliability of the questionnaire, which was created to evaluate the perception of regular Grade 9 students regarding to the predictors of participation in personalized Physical Education activities, Cronbach's alpha was used. This resulted in reliability coefficients of 0.85, which means that the items in the questionnaire are interpreted as "Excellent."

3.6 Data Collection Procedure

The data gathered from the questionnaires and performance assessments is carefully organized, tabulated, and subjected to appropriate statistical treatment to address the research problems. To ensure accuracy, all responses first be checked for completeness before encoding into a spreadsheet for analysis.

3.7 Data Analysis

The used of both descriptive and inferential statistics provide the clear and comprehensive interpretation of the results.

For the first problem, which deals with the profile of the respondents in terms of sex, preferred type of activity, frequency of physical activity outside school, and health status, frequency counts and percentage distribution is used. These measures help describe the demographic and activity-related characteristics of the participants.

To analyze the predictors of participation—namely autonomy, competence, relatedness, and enjoyment orientation—mean scores and standard deviation is computed. The weighted mean identified the extent to which students agree or disagree with the given indicators, while the standard deviation showed the variability of responses among the group.

For the assessment of student performance in personalized Physical Education activities, the rubric scores is summarized using mean scores and descriptive interpretation (Outstanding, Very Satisfactory, Satisfactory, Needs Improvement). This provides an overall picture of how well the regular Grade 9 students perform in executing the skills based on the MELCs.

To determine whether there is a significant relationship between the respondents' profile and the predictors of participation, as well as the interrelationship among the predictor variables, Chi-Square Test of Independence and Pearson Product-Moment Correlation is employed. These statistical tools are appropriate for identifying associations and correlations between categorical and numerical data. The results of these tests are served as the basis for validating the hypotheses of the study.

All analyses are processed using statistical software to ensure accuracy and efficiency in computations. The interpretation of results focused on answering the research questions and providing insights that can be used in formulating a proposed plan of action for enhancing participation in personalized Physical Education activities among junior high school students.

3. Results and Discussion

Profile of Respondents

Table 2: Profile of the Respondents

PROFILE VARIABLES	FREQUENCY	PERCENTAGE
Sex		
Male	76	44.71
Female	94	55.29
Total	170	100.0
Preferred Type of Physical Activity		
Individual (Contemporary Dance, Modern Dance, Interpretative Dance)	51	30.00
Dual (Ballroom Dance and Folk and Traditional Duets)	26	15.29
Team (Hip-Hop, Festival Dance, Folkdance)	93	54.71
Total	170	100.0
Frequency of Physical Activity		
Daily	92	54.12
Weekly	57	33.53
Monthly	14	8.24
Rarely	7	4.12
Total	170	100.0
Health Status/Physical Condition		
With health concerns	7	4.12
No health concerns	163	95.88
Total	170	100.0

Table 2 presents the data gathered on the profile of the respondents such as their sex, preferred type of physical activity, frequency of physical activity and health status/ physical condition

Sex

In terms of sex, the data show that 55.29% (n = 94) of the respondents are female, while 44.71% (n = 76) were male. This slight predominance of female participants suggests a relatively balanced representation, although with a modest female majority. This distribution reflects broader educational trends where female students often demonstrate higher participation rates in structured school activities, particularly in school-based physical education and wellness programs (UNESCO, 2017). In the context of Physical Education, this may indicate increasing inclusivity and reduced gender stereotyping in activity participation. Modern PE programs, especially those that are learner-centered and personalized, tend to create environments where both male and female students feel equally encouraged to engage. Recent discussions on gender equity in Physical Education emphasize that inclusive instructional practices help reduce participation gaps by offering diverse and adaptable activities that match students' interests and abilities. Thus, the nearly balanced sex distribution suggests that the PE program successfully accommodates and engages students regardless of gender.

Preferred Type of Physical Activity

With regard to the preferred type of physical activity, the majority of respondents (54.71%, $n = 93$) prefer team-based activities, followed by individual activities (30.00%, $n = 51$), and dual activities (15.29%, $n = 26$). This indicates a strong inclination toward collaborative and group-oriented physical experiences. The preference for team activities may be attributed to the social and interactive nature of such activities, which foster cooperation, communication, and peer bonding. According to Dudley (2018), physical education experiences that promote physical literacy and social interaction significantly enhance student engagement and motivation. This finding is also consistent with Self-Determination Theory, which emphasizes relatedness as a key psychological need that drives participation in physical activity (Ryan & Deci, 2017). The relatively lower preference for dual activities suggests that students may find one-on-one interactions less engaging compared to the dynamic and inclusive environment of team settings. Meanwhile, the substantial proportion of students who prefer individual activities underscores the need for a balanced PE curriculum that accommodates diverse preferences, ensuring that all learners remain motivated and engaged.

Frequency of Physical Activity

The frequency of physical activity reveals that a majority of students (54.12%, $n = 92$) engage in physical activity on a daily basis, followed by weekly participation (33.53%, $n = 57$). Only a small percentage report monthly (8.24%, $n = 14$) or rare participation (4.12%, $n = 7$). This distribution indicates a generally high level of physical activity engagement among the respondents, which is a positive indicator of health-conscious behavior and active lifestyles. According to the World Health Organization, regular physical activity among adolescents is associated with numerous benefits, including improved cardiovascular health, better mental well-being, and enhanced academic performance (WHO, 2020). The high proportion of daily and weekly participation suggests that students are not only meeting but potentially exceeding recommended activity levels. This may also reflect the effectiveness of school-based PE programs in promoting consistent engagement. Furthermore, frequent participation in physical activity is likely to contribute to improve motor skills, coordination, and overall physical competence, which are essential for successful performance in PE tasks.

Health Status

In terms of health status or physical condition, an overwhelming majority of respondents (95.88%, $n = 163$) report having no health concerns, while only 4.12% ($n = 7$) indicate the presence of health issues. This finding suggests that the sample largely consists of physically capable individuals who are able to participate fully in PE activities without significant limitations. According to Haegele and Zhu (2018), inclusive physical education practices are essential in ensuring that learners with and without disabilities are able to participate meaningfully in physical activities. The high percentage of students without health concerns implies that most learners are in a favorable condition to perform physical tasks, which may contribute to the overall high levels of participation and performance observed in the study. However, the presence of a small group with health concerns highlights the importance of inclusive and adaptive PE practices to ensure equitable participation and safety for all learners.

Taken together, the demographic profile of the respondents reflects a group of students who were generally active, healthy, and inclined toward socially engaging physical activities. The balanced sex distribution suggests equitable participation opportunities, while the strong preference for team activities underscores the importance of social interaction in motivating students. The high frequency of physical activity indicates a positive lifestyle pattern that supports both physical and academic development, and the overwhelmingly good health status of respondents provides a strong foundation for active engagement in PE.

These findings have important implications for the design and implementation of personalized Physical Education programs. First, the diversity in activity preferences highlights the need for a flexible

curriculum that incorporates individual, dual, and team-based activities to cater to different learner interests. Second, the high level of physical activity engagement suggests that students were receptive to PE programs, providing an opportunity for educators to further enhance skill development and performance. Third, the minimal presence of health concerns indicates that while most students can participate fully, inclusive strategies must still be in place to support those with physical limitations.

In conclusion, the profile of the respondents demonstrates that the student population is well-positioned to benefit from personalized Physical Education activities. The combination of active lifestyles, good health, and diverse preferences creates an environment conducive to high levels of participation and engagement. Grounded in modern interpretations of Self-Determination Theory, these characteristics suggest that when students' needs for autonomy, competence, and relatedness are supported, they are more likely to participate actively and achieve positive outcomes in Physical Education (Ryan & Deci, 2017). Therefore, understanding these demographic factors was essential for developing effective, inclusive, and motivating PE programs that address the needs of all learners.

4. Participation in Personalized Physical Education Activities

Table 3: Respondents' Perceptions of Participation in Personalized Physical Education Activities based on Weighted Mean Results

Predictors	Students		Teachers	
	WM	VD	WM	VD
Autonomy				
I feel free to choose the type of physical activity I want to engage in.	3.44	Very Great Extent	3.83	Very Great Extent
I am able to decide how I perform the tasks given in Physical Education.	3.37	Very Great Extent	3.17	Great Extent
My teacher respects my personal choices in learning activities.	3.27	Very Great Extent	3.67	Very Great Extent
I can suggest activities that I find interesting during PE class.	3.17	Great Extent	3.67	Very Great Extent
I feel that I am in control of my own participation in PE.	3.23	Great Extent	3.50	Very Great Extent
I am allowed to express my preferences in the activities.	3.29	Very Great Extent	3.50	Very Great Extent
My opinions are considered when planning personalized PE activities.	3.32	Very Great Extent	3.67	Very Great Extent
I feel encouraged to try activities that suit my interests.	3.38	Very Great Extent	3.67	Very Great Extent
Average	3.31	Very Great Extent	3.58	Very Great Extent
Competence	WM	VD	WM	VD

I believe I can successfully perform the skills taught in PE.	3.46	Very Great Extent	3.50	Very Great Extent
I feel confident in learning new physical activities.	3.41	Very Great Extent	3.83	Very Great Extent
I can achieve the tasks and exercises required of me.	3.42	Very Great Extent	3.67	Very Great Extent
I have the ability to improve my skills through practice.	3.42	Very Great Extent	3.67	Very Great Extent
I feel prepared to perform during PE activities.	3.45	Very Great Extent	4.00	Very Great Extent
I am capable of overcoming challenges in physical activities.	3.52	Very Great Extent	4.00	Very Great Extent
I can execute dance skills as required in the MELCs.	3.49	Very Great Extent	3.83	Very Great Extent
I believe I am improving in my performance in PE.	3.44	Very Great Extent	3.50	Very Great Extent
Average	3.45	Very Great Extent	3.75	Very Great Extent
Relatedness	WM	VD	WM	VD
I feel connected with my classmates during PE activities.	3.45	Very Great Extent	2.83	Great Extent
I enjoy working with my peers in group or team activities.	3.34	Very Great Extent	3.33	Very Great Extent
I feel supported by my teacher during physical activities.	3.43	Very Great Extent	3.83	Very Great Extent
I feel comfortable interacting with others during PE.	3.45	Very Great Extent	3.83	Very Great Extent
I believe my classmates value my participation in activities.	3.45	Very Great Extent	4.00	Very Great Extent
I enjoy collaborating with others to achieve PE goals.	3.25	Great Extent	3.83	Very Great Extent
I feel a sense of belonging when I participate in PE.	3.39	Very Great Extent	3.17	Great Extent
I feel encouraged when my peers recognize my efforts.	3.49	Very Great Extent	3.00	Great Extent
Average	3.40	Very Great Extent	3.48	Very Great Extent

Enjoyment Orientation	WM	VD	WM	VD
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I enjoy participating in physical activities during PE.	3.45	Very Great Extent	3.50	Very Great Extent
I feel excited to try new activities in class.	3.38	Very Great Extent	3.67	Very Great Extent
I look forward to PE classes because they are fun.	3.45	Very Great Extent	3.67	Very Great Extent
I participate actively because I enjoy the activities.	3.53	Very Great Extent	3.67	Very Great Extent
I feel happy when I perform physical tasks well.	3.56	Very Great Extent	3.67	Very Great Extent
I find PE activities enjoyable regardless of the challenge.	3.56	Very Great Extent	4.00	Very Great Extent
I am motivated to attend PE because it is enjoyable.	3.13	Great Extent	3.50	Very Great Extent
I prefer engaging in PE activities rather than being passive.	3.49	Very Great Extent	3.67	Very Great Extent
Average Weighted Mean	3.44	Very Great Extent	3.67	Very Great Extent

Legend: 3.26- 4.00 Very Great Extent; 2.51- 3.25 Great Extent; 1.76 – 2.50 Moderate Extent; 1.00- 1.75 Low Extent

Table 3 presents the data gathered on the participation in physical activities by the students as perceived by themselves and validated by their teachers.

Autonomy

In terms of autonomy, the results show a high level of agreement among students (WM = 3.31) and even higher validation from teachers (WM = 3.58), both interpreted as “Very Great Extent.” This suggests that learners perceive a strong sense of control over their participation in PE activities. Students reported that they are given opportunities to choose activities, express their preferences, and contribute ideas during class. The slightly higher ratings from teachers indicate that educators intentionally implement learner-centered strategies that promote independence and decision-making.

For the students, the highest mean score was 3.44 for the statement, “*I feel free to choose the type of physical activity I want to engage in,*” which was interpreted as “Very Great Extent.” For the teachers, the highest mean score was 3.83 for the statement, “*I feel free to choose the type of physical activity I want to engage in,*” with a verbal description of “Very Great Extent.” This reflects teachers’ strong perception that personalized physical education promotes independence and flexibility in choosing activities, highlighting the importance they place on autonomy within the learning environment.

Meanwhile, the lowest mean score among students was 3.17 for the statement, “*I can suggest activities*

that I find interesting during PE class,” interpreted as “Great Extent.” Although still positive, this comparatively lower score suggests that students may feel slightly less empowered to directly propose or influence activity choices during PE classes. This may imply that while students experience autonomy, there is still room for improvement in encouraging more active student input and initiative in activity selection.

On the other hand, the lowest mean score for teachers was 3.17 for the statement, “I am able to decide how I perform the tasks given in Physical Education,” interpreted as “Great Extent.” This suggests that teachers perceive slightly less flexibility in how tasks are carried out compared to other aspects of autonomy. The finding may indicate that certain PE tasks still follow structured guidelines or standards that limit complete freedom in task performance.

This alignment between student perception and teacher intention reflects an effective application of autonomy-supportive teaching practices. Moreover, the presence of some items rated only as “Great Extent” (e.g., suggesting activities or feeling fully in control) indicates that while autonomy is strongly supported, there remains room for enhancing student voice and shared decision-making in PE planning.

Competence

Competence emerged as the strongest predictor, with a student mean of 3.45 and a teacher validation mean of 3.75, both within the “Very Great Extent” range. This indicates that students feel highly capable of performing physical tasks, particularly dance skills aligned with the Most Essential Learning Competencies (MELCs). For the students, the highest mean score was 3.52 for the statement, “I am capable of overcoming challenges in physical activities,” interpreted as “Very Great Extent.” For the teachers, the highest mean scores were 4.00, obtained by two statements: “I feel prepared to perform during PE activities” and “I am capable of overcoming challenges in physical activities,” both interpreted as “Very Great Extent.” The consistently high ratings across all competence indicators—such as confidence in learning new skills, ability to overcome challenges, and perceived improvement—suggest that students experience a strong sense of mastery.

Meanwhile, the lowest mean score among students was 3.41 for the statement, “I feel confident in learning new physical activities,” although it was still interpreted as “Very Great Extent.” This suggests that while students generally feel confident, some may still experience hesitation or uncertainty when introduced to unfamiliar physical activities. It may imply the need for additional support, guidance, or encouragement when students are learning new skills. The lowest mean score for teachers was 3.50, shared by the statements “I believe I can successfully perform the skills taught in PE” and “I believe I am improving in my performance in PE,” both still interpreted as “Very Great Extent.” Although these received the lowest ratings, the scores remain high, indicating that teachers still maintain a strong sense of competence. However, the comparatively lower means may suggest that some teachers recognize the need for continuous improvement and professional growth in certain PE skills and performance areas.

According to recent motivational theories in physical education, perceived competence remains a critical determinant of sustained motivation, as it strengthens learners’ belief in their ability to succeed and persist in physical tasks (Ryan & Deci, 2017). The even higher teacher ratings imply that educators observe strong skill acquisition and performance readiness among students. This may be attributed to effective instructional strategies, such as scaffolded learning, clear demonstrations, and constructive feedback. Recent PE literature also emphasizes that structured, feedback-rich environments significantly enhance students’ motor skill development and confidence in performance (Dudley, 2018). Furthermore, the alignment between student and teacher perceptions strengthens the validity of the findings, indicating that competence is not only internally perceived but also externally observed, which is a key indicator of effective teaching and learning in Physical Education contexts.

Relatedness

Relatedness also received high ratings, with a student mean of 3.40 and a teacher mean of 3.48, both interpreted as “Very Great Extent.” For the students’ responses, the highest mean score is 4.00 with the statement, *“I believe my classmates value my participation in activities.”* This suggests that students feel socially connected within the PE environment, experiencing support from both peers and teachers. Items such as feeling comfortable interacting with others, enjoying group activities, and receiving encouragement from classmates highlight the importance of social dynamics in promoting participation. For the teachers’ responses, the highest mean score is 3.49 with the statement, *“I feel encouraged when my peers recognize my efforts.”* This shows that teachers perceive peer recognition as an important factor in motivating students during PE activities. According to the teachers, encouragement and appreciation from classmates help students become more active, confident, and participative in class.

In contrast, the lowest mean score among students is 2.83 with the statement, *“I feel connected with my classmates during PE activities.”* Although interpreted as “Great Extent”, this implies that some students may still have trouble in building close social connections with their peers during activities. Meanwhile, the lowest mean score for teachers is 3.25 with the statement, *“I enjoy collaborating with others to achieve PE goals.”* While still described as “Great Extent”, this suggests that teachers observe collaboration among students as an area that can still be improved. Some students may not fully engage in teamwork activities, highlighting the importance of designing activities that promote cooperation, communication, and group participation.

Contemporary motivation theories in Physical Education emphasize that the need for belongingness remains a fundamental human motivation, and when satisfied, it enhances student engagement, persistence, and overall well-being in learning environments (Ryan & Deci, 2017). This sense of relatedness is particularly important in PE settings, where collaboration and peer interaction are central to many activities. Interestingly, some discrepancies between student and teacher ratings (e.g., lower teacher ratings on student connectedness) may indicate that teachers perceive certain social dynamics differently, possibly underestimating peer bonding or overestimating challenges in collaboration. However, recent PE research highlights those students often experience stronger peer-related enjoyment and social connection than what is externally observed by teachers, especially in activity-based learning such as dance and team games (Bailey et al., 2018). Nonetheless, the overall high ratings confirm that the PE environment fosters positive interpersonal relationships, which are particularly important in collaborative activities such as dance.

Enjoyment orientation

Enjoyment orientation likewise demonstrated very high levels, with a student mean of 3.44 and a teacher validation mean of 3.67. For the students’ responses under *Enjoyment Orientation*, the highest mean score is 4.00 with the statement, *“I find PE activities enjoyable regardless of the challenge.”* This indicates that students generally find PE activities enjoyable, exciting, and intrinsically motivating. For the teachers’ responses, the highest mean scores are 3.56, shared by the statements, *“I feel happy when I perform physical tasks well”* and *“I find PE activities enjoyable regardless of the challenge.”* These results indicate that teachers observe students becoming more satisfied and motivated when they successfully perform activities and enjoy challenges in PE. Items related to happiness in performing tasks, excitement in trying new activities, and preference for active engagement all received strong agreement.

Meanwhile, the lowest mean score among students is 3.50 with the statement, *“I am motivated to attend PE because it is enjoyable.”* Although still interpreted as “Very Great Extent”, this implies that enjoyment alone may not always be the primary reason students attend PE classes. For the lowest mean score for teachers is 3.13 with the statement, *“I am motivated to attend PE because it is enjoyable.”* While still interpreted as “Great Extent”, this suggests that teachers perceive enjoyment as a factor that may not fully motivate all students to attend PE classes.

According to contemporary research in physical education motivation, enjoyment is a key predictor of continued participation in physical activities, often outweighing external motivators such as grades or rewards (Bailey et al., 2018; Ryan & Deci, 2017). The slightly lower rating for “motivation to attend PE because it is enjoyable” (WM = 3.13) suggests that while students may still find PE activities enjoyable, external factors such as fatigue, academic workload, and competing school demands may influence attendance motivation. Recent studies also emphasize that student enjoyment in PE can fluctuate depending on context, task difficulty, and perceived autonomy during activities (Dudley, 2018). Teacher ratings being consistently higher imply that educators perceive PE as highly engaging, possibly reflecting their confidence in instructional design, activity selection, and classroom management strategies that promote active participation.

The presented data on the predictors of participation in personalized Physical Education (PE) activities—specifically autonomy, competence, relatedness, and enjoyment orientation—reveal a consistently high level of motivational support as perceived by both students and teachers. With an overall weighted mean of 3.40 for students and 3.62 for teacher validation, both interpreted as “Very Great Extent,” the findings strongly indicate that the learning environment in PE is highly conducive to active participation and engagement. This outcome can be best understood through the lens of Self-Determination Theory, which posits that the fulfillment of psychological needs—autonomy, competence, and relatedness—alongside intrinsic enjoyment, significantly enhances motivation and participation (Ryan & Deci, 2018).

When comparing student responses and teacher validation across all predictors, it is notable that teachers consistently rated the extent slightly higher. This may suggest that teachers have strong confidence in their teaching practices and believe they are effectively fostering motivation among students. However, the small gaps between student and teacher perceptions also highlight the importance of continuous feedback mechanisms to ensure that instructional strategies align closely with student experiences. The consistency in high ratings across both groups strengthens the reliability of the findings and suggests a shared understanding of the positive PE environment.

Overall, the results indicate that the predictors of participation in personalized Physical Education activities are highly evident and effectively implemented. The integration of autonomy, competence, relatedness, and enjoyment orientation creates a holistic motivational climate that supports active student engagement. These findings are consistent with contemporary research, which emphasizes that when these psychological needs are met, students are more likely to participate actively, persist in challenging tasks, and achieve higher levels of performance (Ryan & Deci, 2018; Kim & Park, 2020).

5. Performance of Students in Personalized Physical Education Activities

Table 4: Performance of the Students in Personalized Physical Education Activities

Performance Assessment Criteria	WM	Verbal Interpretation
Accuracy of Steps	4.08	Very Satisfactory
Rhythm and Timing	3.99	Very Satisfactory
Coordination	3.91	Very Satisfactory
Expression and Energy	4.09	Very Satisfactory

Effort and Participation	4.81	Outstanding
OVERALL	4.17	Very Satisfactory

Legend: 4.21- 5.00 Outstanding; 3.41- 4.20 Very Satisfactory; 2.61 – 3.40 Satisfactory; 1.81 – 2.60 Needs Improvement; 1.00 – 1.80 Poor

Accuracy of Steps

In terms of accuracy of steps, the mean score of 4.08 (*Very Satisfactory*) indicates that students were generally able to execute dance movements with minimal errors. Accuracy in performance reflects both cognitive understanding of movement sequences and the ability to translate these into precise motor actions. According to contemporary physical education pedagogy, effective skill learning depends on structured instruction, repeated practice, and clear demonstrations, all of which contribute to improved movement accuracy and motor skill development (Dudley, 2018; SHAPE America, 2020). The high rating in this criterion suggests that the instructional strategies employed—such as guided practice, modeling, and feedback—were successful in helping students internalize and perform dance routines correctly. Current PE frameworks also emphasize that skill acquisition is strengthened when teachers apply progressive task sequencing and provide timely, specific feedback that supports student refinement of movement patterns (UNESCO, 2017). Furthermore, this level of performance implies that students were adequately prepared and had sufficient opportunities to refine their skills before assessment.

Rhythm and Timing

The criterion rhythm and timing, with a mean of 3.99 (*Very Satisfactory*), reflects the students' ability to synchronize their movements with musical beats. Rhythm is a critical component of dance performance, requiring not only physical coordination but also auditory awareness and concentration. According to Kim and Park (2020), students who are engaged and motivated in dance activities tend to develop better rhythmic accuracy because they are more attentive to musical cues. The slightly lower mean compared to other criteria may suggest that while students are generally competent, rhythm remains a more challenging aspect of performance that requires continuous practice and exposure. Nonetheless, the high rating indicates that most learners were able to maintain synchronization effectively, demonstrating a solid level of rhythmic competence.

Coordination

With respect to coordination, the obtained mean of 3.91 (*Very Satisfactory*) indicates that students were able to demonstrate good control and integration of body movements. Coordination is essential in executing complex dance sequences, as it involves the harmonious functioning of different body parts. According to Motor Learning, coordination improves through consistent practice and repetition, allowing learners to refine their motor skills over time. The high coordination score suggests that students have developed a reasonable level of physical control, likely supported by their regular engagement in physical activities both inside and outside the classroom. However, the slightly lower mean compared to other criteria may indicate that some students still experience minor difficulties in achieving smooth and fluid movements, which is typical in developing learners.

Expression and Energy

The criterion expression and energy received a mean score of 4.09 (*Very Satisfactory*), highlighting

students' ability to perform with enthusiasm, confidence, and emotional engagement. Expression in dance goes beyond technical execution; it reflects the performer's ability to convey meaning and connect with the audience. According to Chen and Ennis (2004), students who are intrinsically motivated are more likely to display expressive behaviors during performance, as they are emotionally invested in the activity. The high rating in this area suggests that students were not only technically competent but also emotionally engaged, likely influenced by the enjoyable and personalized nature of the activities. Contemporary research in Physical Education supports this, indicating that enjoyment is strongly linked to higher engagement, improved performance quality, and sustained participation in physical activities (Bailey et al., 2018; Ryan & Deci, 2017). When students experience positive emotions during learning, they are more likely to demonstrate persistence, focus, and better execution of motor skills. This reinforces the idea that emotionally supportive and learner-centered PE environments contribute significantly to both skill development and active participation.

The performance of students in personalized Physical Education (PE) activities, particularly in the execution of dance skills aligned with the Most Essential Learning Competencies (MELCs), reveals a highly positive outcome, as reflected in the overall weighted mean of 4.17, interpreted as *Very Satisfactory*. This result indicates that learners were able to demonstrate a strong level of proficiency across multiple performance domains, including accuracy, rhythm, coordination, expression, and effort. The findings suggest that the personalized approach to PE instruction effectively supports not only skill acquisition but also active engagement and motivation among students. These results can be meaningfully explained through the framework of Self-Determination Theory, which posits that students perform better when their psychological needs for autonomy, competence, and relatedness are satisfied (Ryan & Deci, 2018).

Notably, effort and participation obtained the highest mean of 4.81, interpreted as *Outstanding*. This exceptional result indicates that students demonstrated maximum effort, active involvement, and strong commitment during performance tasks. Effort is a crucial indicator of motivation, as it reflects the willingness of students to invest energy and persist in completing tasks. According to contemporary Self-Determination Theory research, high levels of intrinsic motivation are strongly associated with increased effort, persistence, and sustained engagement, even in challenging physical activities (Ryan & Deci, 2017). The outstanding rating suggests that students were highly motivated and actively engaged in the learning process, likely influenced by the personalized and enjoyable nature of the PE program. Recent studies in Physical Education further emphasize that autonomy-supportive teaching practices—such as offering choice, encouraging self-paced learning, and providing meaningful feedback—enhance students' intrinsic motivation and active participation (Dudley, 2018). This finding is particularly significant, as it indicates that students were not merely complying with requirements but were genuinely interested and invested in their performance, reflecting a high-quality learning environment that supports sustained engagement.

The overall mean of 4.17, categorized as *Very Satisfactory*, confirms that students achieved a commendable level of performance in personalized PE activities. This result demonstrates that the integration of personalized, learner-centered approaches in Physical Education effectively enhances both skill development and student engagement. According to contemporary Physical Education research, student performance is not solely determined by physical ability but is also strongly influenced by motivation, participation, perceived competence, and the relevance of activities to learners' interests (Dudley, 2018; UNESCO, 2017). The findings of this study support this perspective, as the high-performance levels can be attributed to the alignment of activities with students' preferences, abilities, and level of engagement. Recent literature also highlights that when PE programs are student-centered and adaptable, learners demonstrate higher motivation and improved skill execution, leading to better overall performance outcomes (Bailey et al., 2018).

Moreover, the strong performance outcomes are consistent with the idea that personalized Physical Education fosters a supportive and motivating learning environment. When students are given opportunities to participate in activities that match their interests, autonomy levels, and skill readiness, they are more likely to engage actively and perform well. Contemporary Physical Education research highlights that student-centered and inclusive PE environments contribute to improved physical competence, social interaction, and emotional

well-being (Dudley, 2018; UNESCO, 2017). These integrated outcomes reflect how well-designed PE programs can enhance both skill execution and learner motivation. The high levels of effort, expression, and accuracy observed in this study indicate that students benefited from such an environment, where meaningful participation supports both learning and performance development.

6. Relationship Between Profile of the Respondents and their Participation in Personalized Physical Education Activities

Table 5: Result of the Correlation to Establish Significant relationship between the Profile of the Respondents and their Participation in Personalized Physical Education Activities

		Sex	Preferred Type of Physical Activities	Frequency of Physical Activity	Health Status/Physical Condition
Predictors					
Autonomy	Correlation Coefficient	.004	-.012	.060	.178*
	Sig. (2-tailed)	.957	.874	.443	.020
	N	170	170	170	170
Competence	Correlation Coefficient	-.108	.284**	-.150	-.007
	Sig. (2-tailed)	.166	.000	.052	.928
	N	170	170	170	170
Relatedness	Correlation Coefficient	-.009	.057	.014	.007
	Sig. (2-tailed)	.911	.461	.858	.931
	N	170	170	170	170
Enjoyment Orientation	Correlation Coefficient	.033	.013	.137	-.203**
	Sig. (2-tailed)	.670	.867	.076	.008
	N	170	170	170	170

*Correlation is significant at the 0.05 level (2-tailed)

**Correlation is significant at the 0.01 level (2-tailed)

Sex and Participation in Personalized Physical Activities

With respect to sex, the results indicate no significant relationship between sex and any of the predictors of participation. The correlation coefficients for autonomy ($r = .004$, $p = .957$), competence ($r = -.108$, $p = .166$), relatedness ($r = -.009$, $p = .911$), and enjoyment orientation ($r = .033$, $p = .670$) all fall far above the 0.05 level of significance. This implies that both male and female students experience similar levels of autonomy, competence, social connection, and enjoyment in personalized PE activities.

The findings further suggest that sex does not serve as a determining factor in shaping students' participation experiences in personalized physical activities. Since all predictors yielded non-significant relationships, it can be inferred that male and female students respond similarly to the personalized approach

used in PE classes. This means that opportunities for decision-making, feelings of capability, social interaction, and enjoyment are experienced relatively equally regardless of sex.

The absence of significant differences may also indicate that personalized physical activities provide an inclusive learning environment where activities are flexible and adaptable to the interests, abilities, and preferences of all learners. Because the activities are individualized, students may feel less constrained by traditional gender expectations commonly associated with physical education, such as the perception that certain sports or activities were more appropriate for one sex than the other. As a result, both male and female students may participate with comparable confidence, motivation, and engagement.

Moreover, the findings imply that the effectiveness of personalized PE activities is not dependent on sex-based distinctions but rather on the quality of the learning experience itself. This may reflect that the instructional strategies employed by teachers successfully promote equal participation, encourage self-paced involvement, and foster supportive peer interactions among all students. Consequently, sex may no longer be a major influencing variable in participation when PE activities are designed to be learner-centered and responsive to individual needs and interests.

This finding supports recent literature suggesting that gender differences in Physical Education are minimized when instruction is learner-centered and inclusive. According to Curran and Standage (2022), autonomy-supportive environments reduce gender disparities in motivation by providing equal opportunities for participation and expression. Furthermore, the absence of significant differences suggests that the personalized PE approach effectively promotes equity in motivational experiences regardless of sex.

Preferred Type of Physical Activities and Participation in Personalized Physical Activities

The findings further imply that students are more likely to feel capable, skilled, and confident when they participate in physical activities that match their interests and preferences. The moderate positive correlation indicates that preference in activity type plays an important role in strengthening students' sense of competence in personalized PE activities. When learners are given opportunities to choose activities they enjoy or feel comfortable performing, they may become more motivated to participate, exert greater effort, and demonstrate better performance, which in turn enhances their self-perception of competence.

The significant relationship also suggests that personalized approaches in PE can help learners maximize their strengths and abilities by allowing them to engage in activities aligned with their individual inclinations. Students who prefer team sports may develop competence through collaboration and group interaction, while those inclined toward individual or dual activities may feel more capable because these settings better suit their personal skills, pace, or comfort level. This highlights the importance of providing varied physical activity options to accommodate diverse learner preferences.

On the other hand, the absence of significant relationships between preferred type of activity and the other predictors—autonomy, relatedness, and enjoyment orientation—may indicate that simply choosing a preferred activity does not automatically influence students' sense of independence, social connection, or enjoyment. Instead, these aspects may depend more on instructional strategies, peer interaction, classroom climate, or the overall learning environment created by the teacher.

Contemporary Physical Education research supports this finding, emphasizing that alignment between students' interests and activity types enhances motivation, confidence, and perceived skill mastery (Ryan & Deci, 2017; Dudley, 2018). When learners participate in activities that match their preferences and perceived ability levels, they are more likely to develop stronger self-beliefs about their performance capabilities. This alignment between preference and engagement reinforces the importance of learner-centered PE programs in strengthening competence perceptions and sustaining participation.

However, preferred activity type did not significantly correlate with autonomy ($r = -.012$, $p = .874$), relatedness ($r = .057$, $p = .461$), or enjoyment orientation ($r = .013$, $p = .867$). This indicates that while preference influences competence, it does not necessarily determine students' sense of choice, social connection, or

enjoyment. These aspects may be more strongly influenced by teaching strategies and classroom climate rather than activity type alone (Ryan & Deci, 2000).

Frequency of Physical Activity and Participation in Personalized Physical Activities

Regarding frequency of physical activity, the results show no statistically significant relationships with any of the predictors. Although there is a slight positive trend with autonomy ($r = .060$, $p = .443$) and enjoyment orientation ($r = .137$, $p = .076$), and a negative trend with competence ($r = -.150$, $p = .052$), none of these reach the required level of significance. This finding suggests that how often students engage in physical activity outside school does not significantly influence their perceived autonomy, competence, relatedness, or enjoyment within the structured PE environment.

The findings further indicate that the frequency with which students engage in physical activity outside school is not a strong determinant of their participation experiences in personalized PE activities. Although some predictors showed slight positive or negative trends, the lack of statistical significance suggests that these relationships are too weak to establish meaningful influence. This implies that students who frequently participate in physical activities outside school do not necessarily feel more autonomous, competent, socially connected, or motivated than those who participate less often.

The slight positive trends in autonomy and enjoyment orientation may suggest that students who are more physically active outside school tend to feel somewhat more independent and may derive slightly greater enjoyment from PE activities. However, because these relationships were not significant, such tendencies cannot be considered consistent across the group. Likewise, the slight negative trend in competence may indicate that students who engage more frequently in physical activity may not always perceive themselves as more competent within the structured PE setting, possibly because school-based activities differ from the activities they usually perform outside school.

These findings also imply that participation experiences in personalized PE may be shaped more by the design of the instructional environment than by students' prior or external physical activity habits. The learner-centered nature of personalized PE may provide equal opportunities for participation regardless of how active students are outside school. As a result, even students with lower levels of physical activity engagement may still experience similar levels of autonomy, competence, relatedness, and enjoyment because the activities are adapted to meet diverse abilities, needs, and interests.

According to contemporary evidence in Physical Education research, while regular physical activity contributes significantly to overall health, well-being, and cognitive functioning, its direct influence on motivational constructs may be less pronounced when students are already engaged in well-structured, supportive school PE programs (Dudley, 2018; WHO, 2020). In this study, the consistently high levels of motivation across all students may have reduced variability, thereby limiting the statistical significance of frequency as a factor. Recent literature also suggests that when PE environments are highly engaging and autonomy-supportive, motivational differences become less dependent on activity frequency and more influenced by factors such as enjoyment, perceived competence, and social relatedness (Ryan & Deci, 2017).

In contrast, health status/physical condition demonstrated two statistically significant relationships. First, a positive correlation was found between health status and autonomy ($r = .178$, $p = .020$), significant at the 0.05 level. This indicates that students without health concerns tend to perceive greater autonomy in participating in PE activities. This finding aligns with research by Hutzler and Barak (2017), which suggests that physical well-being enhances students' sense of control and willingness to engage in various activities. Students with health limitations may feel restricted in their choices, thereby slightly reducing their perception of autonomy. However, the relatively low correlation coefficient indicates that this effect is modest, suggesting that personalized PE strategies may help mitigate these limitations.

Second, a negative correlation was found between health status and enjoyment orientation ($r = -.203$, $p = .008$), significant at the 0.01 level. This implies that students with health concerns tend to experience slightly

lower levels of enjoyment in PE activities. Contemporary inclusive Physical Education literature supports this finding, noting that physical discomfort, reduced functional capacity, or fear of injury can negatively affect students' enjoyment and participation experiences (Haegele & Sutherland, 2018; Dudley, 2018). Nevertheless, the relatively small magnitude of the correlation suggests that while health status influences enjoyment, it does not overwhelmingly determine it. This underscores the importance of adaptive and inclusive teaching practices that accommodate learners with varying physical conditions to ensure equitable enjoyment and meaningful participation in Physical Education.

Health Status/Physical Condition and Participation in Personalized Physical Activities

In terms of the relationship between health status/physical condition and the predictors of participation, the findings revealed that autonomy had a significant positive relationship with health status/physical condition ($r = .178$, $p = .020$), indicating that students with better health conditions tend to exhibit higher levels of autonomy in participating in physical activities. Competence, however, showed no significant relationship with health status/physical condition ($r = -.007$, $p = .928$), suggesting that perceived competence is not influenced by students' physical condition. Similarly, relatedness was found to have no significant relationship with health status/physical condition ($r = .007$, $p = .931$), implying that social connection and sense of belonging remain unaffected by physical health status. On the other hand, enjoyment orientation demonstrated a significant negative relationship with health status/physical condition ($r = -.203$, $p = .008$), which indicates that as health concerns or physical limitations increase, students' enjoyment and positive orientation toward physical activities tend to decrease.

The findings further suggest that students' health status or physical condition plays an important role in shaping certain aspects of their participation in personalized physical activities. The significant positive relationship between health status/physical condition and autonomy indicates that students who perceive themselves as physically healthy are more likely to feel independent, confident, and self-directed when participating in PE activities. Better physical condition may allow students to perform tasks with less difficulty, make choices more freely, and engage in activities without excessive physical limitations, thereby strengthening their sense of control and willingness to participate. This implies that physical well-being may contribute to students' ability to actively manage and regulate their participation in personalized PE settings.

On the other hand, competence showed no significant relationship with health status/physical condition, suggesting that students' perception of their abilities and skills in physical activities may not necessarily depend on their actual physical condition. Even students with certain health concerns or physical limitations may still perceive themselves as competent if they receive adequate support, encouragement, and opportunities to succeed in activities suited to their abilities. This may reflect the inclusive nature of personalized PE, where activities are adapted to individual needs, enabling learners to experience achievement regardless of physical condition.

Similarly, the absence of a significant relationship between health status/physical condition and relatedness implies that students' sense of belonging, peer connection, and social interaction in PE are not strongly affected by their physical health. This may indicate that supportive classroom environments, positive peer relationships, and collaborative activities allow students to maintain meaningful social connections regardless of physical limitations or health concerns. The findings suggest that social acceptance and interaction in personalized PE may be influenced more by interpersonal dynamics and teacher support than by students' physical condition.

In contrast, the significant negative relationship between health status/physical condition and enjoyment orientation suggests that students experiencing poorer health conditions or physical limitations may derive less enjoyment from participating in physical activities. Physical discomfort, fatigue, or limitations in movement may reduce students' enthusiasm, motivation, and positive emotional experiences during participation. This indicates that while personalized PE may foster inclusivity, health-related challenges can

still affect the level of pleasure and satisfaction students experience in physical activities. As health concerns increase, students may become less motivated to fully enjoy or appreciate participation in PE activities.

These findings are supported by the Self-Determination Theory (Deci & Ryan, 2000), which explains that autonomy and enjoyment are strongly influenced by individuals' physical and psychological conditions. Learners who feel physically capable are more likely to develop intrinsic motivation and active engagement in activities. Moreover, studies have shown that students with better perceived health often demonstrate greater willingness to participate in physical activities and experience higher motivation and enjoyment, while those with physical discomfort or limitations tend to exhibit lower levels of enthusiasm and participation satisfaction. In the study of Biddle, Mutrie & Gorely (2018) likewise emphasized that physical well-being contributes positively to motivation and participation behaviors in physical education, particularly in learner-centered and autonomy-supportive environments.

In conclusion, the results partially reject the null hypothesis, as only selected profile variables showed significant relationships with specific predictors of participation. The findings reinforce the idea that personalized and student-centered approaches in Physical Education can effectively minimize the impact of demographic differences, creating a more equitable and motivating learning environment. By focusing on autonomy support, skill development, social connection, and enjoyment, educators can enhance student participation regardless of individual characteristics, ultimately leading to improved performance and engagement in PE activities.

7. Relationship Between Participation in Personalized Physical Education Activities and Students Performance in these Activities

Table 6: Result of the Correlation to Establish Relationship Between the Participation of Students in Personalized Physical Activities and their Performance in these Activities

		Performance of the students in personalized Physical Education activities				
		Accuracy of Steps	Rhythm and Timing	Coordination	Expression and Energy	Effort and participation
Autonomy	Correlation Coefficient	-.126	-.065	-.105	-.019	-.042
	Sig. (2-tailed)	.102	.403	.173	.807	.591
	N	170	170	170	170	170
Competence	Correlation Coefficient	.067	.122	.018	.010	.059
	Sig. (2-tailed)	.388	.112	.820	.900	.447
	N	170	170	170	170	170
Relatedness	Correlation Coefficient	.016	-.041	.025	.051	.115
	Sig. (2-tailed)	.839	.593	.750	.506	.135
	N	170	170	170	170	170
Enjoyment Orientation	Correlation Coefficient	.064	.100	.046	-.191	.019

Sig. (2-tailed)	.407	.196	.548	.012	.804
N	170	170	170	170	170

**Correlation is significant at the 0.01 level (2-tailed)

*Correlation is significant at the 0.05 level (2-tailed)

The analysis of the significant relationship between the predictors of participation—autonomy, competence, relatedness, and enjoyment orientation—and the performance of students in personalized Physical Education (PE) activities provides a deeper understanding of how motivational factors translate into actual skill execution. Based on the Pearson Product-Moment Correlation results, it is evident that most of the predictors do not show statistically significant relationships with the performance indicators (accuracy of steps, rhythm and timing, coordination, expression and energy, and effort and participation). Only one significant relationship emerged, specifically between enjoyment orientation and expression and energy ($r = -.191$, $p = .012$), which is significant at the 0.05 level. These findings suggest that while students exhibit high levels of motivation, these do not always directly correspond to measurable performance outcomes. This can be interpreted through the framework of Self-Determination Theory, which posits that motivation enhances engagement and persistence, but its effect on performance may be mediated by other factors such as skill level, instruction, and practice (Ryan & Deci, 2017).

In terms of autonomy, all correlations with performance indicators were negative and non-significant, including accuracy of steps ($r = -.126$, $p = .102$), rhythm and timing ($r = -.065$, $p = .403$), coordination ($r = -.105$, $p = .173$), expression and energy ($r = -.019$, $p = .807$), and effort and participation ($r = -.042$, $p = .591$). These results indicate that students' sense of choice and control in PE activities does not have a direct statistical relationship with their performance outcomes. Although autonomy is widely recognized as a key driver of motivation and engagement, its influence may be more indirect. According to Cheon et al. (2020), autonomy-supportive environments primarily enhance students' willingness to participate and persist, rather than directly improving technical performance. In this context, students may feel empowered and motivated, but performance in dance still depends on practice, physical ability, and skill mastery. Thus, the absence of significant relationships suggests that autonomy contributes more to engagement than to immediate performance outcomes.

For competence, the correlation coefficients with performance indicators were all positive but non-significant, including accuracy of steps ($r = .067$, $p = .388$), rhythm and timing ($r = .122$, $p = .112$), coordination ($r = .018$, $p = .820$), expression and energy ($r = .010$, $p = .900$), and effort and participation ($r = .059$, $p = .447$). While these results indicate a positive trend, the lack of statistical significance suggests that perceived competence does not strongly predict actual performance in this sample. This finding may appear inconsistent with existing literature, which often highlights competence as a strong predictor of performance (Vallerand & Losier, 1999). However, it is important to distinguish between perceived competence and actual skill proficiency. Students may feel confident in their abilities, but this confidence does not always translate into high performance scores, particularly in complex tasks such as dance that require coordination, rhythm, and expression. Additionally, the uniformly high competence ratings among respondents may have reduced variability, limiting the ability to detect significant relationships.

Similarly, relatedness showed no significant correlations with any performance indicators, with coefficients ranging from $r = -.041$ to $r = .115$ and all p-values above 0.05. This suggests that students' sense of belonging and social connection does not directly influence their performance in PE activities. While relatedness is crucial for fostering a positive learning environment and encouraging participation, its impact on performance may be indirect. According to contemporary motivation research in Physical Education, relatedness enhances emotional well-being, engagement, and sustained participation by fulfilling a basic psychological need for social connection (Ryan & Deci, 2017). However, it does not necessarily translate directly into immediate improvements in skill execution, which are more closely associated with deliberate practice, feedback quality, and perceived competence. In this study, students may feel socially supported and comfortable in the PE setting, but performance outcomes are likely more dependent on individual skill

development, practice opportunities, and instructional effectiveness rather than social factors alone.

The most notable finding in this analysis is the significant relationship between enjoyment orientation and expression and energy ($r = -.191$, $p = .012$). Although the correlation is weak and negative, it is statistically significant at the 0.05 level. This result suggests that higher levels of enjoyment are associated with slightly lower scores in expression and energy, which may appear counterintuitive. However, this finding can be interpreted in several ways. One possible explanation is that students who focus more on enjoyment may prioritize fun and participation over technical expressiveness, leading to slightly lower performance in evaluative criteria that require deliberate effort and refinement. Alternatively, students who are more self-conscious about their expressive performance may report lower enjoyment due to performance anxiety. According to Sports Psychology, excessive self-awareness or pressure during performance can negatively affect both enjoyment and expressive output. Thus, the relationship between enjoyment and performance may be complex and influenced by emotional and psychological factors.

Despite this single significant relationship, the overall pattern of results indicates that there was no strong or consistent significant relationship between the predictors of participation and the performance of students in personalized PE activities. This leads to the acceptance of the null hypothesis, which states that there is no significant relationship between these variables. These findings suggest that while autonomy, competence, relatedness, and enjoyment orientation are essential for promoting participation and motivation, they do not directly determine performance outcomes. Instead, performance in PE, particularly in dance, is influenced by a combination of factors, including physical ability, practice, instructional quality, and assessment criteria.

This interpretation is supported by contemporary Physical Education scholarship, which emphasizes that student performance is multidimensional and cannot be explained solely by motivational factors (Dudley, 2018; UNESCO, 2017). Similarly, recent studies highlight that while motivation enhances engagement and participation, actual skill development is primarily shaped by structured instruction, quality feedback, and repeated deliberate practice (SHAPE America, 2020; Ryan & Deci, 2017). In the context of this study, the high levels of motivation observed among students likely contributed to their active participation; however, performance outcomes were more closely tied to their actual skill development, instructional support, and opportunities for practice within the PE program.

In conclusion, the findings reveal that the predictors of participation in personalized Physical Education activities do not have a significant direct relationship with students' performance, except for a weak relationship between enjoyment orientation and expression and energy. This suggests that motivation and performance, while related, operate through different mechanisms. Motivation encourages students to participate and engage, while performance depends on skill acquisition and practice. Therefore, educators should continue to foster autonomy, competence, relatedness, and enjoyment to sustain participation, while also emphasizing skill development and structured instruction to improve performance outcomes.

8. Proposed Action Plan

The proposed action plan is designed to enhance students' participation experiences in Personalized Physical Education by addressing the identified low-scored areas in autonomy, competence, relatedness, and enjoyment orientation. It emphasizes the need to strengthen learner-centered practices that promote active engagement, motivation, and holistic development in PE classes.

To improve students' autonomy, the plan focuses on increasing opportunities for learners to actively participate in decision-making processes during PE activities. Through strategies such as "Student Choice Day," a suggestion system, and learner-designed activities, students are encouraged to express their preferences and take part in shaping their learning experiences. These interventions aim to create a more participatory and empowering PE environment where students feel a stronger sense of ownership over their learning.

In terms of competence, the plan highlights the importance of continuous feedback and progress monitoring. The use of formative feedback, skill tracking sheets, and self- and peer-assessment activities is intended to help students become more aware of their development in physical skills. By making progress

visible and measurable, learners are expected to build greater confidence in their abilities and develop a stronger sense of improvement in their PE performance.

For relatedness, the action plan emphasizes strengthening peer relationships and collaboration during physical activities. Cooperative learning strategies, team-based tasks, rotating roles, and buddy systems are proposed to foster meaningful interaction among students. These approaches aim to enhance teamwork, improve social engagement, and cultivate a supportive learning environment where students feel valued and connected to their peers.

Regarding enjoyment orientation, the plan seeks to increase students' intrinsic motivation and positive emotional engagement in PE. This will be achieved through gamified activities, music-integrated movement tasks, and recognition systems that acknowledge effort and participation. These strategies are intended to make PE classes more enjoyable, dynamic, and motivating, thereby encouraging consistent attendance and active participation.

Overall, the action plan reflects a holistic approach to improving Personalized PE implementation by addressing both cognitive and affective dimensions of learning. It underscores the role of the teacher, students, and school administration in creating an inclusive, engaging, and supportive environment that enhances motivation, participation, and overall learning experience in Physical Education.

The entirety of the plan is presented as follows:

Objectives	Strategies / Activities	Responsible Persons	Timeline	Success Measures
Improve student autonomy by strengthening learners' participation in decision-making in PE activities	• Implement "Student Choice Day" in PE classes • Establish weekly suggestion box or digital feedback form for activity proposals • Integrate learner-designed mini-activities during PE sessions	PE Teacher, Class Advisers, Students, Class Officers	Weekly / Every grading period	• At least 70% of students participate in activity selection • Documented student-generated PE activities • Improved autonomy mean score in follow-up assessment
Enhance students' sense of competence by improving awareness of performance progress in PE	• Provide formative feedback after every skill lesson • Use skill tracking sheets and performance checklists • Conduct peer and self-assessment activities per unit	PE Teacher, Students	Per lesson / Monthly	• Students maintain individual progress records • Increased self-reported improvement in PE skills • Improved competence

				ratings in post-assessment
Strengthen relatedness by improving peer interaction and collaborative engagement in PE activities	• Conduct cooperative learning activities (pair/group tasks) • Implement rotating team roles in sports and dance activities • Introduce peer support or buddy system in PE	PE Teacher, Students, Class Officers	Weekly	• Increased student participation in group tasks • Improved peer interaction during PE sessions • Higher relatedness scores in follow-up evaluation
Increase enjoyment orientation and motivation to attend PE classes through engaging learning experiences	• Integrate gamified PE activities and challenges • Use music-based and movement-based enjoyable tasks • Provide recognition/reward system for participation and effort	PE Teacher, School Administration, Students	Continuous per grading period	• Improved class attendance in PE • Increased active participation and enthusiasm • Higher enjoyment orientation mean scores

5. Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The respondents are generally active and well-suited for participation in Personalized Physical Education. Most are female, prefer team-based activities, and frequently engage in physical activities, indicating an active lifestyle. In addition, the majority report good health, suggesting they are physically capable of participating in PE without major limitations. Overall, these characteristics support their positive involvement and engagement in PE activities.
2. Students engaged in Personalized Physical Activities are generally motivated to participate in PE when they feel competent and capable, when they enjoy the activities, when they have supportive social interactions, and when they are given freedom to make choices in their learning.
3. Students do well in personalized PE activities, especially in terms of effort and active participation. Personalized PE helps them become more engaged, motivated, and willing to perform physical tasks, and that they already have sufficient skills and coordination to participate successfully. In general, personalized PE has a positive effect on students' performance and involvement in learning activities.
4. Motivation is generally similar across students engaged in Personalized Physical Education Activities, but some personal characteristics can still shape how they experience and engage in these activities.
5. Students' motivation (autonomy, competence, and relatedness) does not directly lead to better PE

performance, even if they are highly motivated and actively participating. Only enjoyment has a small positive effect, especially on how expressive and energetic students are during activities.

6. The proposed action plan aims to create a more learner-centered, supportive, and enjoyable PE environment that encourages active participation and motivation among students.

Recommendations

1. Since most students are active, healthy, and prefer team-based activities, the school should strengthen PE programs that emphasize cooperative and inclusive activities such as team sports, group dance, and collaborative fitness tasks. Teachers may also design differentiated PE activities to cater to varying activity preferences (individual, dual, and team-based) to sustain engagement of all learners.
2. To sustain high levels of motivation, the school should institutionalize student-centered PE practices, such as allowing learners to choose activities, set personal goals, and reflect on their performance. Teachers may also implement regular motivation-enhancing strategies such as goal-setting sheets, activity rotation, and student feedback mechanisms to strengthen autonomy, competence, relatedness, and enjoyment.
3. To further improve performance, the school should provide structured skill development programs and performance-based feedback systems. PE teachers may conduct regular formative assessments, skill demonstrations, and progressive drills, ensuring that students not only participate but also continuously improve in coordination, rhythm, accuracy, and expression.
4. Since personal profile factors do not strongly affect participation, the school should continue promoting inclusive PE instruction that accommodates all learners regardless of sex, activity preference, or physical condition. Teachers should ensure that no student is disadvantaged by personal characteristics, reinforcing equity through flexible and adaptive PE activities.
5. Given that motivation does not strongly translate into performance except enjoyment, the school should strengthen enjoyment-based learning strategies such as gamification, music integration, fun challenges, and creative movement tasks. At the same time, teachers should also balance enjoyment with skill-based instruction to ensure that motivation is translated into actual performance improvement.
6. The school should adopt and implement the proposed action plan as part of the PE program improvement initiative, integrating it into the School Improvement Plan (SIP) or PE program enhancement plan. Regular monitoring, teacher collaboration, and student feedback should be conducted to ensure that the plan effectively promotes a learner-centered, supportive, and enjoyable PE environment.

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