

## **Assessing the Role of Recreational Activities in Physical Education Participation of College Students in One State University in Laguna Philippines**

**John Michael D. Aquino**

Laguna State Polytechnic University, Philippines  
johnmichael.aquino@lspu.edu.ph

### **Abstract**

Physical education (PE) is a crucial component of a well-rounded education because it equips the holistic aspects of the students required to live a healthy and active lifestyle. The objective of this study is to assess the role of recreational activities on physical education participation. This study explores the students' profile, role of recreational activities in physical education participation and its relationship among 2<sup>nd</sup> year college students in one state university in Laguna, Philippines. This research employs descriptive design and random sampling method in determining the respondents. The researcher analyzed the gathered data from the administered validated self-made questionnaire. The results showed that the respondents relished the recreational activities immensely and actively participated which demonstrate that the recreational activities enabled physical activity, intellectual and emotional stimulation, and interaction with others. The high levels of participation illustrates that the students enjoyed the games and that they benefited to their overall enjoyment of physical education courses. Consequently, the results emphasize the respondents' favorable feelings toward physical education classes along with their strong drive to get involved and prosper in their classes. Their desire to learn and pursue new physical activities is indicative of their proactive approach to PE. The significance of nurturing a supportive and active physical education environment that encourages the holistic development and well-being of students is highlighted. It is recommended to utilize the designed process handbook to prioritize the incorporation of recreational activities into their curricula and provide an atmosphere of encouragement to have an active engagement and enjoyment.

**Keywords: Recreational Activities; Physical Education Participation; Motivation and Attitudes; Well-Being**

### **Introduction**

PE is an important component of a comprehensive education, as it provides students with the knowledge, skills, and attitudes necessary to lead a healthy and active lifestyle (Metzler et al., 2013). It is well established that physical activity can contribute to the overall health, well-being, and academic performance of students (Ahmed, 2013). However, participation in physical education activities has been found to be low among college students in the Philippines (Cruz, 2022). A major shift in physical education is moving from an exclusive emphasis on physical endurance and muscular development towards a more comprehensive approach that incorporates multiple facets of mental, physical, and social development (Cairney et al., 2019; Pangrazi & Beighle, 2019). In earlier times, physical education was frequently associated with drills, physical training, as well as gymnastics, alongside an emphasis on developing a strong physique (Shimon, 2019). However, it has become increasingly apparent that physical education shall not only cultivate physical fitness, but also facilitate the development of knowledge, attitudes, and skills necessary for lifelong engagement with physical activities (Lloyd et al., 2016;

Pangrazi & Beighle, 2019). This expanded conception of physical education takes into account the mental, emotional, and social aspects of movement and stresses the significance of overall health. By describing this change, the study can emphasize the disparity among conventional concepts of PE and the current awareness of the field. This establishes the foundation for the research that will investigate and tackle the present difficulties, needs, and opportunities in PE, including fostering a holistic approach to physical growth, integrating concepts of wellness and health, and integrating technology and innovation into teaching practices.

Recreational activities, such as sports and games, have become an important part of PE in recent years (O'Connor, 2022). It is well known that an active lifestyle is essential for physical and mental health, and recreational activities are a key part of achieving this. Through recreational activities, students can learn important physical skills, develop a sense of teamwork, and build their self-confidence (Richmond et al., 2018). This literature review examines the role of recreational activities in physical education participation.

Studies have consistently shown that recreational activities are associated with increased physical activity levels among school-aged students. A study by Biddle et al. (2001) found that students who participated in recreational activities had higher levels of physical activity than those who did not (Bennie et al., 2016). Additionally, other studies have found that students who participate in recreational activities are more likely to be physically active during their leisure time (Cho, 2014). This suggests that recreational activities can help to foster an active lifestyle in young people.

In addition to fostering physical activity, recreational activities can also help to develop important physical skills (Kasser & Lytle, 2013). Through recreational activities such as sports and games, students can learn and practice a variety of physical skills, such as running, jumping, throwing, and catching. Additionally, recreational activities can help to improve coordination, balance, and agility (Gadre et al., 2019). These physical skills are important for overall physical development, and can also help to prevent injury. Finally, recreational activities can help to build self-confidence and team work among students (Zada, 2021). Through recreational activities, students can learn to work together as a team and become more confident in their abilities. This can have a positive effect on their overall learning experience, as well as their attitude towards physical education.

Existing literature shows that recreational activities can be an effective way to promote physical activity and increase physical education participation among adolescents. Recreational activities can also be used to motivate students who are not typically active to become more physically active. Therefore, incorporating recreational activities into physical education classes may be an effective way to increase physical activity levels and physical education participation among adolescents.

Studying the role of recreational activities in physical education participation of college students in State University in Laguna, Philippines is important for a variety of reasons. First, it is important to understand how recreational activities can be used to increase physical activity levels among college students. Physical activity is known to have a variety of health benefits, and by understanding how recreational activities can be used to increase participation in physical education, universities can promote healthier habits among their students (Pangrazi & Beighle, 2019). Additionally, understanding the role of recreational activities in physical education participation can help universities develop strategies to increase student engagement with physical education programs. This could include creating more engaging activities or providing incentives for participation. Finally, studying the role of recreational activities in physical education participation can also help universities better understand the needs of their students and create programs that are tailored to their individual needs and interests.

This study is significant as it seeks to assess the role of recreational activities in physical education participation among college students. The results of this study will provide a better understanding of the link between leisure and physical activity to craft and design a processed handbook relatively connected to recreational activities to increase physical activity in the University. Additionally, this study will help identify potential barriers to physical education participation and the types of recreational activities that may be most beneficial to college students. Ultimately, this research will provide valuable insight into how to increase physical activity levels among college students in the State University in Laguna, Philippines.

This study aims to assess the role of recreational activities on physical education participation of college students in a state university in Laguna, Philippines. Specifically, it sought to answer the following objectives;

1. Identify the students' profile in engaging recreational activities in relation to;
  - a. gender;
  - b. number of hours participation; and
  - c. type of recreational activities participated.
2. Determine the level of physical education participation among college students in a state university in Laguna, Philippines in terms of;
  - a. 2.1. motivation
  - b. 2.2. attitudes
3. Assess the role of recreational activities in physical education participation of college students in the state university in Laguna, Philippines in relation to;
  - a. physical aspect;
  - b. mental aspect;
  - c. emotional aspect; and
  - d. social aspect.
4. Reveal the significant relationship between the students' profile engagement in the role of recreational activities in physical education.
5. Find out the significant relationship between the level of physical education participation to the recreational activities among college students in state university in Laguna Philippines.

This research is primarily anchored to the Social Cognitive Theory (SCT). This theory was proposed by Bandura in the year 1986 and emphasizes the role of observational learning, self-efficacy, and the environment in determining behavior. According to the theory, individuals learn by observing others, and the environment has a major influence on behavior (Schunk & DiBenedetto, 2020). Additionally, this theory posits that people learn by observing others, and that they are motivated by rewards, punishments, and self-efficacy. It argues that individuals are influenced by their environment and the positive and negative reinforcements they receive.

In the context of this study, the Social Cognitive Theory will be used to explain how recreational activities can influence the physical education participation of college students in terms of motivation, attitudes, and the physical, mental, emotional, and social aspects. It seen that students will be motivated to participate in physical education if they observe positive reinforcements and rewards associated with the activity, as well as if they believe they have the capability to do so.

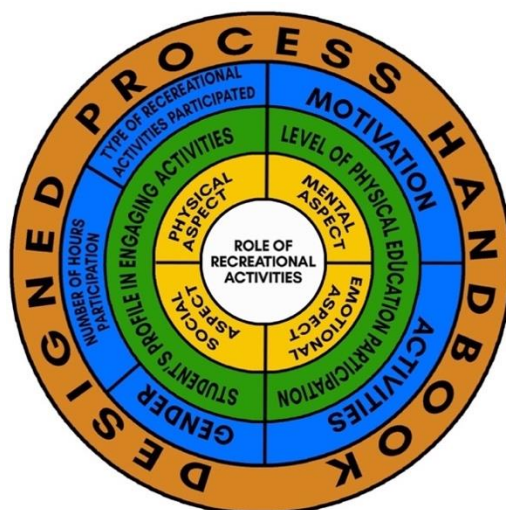


Figure 1. Conceptual Framework

The illustration shows the interrelation of the attributes in the study. This will focus on the role of recreational in relation to physical, mental, emotional and social aspect. In line with this, the researcher will identify the student's profile in engaging various recreational activities with regards to gender, number of hours participated in activities, and the type of recreational activities participated. Likewise, it will also examine the level of physical education participation among college students in a state university in terms of motivation and attitudes. With this, the researcher will also explore the significant relationship between the students' profile engagement in the role of recreational activities in physical education. Consequently, the researcher will find out the significant relationship between the level of physical education participation to the recreational activities among 2<sup>nd</sup> year students who currently enrolled PE 4 class. Furthermore, the results will be the basis of the designed process handbook for recreational activities.

## Method

This research employed a quantitative approach with a descriptive design. This means that the research used a quantitative approach to collect, analyze and interpret data. The descriptive design used to describe the characteristics of the college students participating in physical education activities and the recreational activities that they are taking part in. Descriptive designs typically involve collecting data from a sample of the population being studied, and then analyzing the data to gain insight into the characteristics of the population (Siedlecki, 2020). Consequently, random sampling is a method used in this study that selects individuals from the population of interest at random. This type of sampling is often used in surveys and other types of research to ensure that the results are representative of the entire population (Etikan & Bala, 2017). In the case of studying the second-year students at State University who are enrolled in Physical Education 4 classes, random sampling employed to select a representative sample of students, since it is likely that the population is too large to survey everyone.

Moreover, the researcher made a survey type questionnaire, which is a type of psychometric scale designed to measure attitudes, opinions, and other psychological variables (Nemoto & Belgar, 2014). This questionnaire was validated by five field experts to ensure it accurately reflects the intended topic and the response options are appropriate for the question and the audience (Taherdoost, 2016). Additionally, the researchers conducted a pilot test with a small group of people to evaluate and adjust the questionnaire before collecting data from a larger population. Meanwhile, a 4-point Likert scale

employed to standardize the data so that researchers can accurately compare the responses from different participants. Additionally, the Statistical Package for the Social Sciences (SPSS) will be used to analyze the data collected through the survey. Descriptive statistics, including means and standard deviations, employed to summarize the data, while correlation and regression analyses used to determine the relationships between the level of physical education participation to the recreational activities among college students in state university in Laguna Philippines.

Table 1. Four-point Likert Scale

Mean Interval	Interpretation
4.00 -3.26	Strongly Agree
3.25 – 2.51	Agree
2.50-1.76	Disagree
1.75- 1.00	Strongly Disagree

### Results and Discussion

This phase reveals the results and discuss each variable and its relationship. This presents the data on the students’ profile in engaging recreational activities in relation to; gender, number of hours participation, and type of recreational activities participated. Likewise, the level of physical education participation among college students in a state university in Laguna, Philippines in terms of motivation and attitudes will also discuss. Meanwhile, the role of recreational activities in physical education participation in relation to; physical, mental, emotional, and social aspect will also explore.

The researcher also presents the data concerning the significant relationship between the students’ profile engagement in the role of recreational activities in physical education and significant relationship between the level of physical education participation to the recreational activities among college students in state university in Laguna Philippines.

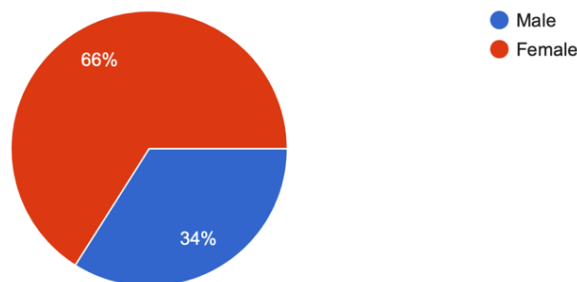


Figure 2. Students’ Profile in Engaging Recreational Activities in relation to Gender

The respondents of the study consists of 66% female or having a frequency of 240 and having 34% male or having a frequency of 124 with a total of 364 research respondents.

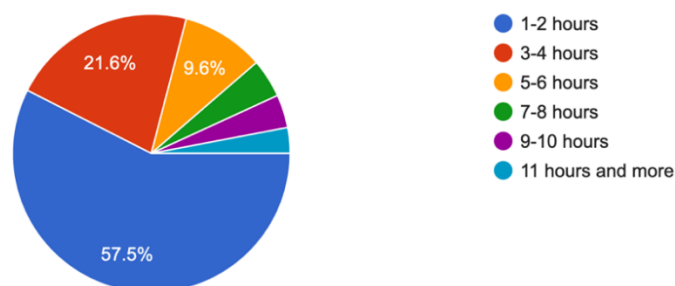


Figure 3. Students’ Profile in Engaging Recreational Activities in relation to Number of Hours Participation

With regards to number of hours participation, the students mostly participated in 1 to 2 hours having a 57.5% or having 208 respondents. The respondents answered 3 to 4 hours consists of 21.6% or having a frequency of 77 while 5 to 6 hours pegged at 9.6% or having a number of 35. Meanwhile, the remaining 44 respondents belong to those people answered in 7 to 11 hours or more.

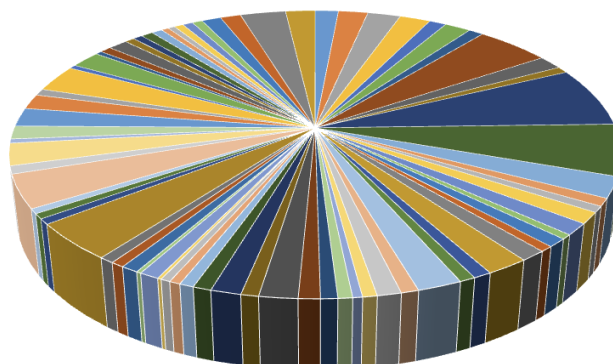


Figure 4. Students' Profile in Engaging Recreational Activities in relation to type of Recreational Activities Participated

The illustration presented appears was the various recreational activities utilized by the teachers for group events, with varying levels of participation and complexity. This includes both common and less familiar games, as well as games designed for specific audiences. The activities consist of physically demanding events including relays, sack races, and tug of war. Other activities that require intelligence include Pinoy Henyo, Guess the Word for the Deaf, and Guess the Logo. Some games, which include Battle of the Blinds: Name Tag Elimination and Blind Item, are played with blindfolds, while others, such as Eyes Masked, Shoot the Straw is the Task, and Shoot the Straw, require the use of straws.

Calamansi Relay was the most popular, with 187 students experienced this event. Other games with a high participation rate include Blindfold games with 130 players, Charades with 161 players, Pass the Message through Action with 115 players, and Whisper challenge with 80 players.

In general, the data indicate that the participants relished an array of recreational activities. These activities allowed for physical exercise, mental stimulation, as well as social interaction. The high participation rate in these games implies that they were well-liked and relished by the players.

Table 2. Level of Physical Education Participation among College students in a State University in Laguna, Philippines with regards to Motivation

Statements	Mean	Standard Deviation	Remarks
I am highly motivated to participate and feel excited to attend in physical education activities.	3.79	0.47	Strongly Agree
When I participate in recreational activities, I know it will do something good for my different aspects of my life (physical, mental social and emotional).	3.79	0.45	Strongly Agree
I am motivated to compete in physical education competitions.	3.70	0.53	Strongly Agree
I am inspired by physical education instructors.	3.76	0.47	Strongly Agree
I am determined to excel in physical education classes.	3.72	0.48	Strongly Agree

I am eager to explore new recreational activities.	3.78	0.45	Strongly Agree
I am determined to achieve the highest level of performance in physical education classes.	3.74	0.49	Strongly Agree
I am willing to put effort in physical education classes and participated in different recreational activities.	3.80	0.45	Strongly Agree
Overall Mean	3.76		

With an overall mean score of 3.76, the survey reveals that respondents are highly motivated to partake in PE activities. This indicates that respondents firmly agree with every survey statement. The standard deviation for every statement range between 0.45 and 0.53, indicating that the participants' responses are relatively consistent. The findings of the survey demonstrate that the respondents are extremely motivated to participate in PE activities and have a positive outlook on engaging in recreational activities. Furthermore, they are eager to investigate new recreational activities and are motivated by their PE teachers (Ennis, 2017). This illustrates that participants are more inclined to take part in physical activity and reap the associated physical, mental, social, and emotional benefits. Moreover, activities are more appealing in the students that boost their positive attitude towards their improvement and their intrinsic motivation to learn and gain skills (Bryan & Solmon, 2012).

Table 3. Level of Physical Education Participation among College students in a State University in Laguna, Philippines with regards to Attitude

Statements	Mean	Standard Deviation	Remarks
I take physical education classes seriously.	3.73	0.50	Strongly Agree
I am dedicated to improving my physical education skills.	3.78	0.47	Strongly Agree
I feel embarrassed when I make mistakes in physical education classes.	3.06	0.95	Agree
I am enthusiastic about taking part in physical education classes.	3.63	0.57	Strongly Agree
I get frustrated easily in physical education classes.	2.57	1.13	Strongly Agree
I feel confident in my physical education skills.	3.36	0.71	Strongly Agree
I am interested in learning new physical activities in physical education classes.	3.72	0.50	Strongly Agree
I know the good effects of the participating in different physical education activities.	3.77	0.45	Strongly Agree
Overall Mean	3.45		

The findings of this survey indicate that the respondent has a favorable view of PE classes. The overall mean score of 3.45 indicates that the respondent concurs with all eight statements. The standard deviation of the responses received was 0.71, indicating that respondents' perspectives on PE classes are relatively consistent. It fully concurs with the statements that they take physical education classes seriously, are committed to enhancing their physical education skills, are enthusiastic about participating in physical education classes, feel confident in their PE skills, have an interest in learning new physical activities, and are aware of the positive effects of participating in various PE activities (Casey & Kirk, 2020). The respondent admits that when they make errors in PE classes, they feel embarrassed. In addition, the respondent has a favorable view of PE

classes. They are committed to enhancing their skills and treat the classes seriously. Likewise, they are secure in their capacities and eager to participate in PE courses and they are eager to learn new physical activities (Al-Rawahi & Al-Yarabi, 2013). They realize the importance of participating in a variety of PE activities.

Table 4. Role of Recreational Activities in Physical Education Participation of College Students in relation to Physical Aspect

Statements	Mean	Standard Deviation	Remarks
Recreational activities provide an opportunity to improve the physical coordination of the students.	3.84	0.41	Strongly Agree
Being physically active improves the overall physical well-being.	3.81	0.44	Strongly Agree
Participating in recreational activities increases the physical endurance.	3.84	0.41	Strongly Agree
Recreational activities provide an opportunity to improve the physical strength	3.81	0.43	Strongly Agree
Recreational activities is important in developing and maintaining physical fitness.	3.83	0.43	Strongly Agree
Recreational activities help to increase the physical activity level of students.	3.83	0.47	Strongly Agree
Overall Mean	3.83		

The results indicate that the majority of students strongly concur that recreational activities offer the opportunity to enhance coordination, endurance, strength, and fitness, and also increase their physical activity levels. The aggregate mean score of 3.83 indicates that the majority of students concur which recreational activities are essential for their physical health.

Consequently, recreational activities are vital to the physical health of students. These activities can allow students to gain and keep up physical fitness, that is essential for a wholesome lifestyle (Corbin & Le Masurier, 2014). Participation in recreational activities may additionally supply students with additional benefits (Moronkeji et al., 2022). These activities can aid in the development of relationships, problem-solving abilities, and teamwork among students. Moreover, recreational activities may offer a stress-relieving outlet for students, which is beneficial to their mental health (Autey et al., 2024). It is essential that schools offer students the chance to engage in recreational activities. This can promote physical health and provide students with opportunities to develop relationships, problem-solving skills, and collaboration abilities. Schools should create and implement recreational activities of which are suited to the age, aptitude, and interests of their students.

Table 5. Role of Recreational Activities in Physical Education Participation of College Students in relation to Mental Aspect

Statements	Mean	Standard Deviation	Remarks
Engaging in recreational activities makes every individual feel happier and feel more relaxed.	3.75	0.49	Strongly Agree
Recreational activities help to reduce stress level through participating in in different physical activity.	3.77	0.48	Strongly Agree
Recreational activities boost my mental ability.	3.70	0.53	Strongly Agree



Participating in recreational activities helps to increase problem-solving skills.	3.73	0.51	Strongly Agree
Participating in recreational activities helps to reduce anxiety levels.	3.71	0.53	Strongly Agree
Participating in recreational activities helps to improve mental wellbeing.	3.75	0.49	Strongly Agree
Overall Mean	3.73		

The findings of this study reveal that participants strongly concur with all statements pertaining the mental aspect of leisure activities. The mean for all statements was 3.73, with a range of 3.70 to 3.77, indicating that the respondents strongly agreed with each statement. The respondents strongly agreed that participating in recreational activities helps them feel happier and more relaxed, reduces their tension levels through physical activity, improves their cognitive ability, increases their problem-solving skills, lowers their anxiety levels, and enhances their mental health. These findings imply that recreational activities possess an advantageous effect on mental health, which means they assist in decreasing stress and anxiety, improve cognitive ability and problem-solving abilities, and improve mental wellbeing. Noting that excessive participation in recreational activities can have a deleterious impact on mental health is essential (Rodriguez-Ayllon et al., 2019).

Table 6. Role of Recreational Activities in Physical Education Participation of College Students in relation to Emotional Aspect

Statements	Mean	Standard Deviation	Remarks
Participating in recreational activities helps to improve the mood.	3.77	0.47	Strongly Agree
Participating in recreational activities helps to increase self-confidence.	3.71	0.51	Strongly Agree
Recreational activities help individuals to process the emotions better.	3.71	0.52	Strongly Agree
Recreational activities help individuals to better understand other people's emotions	3.70	0.52	Strongly Agree
Recreational activities have a positive effect to express emotions in a healthy way	3.74	0.49	Strongly Agree
Recreational activities are a great way in expressing yourself with friends and classmates.	3.77	0.49	Strongly Agree
Overall Mean	3.73		

All statements pertaining to the emotive aspect of recreational activities were supported by a high level of agreement from the survey respondents. The average score for the claims was 3.73, indicating substantial agreement. The standard deviation ranged from 0.47 to 0.52, demonstrating that the answers were fairly uniform. This indicates that recreational activities are having a positive influence on individuals' emotions. The findings show that recreational activities improve mood, boost self-confidence, and assist individuals in better understanding and expressing their emotions. In addition, the results indicate that recreational activities are an excellent way to express yourself with your peers and friends. The results illustrate that recreational activities exhibit a positive effect on individuals' emotional health (Mondal et al., 2021). Therefore, individuals are encouraged to get involved in recreational activities to better their emotional health.

Table 7. Role of Recreational Activities in Physical Education Participation of College Students in relation to Social Aspect

Statements	Mean	Standard Deviation	Remarks
Participating in recreational activities helps individuals to develop better social connections.	3.83	0.42	Strongly Agree
Recreational activities can help people learn to work together.	3.84	0.41	Strongly Agree
Recreational activities can provide individuals with a sense of belonging.	3.80	0.44	Strongly Agree
Engaging in recreational activities can help to strengthen existing relationships with classmates and teachers.	3.80	0.45	Strongly Agree
Recreational activities are a valuable way to foster collaboration and cooperation between individuals in building a sense of community.	3.82	0.43	Strongly Agree
Recreational activities build connections and able to accept new ideas and learning from others.	3.83	0.42	Strongly Agree
Overall Mean	3.82		

The vast majority of respondents strongly agree that participating in recreational activities permits individuals develop more effectively social connections, learn to work together, feel a sense of belonging, solidify current relationships with classmates and teachers, promote collaboration and cooperation among individuals, and build connections and be open to new ideas and learning from others. This suggests that recreational activities have an efficient means of establishing and enhancing social connections. Recreational activities can facilitate socialization, relationship building, and interaction between individuals. This can promote feelings of belonging as well as cooperation and collaboration among individuals. In addition to facilitating the formation of new relationships, it may additionally assist in fortifying existing ones. Moreover, participation in recreational activities may assist individuals embrace fresh concepts while gaining knowledge from others (Quaye et al., 2019). In general, recreational activities have an efficient means of establishing and strengthening social bonds. They offer an opportunity for individuals to interact, develop relationships, and join together. Individuals can increase their sense of belonging, capacity for working together, and ability to embrace fresh perspectives while acquiring knowledge from others by participating in recreational activities (Woods & Butler, 2020).

Table 8. Significant Relationship Between the Students' Profile Engagement in the Role of Recreational Activities in Physical Education

Respondents' Profile	Role of Recreational Activities	r- value	Degree of Correlation	p- value	Analysis
Gender	Physical Aspect	0.190	Very Weak Correlation	0.000	Significant
	Mental Aspect	0.119	Very Weak Correlation	0.010	Significant
	Emotional Aspect	0.086	Very Weak Correlation	0.064	Significant
	Social Aspect	0.115	Very Weak Correlation	0.001	Significant

Number of Hours Participated	Physical Aspect	0.022	Very Weak Correlation	0.632	Significant
	Mental Aspect	0.057	Very Weak Correlation	0.219	Significant
	Emotional Aspect	0.009	Very Weak Correlation	0.855	Significant
	Social Aspect	0.029	Weak Correlation	0.534	Significant
Types of Recreational Activities Participated	Physical Aspect	0.005	Very Weak Correlation	0.918	Significant
	Mental Aspect	0.020	Very Weak Correlation	0.617	Significant
	Emotional Aspect	0.043	Very Weak Correlation	0.357	Significant
	Social Aspect	0.009	Very Weak Correlation	0.855	Significant

Legend	
Range	Degree of Correlation
$\pm 0.80 - \pm 1.00$	Very Strong
$\pm 0.60 - \pm 0.79$	Strong
$\pm 0.40 - \pm 0.59$	Moderate
$\pm 0.20 - \pm 0.39$	Weak
$\pm 0.00 - \pm 0.19$	Very Weak

This study uncovered a significant correlation between students' recreational activity participation and their profile engagement in physical education. The results indicated that the correlation between the age, gender, and number of hours of participation of the respondents and the physical, mental, emotional, and social aspects of recreational activities is very feeble. The correlation coefficients (r-value) range between 0.005 and 0.190 for age, between 0.086 and 0.119 for gender, and between 0.009 and 0.057 for number of hours participated. The analysis of each correlation's p-value revealed that they were all statistically significant ( $p < 0.05$ ).

In addition, the results indicate that the profile engagement of students in physical education recreational activities is marginally associated with their age, gender, and number of hours participated. This suggests that while age, gender, and number of hours participated may have some effect on recreational activities, motivation, attitude, and interests may play a larger role in determining students' participation in recreational activities. To encourage participation in recreational activities, schools and teachers ought to concentrate on establishing an encouraging atmosphere and providing learners with activities that correspond to their interests.

Table 9. Significant Relationship Between the Level of Physical Education Participation to the Recreational Activities Among College Students in State University in Laguna Philippines

Level of Physical Education Participation	Role of Recreational Activities	r-value	Degree of Correlation	p-value	Analysis
Motivation	Physical Aspect	0.763	Strong Correlation	<.001	Significant
	Mental Aspect	0.741	Strong Correlation	<.001	Significant
	Emotional Aspect	0.719	Strong Correlation	<.001	Significant

Attitude	Social Aspect	0.756	Strong Correlation	<.001	Significant
	Physical Aspect	0.538	Moderate Correlation	<.001	Significant
	Mental Aspect	0.564	Moderate Correlation	<.001	Significant
	Emotional Aspect	0.585	Moderate Correlation	<.001	Significant
	Social Aspect	0.534	Moderate Correlation	<.001	Significant

Legend	
Range	Degree of Correlation
± 0.80- ± 1.00	Very Strong
± 0.60- ± 0.79	Strong
± 0.40- ± 0.59	Moderate
± 0.20 - ± 0.39	Weak
± 0.00 - ± 0.19	Very Weak

The results of this study indicate that there is a significant correlation between college students at a state university in Laguna, Philippines and their participation in physical education and recreational activities. The r-values for the categories of motivation and attitude were 0.76 and 0.538, respectively, indicating a substantial correlation. This suggests that increased participation in physical education can contribute to a greater role for recreational activities in physical, mental, emotional, and social dimensions. In addition, the p-values for each category were less than 0.001, indicating that the results are statistically significant.

Physical education participation serves an essential role in students' recreational activities, according to the study. Increased participation in physical education activities can assist students in developing a positive attitude toward recreation, engaging in physical activities, and achieving greater mental, emotional, and social benefits. Consequently, this study's findings have significant implications for physical education programs in colleges, universities, and other educational institutions. It is recommended that physical education curricula maximize student participation in physical activities and foster positive attitudes toward recreation.

Physical activity is an important part of a healthy lifestyle and physical education (PE) provides an opportunity for students to engage in physical activity. However, research has shown that participation in PE is declining, particularly among adolescents. The purpose of this literature review is to examine the role of recreational activities in physical education participation (Crane & Temple, 2015). Additionally, research has shown that recreational activities can be an effective way to promote physical activity among students. A study by Khan et al. (2021) found that recreational activities such as sports, dancing, and outdoor games have a positive effect on physical activity levels in adolescents. They also found that students who participated in these recreational activities had higher levels of physical activity than those who did not. Furthermore, they found that those who participated in recreational activities were more likely to engage in physical education activities such as sports, dance, and outdoor games.

Furthermore, a study by Hulteen et al. (2017) found that adolescents who participated in recreational activities such as basketball and soccer had higher levels of physical activity than those who did not. Additionally, the study found that recreational activities can increase the amount of time spent in physical education classes. Similarly, a study by Tannehill et al. (2015) found that the use of recreational activities such as

swimming, volleyball, and badminton can increase physical activity levels and lead to higher levels of physical education participation. Meanwhile, Whalen et al. (2016) found that recreational activities such as yoga and dance can be used to motivate students to become more physically active.

## Conclusion

The study's findings shed light on the level of physical education participation among students at a state university in Laguna, Philippines, and its relationship to recreational activities. The study examined a variety of variables, including gender, participation hours, recreational activity type, motivation, and attitudes heading towards physical education. In addition, the research discovered that the participants relished the recreational activities immensely and actively participated in them. These activities enabled physical activity, intellectual and emotional stimulation, and interaction with others. The high levels of participation illustrates that the students enjoyed the games and that they benefited to their overall enjoyment of physical education courses. Consequently, the findings of the survey emphasize the respondents' favorable feelings toward physical education classes along with their strong drive to get involved and prosper in these classes. Their desire to learn and pursue new physical activities is indicative of their proactive approach to physical education. The significance of nurturing a supportive and active physical education environment that encourages the holistic development as well as well-being of students is highlighted by these findings. Moreover, this study demonstrates the significance of recreational activities for fostering physical health, improving emotional and mental health, and nurturing social connections within students. In addition, the importance of physical education regarding encouraging recreational activities. Improved participation in physical education correlates with increased participation in recreational activities, resulting in physical, mental, emotional, and social benefits. The findings highlight the requirement for physical education programs that emphasize student participation in addition to cultivate positive recreation attitudes. On the basis of these findings, State Universities may prioritize the incorporation of recreational activities into their curricula and provide an atmosphere of encouragement that encourages active engagement and enjoyment. In addition, the researcher created a processed handbook concerning recreational activities that the teachers of state universities may utilize in their respective classes. Through participation in both physical education and recreational activities, students can enhance their physical, mental, emotional, and social well-being.

## References

- Ahmed, M. D. (2013). Comparative study of well being, thought control, academic achievement and health related physical fitness of active and inactive adolescent school students. *International Leisure Review*, 2(2), 135-156.
- Al-Rawahi, N., & Al-Yarabi, A. (2013). The relationship between attitudes toward participation in physical activities and motives for choosing teaching physical education as a career. *International Journal of Instruction*, 6(2).
- Autey, J., Baghela, M., Ngo, V., & Underhill, B. (2014). Student wellbeing at UBC: campus planning best practices and recommendations for promoting health and wellbeing.
- Bennie, J. A., Pedisic, Z., van Uffelen, J. G., Charity, M. J., Harvey, J. T., Banting, L. K., ... & Eime, R. M. (2016). Pumping iron in Australia: prevalence, trends and sociodemographic correlates of muscle strengthening activity participation from a national sample of 195,926 adults. *PLoS One*, 11(4), e0153225.

- Bryan, C. L., & Solmon, M. A. (2012). Student motivation in physical education and engagement in physical activity. *Journal of sport behavior*, 35(3), 267.
- Cairney, J., Dudley, D., Kwan, M., Bulten, R., & Kriellaars, D. (2019). Physical literacy, physical activity and health: Toward an evidence-informed conceptual model. *Sports Medicine*, 49, 371-383.
- Casey, A., & Kirk, D. (2020). *Models-based practice in physical education*. Routledge.
- Cho, M. H. (2014). Are Korean adults meeting the recommendation for physical activity during leisure time?. *Journal of Physical Therapy Science*, 26(6), 841-844.
- Corbin, C. B., & Le Masurier, G. C. (2014). *Fitness for life*. Human Kinetics.
- Crane, J., & Temple, V. (2015). A systematic review of dropout from organized sport among children and youth. *European physical education review*, 21(1), 114-131.
- Cruz, A. B. (2022). Post-primary School Students' Attitudes Toward Physical Education and Physical Activity Preferences: Philippines' K-12 Program. *The Asia-Pacific Education Researcher*, 31(5), 507-517.
- Ennis, C. D. (2017). Educating students for a lifetime of physical activity: Enhancing mindfulness, motivation, and meaning. *Research Quarterly for Exercise and Sport*, 88(3), 241-250.
- Etikan, I., & Bala, K. (2017). Sampling and sampling methods. *Biometrics & Biostatistics International Journal*, 5(6), 00149.
- Hulteen, R. M., Smith, J. J., Morgan, P. J., Barnett, L. M., Hallal, P. C., Colyvas, K., & Lubans, D. R. (2017). Global participation in sport and leisure-time physical activities: A systematic review and meta-analysis. *Preventive medicine*, 95, 14-25.
- Lloyd, R. S., Cronin, J. B., Faigenbaum, A. D., Haff, G. G., Howard, R., Kraemer, W. J., ... & Oliver, J. L. (2016). National Strength and Conditioning Association position statement on long-term athletic development. *Journal of strength and conditioning research*, 30(6), 1491-1509.
- Kasser, S. L., & Lytle, R. K. (2013). *Inclusive physical activity*. Human Kinetics.
- Gadre, H. V., Lele, D. C., Deo, M., & Mathur, C. (2019). Effect of Dynamic Balance Training on Agility in Adolescent Volleyball Players. *Journal of Clinical & Diagnostic Research*, 13(11).
- Khan, N., Muhammad, K., Hussain, T., Nasir, M., Munsif, M., Imran, A. S., & Sajjad, M. (2021). An adaptive game-based learning strategy for children road safety education and practice in virtual space. *Sensors*, 21(11), 3661.
- Metzler, M. W., McKenzie, T. L., van der Mars, H., Barrett-Williams, S. L., & Ellis, R. (2013). Health optimizing physical education (HOPE): A new curriculum for school programs—Part 1: Establishing the need and describing the model. *Journal of Physical Education, Recreation & Dance*, 84(4), 41-47.
- Mondal, A., Bhat, C. R., Costey, M. C., Bhat, A. C., Webb, T., Magassy, T. B., ... & Lam, W. H. K. (2021). How do people feel while walking? A multivariate analysis of emotional well-being for utilitarian and recreational walking episodes. *International journal of sustainable transportation*, 15(6), 419-434.
- Moronkeji, D., Ayeni, D., & Emmanuel, A. (2022). Participation and Hindrances to Students' Recreation at Selected Universities in Ondo State, Nigeria. *Journal of Social and Development Sciences*, 13(1 (S)), 1-14.
- Nemoto, T., & Beglar, D. (2014). Likert-scale questionnaires. In *JALT 2013 conference proceedings* (pp. 1-8).
- O'Connor, J., Alfrey, L., & Penney, D. (2022). Rethinking the classification of games and sports in physical education: A response to changes in sport and participation. *Physical Education and Sport Pedagogy*, 1-14.

- Pangrazi, R. P., & Beighle, A. (2019). *Dynamic physical education for elementary school children*. Human Kinetics Publishers.
- Quaye, S. J., Harper, S. R., & Pendakur, S. L. (Eds.). (2019). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. Routledge.
- Richmond, D., Sibthorp, J., Gookin, J., Annarella, S., & Ferri, S. (2018). Complementing classroom learning through outdoor adventure education: Out-of-school-time experiences that make a difference. *Journal of Adventure Education and Outdoor Learning*, 18(1), 36-52.
- Rodriguez-Ayllon, M., Cadenas-Sánchez, C., Estévez-López, F., Muñoz, N. E., Mora-Gonzalez, J., Migueles, J. H., ... & Esteban-Cornejo, I. (2019). Role of physical activity and sedentary behavior in the mental health of preschoolers, children and adolescents: a systematic review and meta-analysis. *Sports medicine*, 49(9), 1383-1410.
- Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*, 60, 101832.
- Shimon, J. M. (2019). *Introduction to teaching physical education: Principles and strategies*. Human Kinetics, Incorporated.
- Siedlecki, S. L. (2020). Understanding descriptive research designs and methods. *Clinical Nurse Specialist*, 34(1), 8-12.
- Taherdoost, H. (2016). Validity and reliability of the research instrument; how to test the validation of a questionnaire/survey in a research. *How to test the validation of a questionnaire/survey in a research (August 10, 2016)*.
- Tannehill, D., MacPhail, A., Walsh, J., & Woods, C. (2015). What young people say about physical activity: the Children's Sport Participation and Physical Activity (CSPPA) study. *Sport, Education and Society*, 20(4), 442-462.
- Whalen, L., McCaughtry, N., Garn, A., Kulik, N., Centeio, E. E., Maljak, K., ... & Martin, J. (2016). Why inner-city high-school students attend after-school physical activity clubs. *Health Education Journal*, 75(6), 639-651.
- Woods, R., & Butler, B. N. (2020). *Social issues in sport*. Human Kinetics Publishers.
- Zada, N. Y. (2021). The Role of Co-curricular Activities in Leadership Skills' Development among University Students. *Journal of Social Sciences Review*, 1(2), 38-52.