

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the statement of the problem, the significance of the study, the scope and delimitation, and the definition of terms of the study.

Background of the Study

Physical activity has long been recognized as a critical component of holistic education. According to the Physical Education and Health Textbook by Dela Cruz et al. (2016), physical activity not only promotes physical fitness but also enhances emotional well-being.

According to Ratey (2015), physical exercise stimulates the release of brain chemicals that support learning and emotional well-being, helping students become more focused and engaged in the classroom. This study seeks to assess the impact of physical activity on students' academic performance and interest, aiming to provide evidence-based insights for integrating physical movement into educational practices.

In addition, the study indicates a positive correlation between physical activity and academic performance among students of Surigao del Norte State University, suggesting that regular physical activity may enhance cognitive benefits and learning interest, thereby improving overall academic achievement (Delito, 2023).

However, in the context of the Philippines, particularly in urban academic

institutions in General Santos City, the pressure to perform well academically often limits opportunities for physical movement among students. As educational institutions increasingly prioritize academic achievement, there is a pressing need to understand how physical activity can influence students' interest and cognitive development.

This study needs to be conducted due to increasing academic pressure and sedentary lifestyles among students, which may contribute to declines in physical health and student interest at Stratford International School (SIS). This issue reflects a broader trend observed across many schools in the Philippines, where academic performance is often prioritized at the expense of students' physical activity and overall well-being.

Statement of the Problem

This study sought to determine students' interest in physical activity and their academic performance at Stratford International School.

To guide the investigation, the study seeks to answer the following research questions:

1. What is the students' interest in physical activity at Stratford International School?
2. What is the academic performance of students?
3. Based on the findings of this study, what physical activity intervention programs can be proposed?

Scope and Delimitation

This study was conducted at SIS and will focus on fifty (50) College students from various departments enrolled during the school Year 2025-2026. It will assess their interest in physical activity and academic performance. Other factors influencing academic performance are beyond the scope of this research.

Significance of the Study

The findings of this research was beneficial to the following:

- 1. To the Students.** This study was help students realize the importance of engaging in physical activities. It will help them understand that being physically active can improve not only their health but also their focus, energy, and overall academic performance.
- 2. To the Teachers.** The results was provided them with insights into how physical well-being influences academic achievement. This can guide them in encouraging students to balance their studies with active recreation and in creating activities that promote both learning and physical health.
- 3. To the Parents.** This research was served as a reference for them to understand the needs of their children. It was encouraged them to support and motivate their children to participate in sports and exercise, knowing that these activities can contribute positively to their studies and development.
- 4. To the School Administrators.** The data gathered can be used as a basis for improving school programs, curricula, and policies related to Physical Education and sports. It can help them promote a healthier and more productive learning environment.

5. To Future Researchers. This study was served as related literature and reference material. It can provide baseline information and ideas for those who wish to conduct further studies regarding physical activity and academic performance.

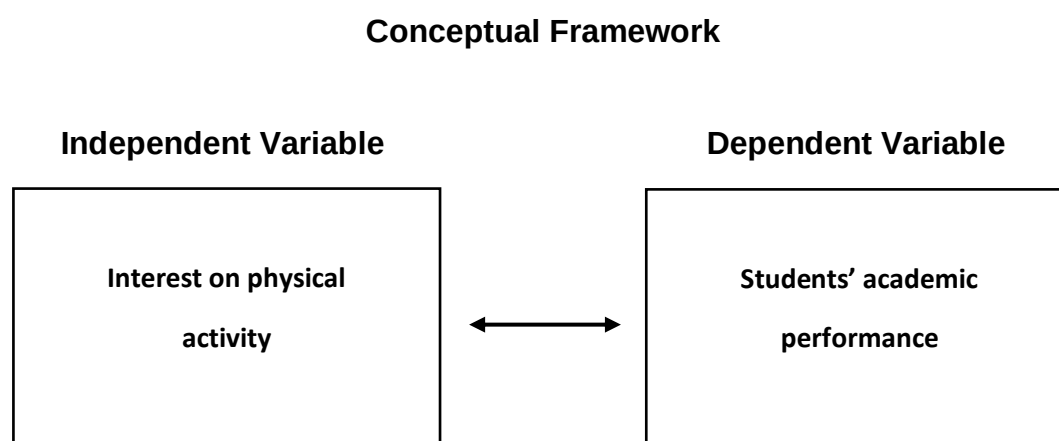


Figure1 Shows. The conceptual framework illustrates the relationship between students' interest in physical activity and their academic performance. It presents the variables involved and how they are connected in the study.

Definition of Terms

To ensure clarity and a common understanding of the key variables used in this study, the following terms are defined both conceptually and operationally:

1. Interest in Physical Activity – refers to the level of attention, curiosity, and motivation that students show toward engaging in physical activity. In this study, it may be measured through self-reported surveys or questionnaires.

2. Physical Activity – refers to bodily movement produced by skeletal muscles that requires energy expenditure, including exercise, sports, and daily activities that promote physical fitness.

3. Academic Performance – refers to students' ability to participate in classroom tasks, activities, group activities, and assignments, demonstrating their understanding and application of the lessons.

4. Students – refers to the college students enrolled at SIS during the school year 2025–2026 who will serve as the respondents of this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature gathered from sources such as books, magazines, articles, published and unpublished theses, and internet sources. It provides insights into the researcher's work and also presents a synthesis of the literature to help fully understand the study.

Students' Interest in Physical Activity

Students' interest in physical activity plays a vital role in motivating them to take part in various forms of physical activity, as their level of engagement often depends on the activities they personally prefer. Research further indicates that adolescents are more inclined to participate when the activity is enjoyable and carries personal meaning. In line with this, Boonekamp et al. (2020) stress the importance of acknowledging students' perspectives, since they rely on different cognitive processes when deciding whether to participate. Moreover, applying a salutogenic approach within the Health Promoting Schools (HPS) framework, the study points out that enabling students to share their opinions on valued "assets," including their skills, interests, peer groups, and environments, can significantly boost their willingness to participate. Therefore, school-based programs that recognize student perspectives and encourage active involvement are more effective in promoting consistent participation in physical activity.

Furthermore, students' interest in physical activity has been shown to increase when the benefits of engaging in dynamic and engaging exercises are highlighted. Costigan et al. (2016) investigated the unique benefits of high-

intensity interval training (HIIT) on the cognitive and mental health of adolescents. Their study revealed that this form of physical activity, characterized by short, intense bursts of exercise, not only improved physical fitness but also led to significant enhancements in cognitive function, such as attention and memory, and psychological well-being. These findings suggest that interest in physical activity can be further amplified by emphasizing its immediate positive effects on academic performance and mental health, making it more appealing than traditional, less intensive forms of exercise.

Poitras et al. (2016) conducted a systematic review to examine the relationship between objectively measured physical activity of varying intensities and health indicators in school-aged children and youth. Specifically, drawing on 162 studies with over 200,000 participants from 31 countries, the findings revealed that total physical activity was positively associated with physical, psychological, social, and cognitive health outcomes. Moreover, students' interest in physical activity can be fostered by these findings, as the associations were more consistent and robust for moderate-to-vigorous physical activity (MVPA), which continues to be strongly recommended for at least 60 minutes daily, while light-intensity physical activity (LPA) also showed favorable links, particularly with cardiometabolic biomarkers. In addition, all patterns of activity, whether sporadic, in bouts, or continuous, contributed to health benefits. Therefore, these results emphasize the crucial role of moderate-to-vigorous physical activity in disease prevention and health promotion among children and youth, while also recognizing the potential contributions of light-intensity physical activity and total physical activity,

ultimately underscoring the need for future research to further explore the full spectrum of activity intensities.

Firstly, the study by Suchert, V. et al. (2016) examined the relationship between adolescents' screen time, body weight, and their self-concept of physical attractiveness, offering valuable insights into the consequences of sedentary lifestyles. The researchers found a strong positive correlation between high levels of screen time and a greater likelihood of being overweight or obese, which highlights the physical health risks associated with prolonged inactivity. Beyond physical health, increased physical attractiveness, suggesting that adolescents who spend more time on sedentary activities may develop a poorer body image. This creates a detrimental feedback loop in which a screen-based lifestyle not only reduces physical fitness but also negatively affects psychological well-being and self-esteem. Ultimately, these combined factors can significantly decrease students' motivation to be active and undermine their interest in physical activity, as they may perceive exercise as less enjoyable or feel discouraged due to body image concerns.

In addition, the research of Vaquero-Solís, M. et al. (2019) investigated the psychological mechanisms connecting physical activity and adolescents' overall well-being, providing an important perspective on how internal motivation interacts with life satisfaction. Their findings demonstrated that physical activity serves as a crucial regulatory variable that strengthens the connection between motivational processes, such as intrinsic drive, and an adolescent's perceived quality of life. In simpler terms, when students are intrinsically motivated to participate in physical activity, the resulting positive

experiences such as feelings of accomplishment, enjoyment, and social interaction significantly contribute to their sense of happiness and fulfillment. This outcome suggests that physical activity is more than just a health-related behavior; it is a meaningful pathway to building self-confidence, social connectedness, and psychological resilience. Consequently, reinforcing students' interest in physical activity is not only beneficial for physical health but also for fostering emotional well-being and life satisfaction.

Similarly, Garn, A. C. et al. (2019) proposed a compelling reciprocal effects model that explains how students' levels of physical activity, self-concept, and enjoyment are interconnected in a continuous feedback cycle. According to their model, engaging in physical activity improves a child's physical self-concept, or the way they view their own abilities and physical competence. As this self-concept improves, students tend to experience greater enjoyment and confidence in physical activity, which further motivates them to remain active. This heightened enjoyment, in turn, reinforces their willingness to engage in physical activity more frequently, creating a positive loop that sustains both participation and interest. Importantly, this model demonstrates that building a student's self-concept through supportive physical education programs and enjoyable activities can be a powerful strategy for increasing long-term engagement. By fostering enjoyment alongside competence, educators can create conditions that nurture intrinsic motivation and solidify students' interest in physical activity as part of their everyday lives.

Moreover, Dong, X. et al. (2021) conducted a large-scale cross-sectional study on Chinese adolescents to explore the relationship between physical

activity, screen time, and physical fitness, providing robust evidence from a different cultural context. Their findings revealed a significant negative correlation between sedentary, screen-based behavior and physical fitness levels, reinforcing global concerns about the harmful effects of excessive screen time. Conversely, the study also found a positive correlation between regular physical activity and improved physical fitness outcomes, such as endurance and muscular strength. These results highlight the dual role of screen time and exercise in shaping adolescents' health trajectories. Prolonged screen time was shown to diminish not only physical fitness but also, implicitly, students' interest in physical activity, since a weaker physical condition may make exercise feel more challenging, less enjoyable, and therefore less attractive. This suggests that reducing screen-based habits while promoting accessible and enjoyable physical activities could help adolescents re-engage with healthy lifestyles and regain interest in being active.

Equally important, in their detailed review, Belcher, B. et al. (2021) synthesized evidence on the multifaceted roles of physical activity in promoting resilience in adolescents, underscoring the broader psychological and developmental benefits beyond physical fitness. Their findings revealed that physical activity not only enhances mental well-being by reducing symptoms of depression and anxiety but also positively influences brain development, particularly in areas responsible for emotion regulation and cognitive control. This makes physical activity a powerful tool for building emotional strength and adaptability during adolescence, a developmental stage marked by significant psychological and social challenges. The authors argue that students' interest in physical activity should be encouraged not just as a means of staying

physically fit but also as a protective factor against mental health difficulties. By framing exercise as a pathway to resilience and improved coping skills, educators and parents can help adolescents view physical activity as essential for both immediate well-being and long-term personal growth.

Likewise, the study by Chen, R. et al. (2020) explored the psychological impact of interpersonal trauma on adolescents and the potential protective role of physical exercise, highlighting a crucial dimension of physical activity's benefits. The researchers found that consistent participation in physical activity functions as a moderating factor, helping to buffer the negative psychological effects of trauma, such as depression, anxiety, and feelings of helplessness. This protective role suggests that exercise not only builds resilience but also provides adolescents with a practical coping mechanism during periods of stress or emotional hardship. For students who have experienced trauma, engaging in physical activity can offer a sense of routine, accomplishment, and empowerment, counteracting feelings of vulnerability. Promoting students' interest in physical activity in this context becomes more than a matter of health promotion; it becomes an intervention strategy that supports psychological recovery and long-term mental health stability.

Additionally, the cross-sectional study conducted by Acampanado and Valenzuela (2019) on Filipino college students offered valuable regional insights into the physical activity and dietary habits of young adults in higher education. Their findings revealed that a significant portion of the student population was physically inactive, and that inactivity increased progressively with each academic year, suggesting that the demands of higher education

often displace time for exercise. A lack of time was reported as the primary barrier to regular activity, underscoring the structural and environmental challenges students face in balancing academics with health-related behaviors. However, the study also revealed that the most significant motivator for students who engaged in physical activity was their belief in its health benefits and the enjoyment they experienced from being active. This finding emphasizes that beyond structural barriers, the internal perception of exercise as both beneficial and enjoyable plays a decisive role in maintaining participation. Therefore, efforts to sustain students' interest in physical activity in higher education should focus on creating flexible, accessible, and enjoyable opportunities that accommodate academic demands while reinforcing the immediate and long-term value of staying active.

Furthermore, Vaquero-Solís, M. et al. (2021) conducted a significant study that explored the link between physical activity and the quality of life in high school students. Their research revealed that physical activity predicts an adequate quality of life, a relationship that is partially mediated by a student's self-concept and subjective happiness. In other words, when adolescents regularly engage in physical activity, they not only experience physical health benefits but also cultivate a more positive self-image and a stronger sense of personal well-being. The authors emphasized that students' interest in physical activity is not isolated but is deeply intertwined with their self-perception and overall happiness. Thus, enhancing this self-concept through positive and rewarding experiences in physical education can serve as a powerful way to foster a lasting interest in being active and to encourage lifelong engagement in exercise.

Correspondingly, the study by Sun, Y. et al. (2025) will investigate the complex interplay between sports preferences, emotions, and motivation in shaping students' physical activity habits. Unlike earlier research that tended to view student participation as a uniform behavior, this upcoming study will highlight the importance of individuality in sport choices. The research will demonstrate that a student's interest in a specific sport directly influences their participation, and that this relationship is significantly mediated by positive "sports achievement emotions" (e.g., joy, pride) and overall exercise motivation. This finding suggests that enjoyment and intrinsic emotional rewards serve as powerful motivators for sustained engagement. Therefore, in order to foster students' lasting interest in physical activity, it is essential to align programs with students' personal preferences and create learning environments that encourage positive emotional experiences, such as mastery, teamwork, and a sense of accomplishment.

In the same way, the forthcoming research by Li, K. et al. (2025) will explore the mechanisms through which physical activity enhances the happiness of college students. Their study is expected to reveal a "chain mediating role" where physical activity first positively influences a student's exercise attitude, which in turn leads to improved sleep quality, and ultimately results in a higher level of happiness. This comprehensive model provides a holistic view of student well-being, illustrating that students' interest in physical activity is not just a direct path to happiness but part of a broader psychological and physiological process. By strengthening positive attitudes toward exercise

and supporting healthy sleep patterns, students can experience long-term improvements in both mental health and academic productivity.

Notably, the role of interest in Physical Education (PE) is highlighted through two primary forms: "situational interest," which is sparked by the classroom setting or teaching strategies, and "individual interest," which reflects a more consistent, personalized, and enduring interest (Chen, A., & Wang, Y., 2017). In particular, the authors contend that situational interest can serve as an effective strategy for teachers to provide stimulating learning environments that inspire students to participate. For example, innovative teaching techniques, game-based learning, or incorporating new activities can temporarily spark curiosity and motivation, which may then develop into more stable, individual interest. Thus, the design of PE lessons and how they are delivered are critical elements in both grabbing and holding students' interest in physical activity.

At the same time, movement and learning in elementary school have long been recognized by many educators as crucial to children's development. Nevertheless, the consequences of incorporating dance, gesture, and other forms of movement into the regular classroom routine have only recently come under the scrutiny of educational scholars. According to Lindt, S. F., & Miller, S. C. (2017), early research indicates that students who participate in these activities report improved motivation, higher levels of classroom engagement, and enhanced learning outcomes. More importantly, such strategies foster an overall increase in students' interest in physical activity, since children begin to associate movement not only with play but also with intellectual and creative

growth. This integration of physical activity into broader educational contexts highlights its interdisciplinary value in promoting holistic student development.

In this regard, Ściślak, Rokita, and Popowczak (2013) emphasized that students' interest in physical activity, such as individual and team sports, tends to differ according to factors like sex, place of residence, age, season, and other contextual conditions. The purpose of their study was to examine these variations among a group of secondary school students by exploring the relationships between their interest in different sports and variables such as gender, age, and the type of school they attended. Their findings suggest that interest is not static but dynamic, shaped by social and environmental contexts, which further underscores the importance of tailoring physical education and extracurricular programs to meet the needs of diverse groups of students.

Consequently, Roure, Lentillon-Kaestner, and Pasco (2021) addressed the shortcomings of earlier research that relied on crude, single-item measures by creating a valid, reliable, and multidimensional questionnaire to gauge students' interest in physical activity in physical education. Drawing on frameworks such as the expectancy-value theory and interest development research, they conceptualized individual interest as having cognitive, affective, and motivational dimensions. The resulting 22-item instrument was rigorously validated and has since provided educators and researchers with a valuable tool for better understanding and promoting student motivation in physical education. By offering a more nuanced perspective, their work enables teachers to identify specific areas where interventions may be needed to increase student engagement.

However, as stated by Carraça et al. (2018), a major barrier to engaging in physical exercise is the 20% of Europeans who report having no interest in exercise at all. Even after accounting for personal and contextual factors, there remains a strong association between lack of interest and physical inactivity. Disinterested individuals tend to have poorer health outcomes, including higher rates of obesity, lower cardiovascular fitness, and greater susceptibility to chronic illnesses. These findings highlight how a lack of intrinsic motivation undermines students' interest in physical activity and suggest that psychological barriers should be the primary focus of public health campaigns aiming to improve participation rates.

Specifically, in the context of physical education, Scott et al. (2020) conducted a study to determine the role of content specificity in moderating situational interest and its relationship with physical activity. By analyzing between-content and within-content relations in an urban physical education setting, they examined how situational interest influenced students' engagement. Their findings clearly suggest that the type of activity chosen in physical education classes directly shapes students' interest in physical activity. For instance, some sports like basketball may be more engaging for certain groups of students than traditional fitness drills, making content design a crucial factor for motivation and participation.

As a result, Lin and Zhu (2022) identified seven significant variables influencing physical education interest among Chinese primary and middle school students, including expectancy-value, sports knowledge, self-efficacy, mastery goals, family environment, and gender. Their CHAID decision tree

model confirmed that expectancy-value and a supportive family sports environment were the most impactful predictors of students' interest in physical activity. These results provide educators with actionable strategies to boost physical education engagement, such as involving families in sports-related activities, promoting mastery-oriented goals, and providing adequate knowledge to increase self-confidence and motivation.

In line with this, Li (2024) emphasized that favorable attitudes toward physical education form the foundation for greater involvement. Motivation, self-confidence, and goal-setting were highlighted as key drivers of participation, suggesting that physical education programs should not only focus on skills and performance but also on shaping positive mindsets. The study further suggests that interventions tailored to address individual differences such as students' skill levels, learning preferences, and personal goals and the creation of supportive learning environments can greatly enhance students' interest in physical activity.

Finally, Kurniawan et al. (2023) highlighted that students' interest in physical activity is shaped by both internal and external factors, with internal ones such as enjoyment, attention, and engagement playing the strongest role. They argued that when students find physical education meaningful, relevant, and enjoyable, they are more likely to sustain long-term healthy habits. External factors such as teacher encouragement, peer influence, and school policies can provide additional support, but intrinsic enjoyment remains the most influential. Thus, teachers must focus on creating dynamic, inclusive, and fun experiences that foster lasting enthusiasm. By ensuring that students feel both

challenged and supported, physical education can become a cornerstone in developing lifelong habits of health and activity.

Academic Performance of Students

As stated by Chen, Z. (2024), Students' interest in learning and academic performance is not only an important aspect to measure the quality of students particularly in Secondary High School, but also the focus of attention in education and teaching. Interest is of great significance to the development of people's learning activities and other aspects. It is one of the driving forces to stimulate students' learning motivation and promote students' learning and development. Therefore, it is of great significance to explore the influence of students' learning interest on academic performance. According to the requirements of the new curriculum reform and the implementation of quality education, the cultivation of students' interest and motivation in learning has become one of the important contents of the current teaching work. The current secondary school teaching should give play to the main role of students, that is to say, to let students have enthusiasm, initiative and creativity in the learning process, so as to let students develop in an all-round way. This needs to inspire students to take the initiative to learn the internal drive. Ancient saying "those who know are not better than those who are good, and those who are good are not better than those who are happy." Interest is one of the driving forces to promote students' active learning, and interest is the best teacher. How to stimulate students' interest in learning has become the focus of the majority of teachers.

Furthermore, the academic performance of students holds substantial

significance as it serves as a reflection of the knowledge, skills, and attitudes they have developed throughout their college education, encapsulating the outcomes of years of learning and personal growth. Moreover, this achievement is often considered a crucial determinant of a student's future professional success, influencing career opportunities, employability, and readiness for the challenges of the workplace. In this regard, academic interest determines the academic performance of students, as the study found that those who demonstrated a higher level of interest and genuine engagement in their studies were more likely to achieve strong academic results, suggesting that intrinsic motivation plays a vital role in driving performance. On the other hand, certain learning attitudes and qualities—especially those reflecting disinterest, lack of engagement, or ineffective study approaches—were shown to have a negative impact on the academic performance of students. Therefore, this implies that without authentic interest in the learning process, even positive-seeming study habits or attitudes may fail to translate into success, highlighting the importance of fostering curiosity, passion, and a deep connection to the subject matter as key factors in enhancing academic performance of students (Mappadang, A. et al., 2022).

Correlation of Physical Activity and Academic Performance

In their correlational study, Komarudin, K. et al., (2023) investigated the connection between physical activity and academic performance among elementary school students. While the overall correlation was found to be relatively weak, the study contributes to the literature by demonstrating that a student's interest and participation in physical activity are not a hindrance to their academic success.

However, the correlation of physical activity and academic performance is strongly reflected in the work of Kriemler, S. et al. (2011), who emphasized that school-based interventions are among the most universally effective strategies for addressing low physical activity (PA) levels and declining fitness in children and adolescents. Schools provide a structured environment where students can be consistently and equitably engaged, offering opportunities through Physical Education (PE) classes, extracurricular sports, active recess periods, and health-promoting policies. While there is consensus on the value of school-based programs, debates remain about the most effective strategies, including family involvement, optimal duration, and intervention intensity. These ongoing discussions demonstrate the complexity of designing interventions that can effectively sustain both physical activity levels and improved learning outcomes, thus underscoring the correlation of physical activity and academic performance in diverse educational contexts.

According to Watson, A. et al. (2017), the correlation of physical activity and academic performance is particularly evident in classroom-based physical activity programs. Teachers integrate movement into lessons through active learning, curriculum-focused activity breaks, or short bursts of exercise. Although children often fall short of meeting national activity guidelines, classroom-based approaches provide an innovative solution to increase PA while simultaneously enhancing academic-related outcomes. This systematic review and meta-analysis highlighted that adding movement into daily classroom routines not only raises activity levels but also fosters improved concentration, engagement, and learning behaviors, demonstrating how the

correlation of physical activity and academic performance can be strengthened within the classroom setting.

In addition, the correlation of physical activity and academic performance is supported by extensive research linking both immediate and long-term benefits. Shortly after physical activity, students show sharper concentration and improved task performance, while sustained participation enhances fitness and is tied to higher achievement in math, reading, and writing. Castelli et al. (2014) argued that quality physical education programs maximize these effects, especially when scheduled earlier in the day. Moreover, initiatives such as walking or biking to school, structured PE, and active recess instill lifelong healthy habits while boosting academic success. Thus, prioritizing physical activity within the school routine reinforces the correlation of physical activity and academic performance as both a health and educational strategy.

In accordance with Dai & Xu (2022), the correlation of physical activity and academic performance has become a growing concern in China, where many parents and teachers fear that physical activity detracts from study time. However, their study revealed that moderate participation enhances academic outcomes by improving volitional qualities, stress tolerance, interpersonal relationships, and professional awareness. These psychosocial and cultural factors show that balancing physical activity with academics does not hinder, but rather strengthens, student achievement. Therefore, the research highlights how the correlation of physical activity and academic performance can serve as a guiding principle for policies and educational practices.

Additionally, the correlation of physical activity and academic performance has been substantiated by Sember et al. (2020), who emphasized the importance of physical activity in supporting cognitive function and brain health. Regular exercise enhances oxygen saturation and angiogenesis in the brain, particularly in the prefrontal cortex and hippocampus, regions critical for learning and memory. Conversely, insufficient physical activity contributes to reduced cardiorespiratory fitness and poorer academic outcomes. These findings reinforce the idea that the correlation of physical activity and academic performance is rooted in both physiological health and cognitive development.

Donnelly, J. E. et al. (2016) also confirmed the correlation of physical activity and academic performance in their comprehensive review of physical activity's impact on cognition and brain structure. Evidence suggests that greater or more structured PA improves children's cognitive skills and may follow a dose-response relationship, where higher physical activity yields greater benefits. Despite some methodological weaknesses in existing studies, the overall pattern highlights the need for stronger, more rigorous research. Such studies could solidify public health and educational initiatives by further validating the correlation of physical activity and academic performance.

As noted by Howie & Pate (2012), the correlation of physical activity and academic performance has been central to decades of research on children's health and learning. While schools have steadily reduced physical activity opportunities due to academic pressures, mounting evidence shows that PA not only supports physical fitness but also enhances focus, concentration, and cognitive performance. Advocates now emphasize physical activity as a tool for

boosting academic success, reframing it as integral to educational goals rather than an extracurricular add-on. This reframing provides compelling support for integrating PA into the school day, further affirming the correlation of physical activity and academic performance.

In addition, Bailey, R. et al. (2013) framed the correlation of physical activity and academic performance within a broader Human Capital Model. They argued that physical activity builds multiple forms of capital—emotional, social, intellectual, and physical—that contribute to lifelong development. These domain-specific benefits, when cultivated early, provide lasting academic and personal advantages. By situating PA within this framework, the study demonstrates that the correlation of physical activity and academic performance is not merely immediate but also long-term, influencing health, achievement, and overall well-being throughout life.

In addition, the study by Verret, C. et al. (2012) examined the impact of a 10-week moderate-to-vigorous physical activity program on children with ADHD. The findings revealed improvements in muscular strength, motor skills, social functioning, and reductions in behavioral difficulties, alongside enhanced cognitive outcomes such as sustained attention and faster visual search performance. These gains suggest that structured physical activity may strengthen the correlation of physical activity and academic performance, as improvements in attention and cognitive skills are closely tied to learning outcomes.

Moreover, Lubans, D. et al. (2016) carried out a comprehensive systematic review to examine how physical activity affects cognitive and mental

health outcomes in young people aged 5 to 18. Their analysis synthesized findings from multiple studies and provided a clear picture of the multifaceted benefits of regular activity on children's and adolescents' development. The strongest evidence pointed to improvements in self-perceptions and self-esteem, both of which are essential psychological resources that enhance learning motivation and resilience in school environments. Students who engage in physical activity are more likely to develop a positive sense of identity and self-worth, which in turn increases their willingness to take on academic challenges and persist in the face of setbacks. Although support for neurobiological and behavioral pathways remains limited due to methodological differences across studies, the review nonetheless emphasized that the psychological benefits of exercise such as increased self-confidence, emotional regulation, and reduced stress serve as indirect yet powerful contributors to academic engagement and achievement. By fostering these personal strengths, physical activity becomes an essential educational tool rather than simply a health-promoting behavior.

Similarly, Bidzan-Bluma and Lipowska's (2018) review further underscored the substantial positive effects of physical activity on multiple cognitive functions of children, particularly during late childhood when the brain undergoes rapid growth and development. Their findings revealed that participation in sports and other structured physical activities was consistently linked to enhanced attention, executive functions, language development, and memory skills that are critical for success in school and lifelong learning. For example, executive functions such as planning, working memory, and inhibitory control directly support problem-solving in mathematics and reading

comprehension, while improved language skills aid communication and literacy. These outcomes provide compelling evidence that physical activity is not merely a supplementary aspect of childhood but a core contributor to cognitive growth. In addition, the authors argued that children who participate in physical activity often demonstrate higher levels of classroom readiness, better behavior, and increased persistence, which collectively strengthen their overall academic performance. These insights reinforce the idea that investing in physical activity programs is an investment in both cognitive development and educational achievement.

In addition, De Greeff et al. (2018) conducted a meta-analysis of 31 studies involving 4,593 children to evaluate the effects of physical activity on executive functions, attention, and academic outcomes. Unlike individual studies, their meta-analysis offered a broad, evidence-based synthesis that demonstrated consistent patterns across diverse populations and settings. Results showed that both short-term and long-term participation in cognitively engaging exercises had significant benefits for learning-related skills. Short-term interventions, such as classroom activity breaks or daily aerobic sessions, were shown to enhance immediate attention and on-task behavior, which are vital for learning efficiency. Meanwhile, long-term interventions—such as ongoing participation in physical education or after-school sports—led to more enduring improvements in executive functioning and academic achievement. Notably, activities that simultaneously challenge both the body and the mind, such as dance, martial arts, or strategy-based sports, were found to yield the strongest outcomes. This suggests that physical activity is most effective when it is intellectually stimulating as well as physically demanding. Collectively,

these findings support the robust correlation between physical activity and academic performance, highlighting the importance of incorporating active, engaging, and cognitively challenging experiences into children's daily school routines to optimize learning and development.

Lastly, Singh, A. (2012) reported a positive association between participation in physical activity and academic achievement in children, although the conclusion was based on only two high-quality studies. Mechanisms such as increased oxygen flow to the brain, neurotransmitter release, and neurogenesis were proposed to explain this effect, alongside improvements in mood, classroom behavior, and concentration. Together, these findings emphasize the correlation of physical activity and academic performance, underscoring how regular exercise can enhance both health and learning simultaneously.

Synthesis

Students' interest in physical activity is shaped by a complex interaction of internal motivations, external influences, and the meaningfulness of the activities they engage in, and this interest plays a crucial role in sustaining participation. When activities are enjoyable, personally relevant, and aligned with students' preferences, they are more likely to be actively involved, which in turn enhances their self-concept, confidence, and enjoyment, creating a positive feedback loop that sustains long-term engagement. Conversely, excessive screen time, lack of confidence, or poor body image can diminish motivation and discourage participation, while supportive environments, innovative teaching strategies, and family involvement can strengthen students'

willingness to remain active. Research consistently shows that physical activity not only benefits physical health but also promotes cognitive functioning, emotional well-being, resilience, and quality of life, with both high-intensity and moderate-to-vigorous activities linked to improved outcomes. Ultimately, fostering students' interest requires more than structured programs—it demands environments that emphasize enjoyment, intrinsic motivation, and personal growth, while also addressing barriers that limit participation, ensuring that physical activity becomes both a rewarding and lasting part of their lives.

Students' interest in learning plays a crucial role in shaping academic performance, particularly in secondary education, as it directly influences motivation, engagement, and overall development. Interest serves as a powerful driving force that not only stimulates learning but also fosters enthusiasm, initiative, and creativity, which are essential for achieving all-around growth. Academic performance, meanwhile, reflects the knowledge, skills, and attitudes students acquire through years of study and is often seen as a predictor of future professional success and employability. Studies suggest that students with higher levels of genuine interest and intrinsic motivation tend to achieve stronger results, while disinterest and ineffective study habits negatively affect outcomes. This highlights the importance of cultivating curiosity and passion in the classroom, as policies and teaching strategies may support learning, but authentic enjoyment remains the most influential factor. Therefore, teachers should prioritize creating engaging, inclusive, and meaningful learning experiences that inspire students to take initiative and sustain lasting enthusiasm for their studies.

The correlation between physical activity and academic performance is supported by a wide body of research showing that students who engage in regular physical activity benefit not only physically but also cognitively, socially, and emotionally, which in turn enhances their learning outcomes. Studies have found that school-based programs, classroom activity breaks, and extracurricular activities provide structured opportunities for children to be active, improving concentration, focus, and executive functions essential for academic success. Evidence also highlights that both short-term and long-term participation in physical activity can lead to better attention, memory, and problem-solving skills, while also fostering self-esteem, motivation, and resilience in academic settings. Moreover, cultural and psychosocial perspectives emphasize that physical activity does not detract from study time but rather strengthens qualities such as stress tolerance, interpersonal skills, and overall readiness to learn. Physiological mechanisms, including improved brain oxygenation and neurogenesis, further explain why physical activity is closely linked to enhanced academic performance. Altogether, these findings underscore that integrating regular and engaging physical activity into school routines is not just beneficial for health but also serves as a powerful tool for academic achievement and lifelong development.

CHAPTER III

METHODOLOGY

This chapter deals with the methodological process by which the data pertinent to the research problems were collected. It presents the research design, locale of the study, respondents of the study, research instruments, and statistical treatments employed to analyze the data gathered.

Research Design

This research utilized a descriptive research design. As stated by McCombes (2019), descriptive research aims to accurately and systematically describe a population, situation, or phenomenon. It can answer what, where, when, and how questions and is usually defined as quantitative research. The study entitled “Interest in Physical Activity and Students’ Academic Performance in Stratford International School” examines the interest of college students.

Locale of the Study

The research will be conducted at Stratford International School, a private, non-sectarian educational institution situated on Jose Catolico Sr. Venue in General Santos City, South Cotabato. Founded in 1999 and officially range of programs, including college degrees, TESDA courses, and K–12 education. Known for its curriculum that merges local values with international perspectives, Stratford was selected for this study because of its sizable and varied college student population. The study aims to explore students’ interest in physical activities and how it relates to their academic performance.



Figure 2: Geographical Map of Stratford International School

Respondent of the Study

The respondents of the study will be the fifty (50) college students from different departments who are enrolled in the academic year 2025–2026.

Research Instruments

The researcher utilized an adopted survey questionnaire with slight modifications to administer to the respondents. The questionnaire underwent a validation process conducted by expert validators to verify the instrument. The instrument consisted of two main sections: Part 1 included items assessing students' interest in physical activity, while Part 2 focused on determining students' academic performance. A five-point Likert scale was utilized with the following ratings: 5 – Highly Effective, 4 – Effective, 3 – Moderately Effective, 2 – Slightly Effective, and 1 – Not Effective.

The study utilized a five-point scale to evaluate each question based on Rensis Likert's research on management style.

Data Gathering Procedure

The researcher followed the following steps in data gathering. First, the researcher sought a letter of permission from the school, followed by seeking approval from the research adviser and writing a letter of intent to the research respondents.

When the letter was approved, the researcher personally conducted the research and distributed the research questionnaires to the respondents, followed by their retrieval after they finished answering them.

The data collected were tallied and submitted for statistical treatment and data interpretation.

Statistical Treatment of the Data

To determine students' interest in physical activity and their academic performance in SIS, the following statistical tools were employed.

- a. To determine students' interest in physical activity and academic performance, the weighted mean was used.

Table 1: Rating Scale

Scale	Description
4.50 – 5.0	Strongly Agree
3.50 – 4.49	Agree
2.50 – 3.49	Moderately Agree
1.50 – 2.49	Disagree
1.0 – 1.49	Strongly Disagree

CHAPTER IV

Presentation, Analysis, and Interpretation of Data

This chapter deals with the presentation of the data gathered in this research study. The various results are presented in the following tables with corresponding discussions and explanations. It also addresses the specific problems stated in the previous chapter.

Table 1

INTEREST OF STUDENTS IN PHYSICAL ACTIVITY

	Indicators	MEAN (x)	Description
1	Students enjoy participating in different forms of physical activity during their free time.	4.04	Agree
2	Physical activity makes students feel more energetic and motivated.	4.44	Agree
3	Students find school-based physical activities fun and engaging.	4.14	Agree
4	Students are more likely to join physical activities that match their personalities.	4.14	Agree
5	Regular exercise helps students maintain a positive outlook in school.	4.2	Agree
6	Students are confident in their ability to perform well in physical activities.	4.3	Agree
7	Students prefer active recreational activities over sedentary ones (e.g., watching TV, playing video games).	3.52	Agree
8	Participation in physical activity improves students' self-esteem.	4.22	Agree
9	Students feel more socially connected when engaging in group physical activities.	4.18	Agree
10	Students consider physical activity an important part of their daily routine.	4.18	Agree
	Overall mean	4.136	Agree

Table 1 presents the level of students' interest in physical activity based on ten indicators. The overall mean score of 4.136, interpreted as "Agree," indicates that students generally have a positive interest in engaging in physical

activities. Among the indicators, the statement “Physical activity makes students feel more energetic and motivated” obtained the highest mean score of 4.44, suggesting that students strongly perceive physical activity as beneficial to their energy levels and motivation. This is followed by students’ confidence in performing physical activities (4.30) and the belief that regular exercise helps maintain a positive outlook in school (4.20), which further highlights the psychological and emotional benefits associated with physical activity. Moreover, students agreed that participation in physical activity improves self-esteem (4.22) and enhances social connection when engaging in group activities (4.18). These findings imply that physical activity contributes not only to physical well-being but also to social and emotional development. On the other hand, the statement “Students prefer active recreational activities over sedentary ones” obtained the lowest mean score of 3.52, although it was still interpreted as “Agree.” This suggests that while students generally favor physical activities, some may still be inclined toward sedentary behaviors such as watching television or playing video games.

The findings of the study, which show that students generally have a positive interest in physical activity, are supported by several related studies and sources. According to the World Health Organization (2020), regular physical activity among adolescents improves not only physical health but also mental well-being, including increased energy levels, improved mood, and enhanced cognitive function. This supports the result that students feel more energetic and motivated when engaging in physical activities. Similarly, Stuart Biddle and Nanette Mutrie (2008) emphasized that participation in physical activity contributes to improved self-esteem, reduced stress, and better

emotional health among young people. This aligns with the study's findings that students believe physical activity enhances their self-esteem and promotes a positive outlook in school. In addition, Jerome L. Singer (as cited in various physical activity studies) highlighted that engaging in active play and exercise fosters social interaction and helps individuals develop stronger interpersonal relationships. This supports the result indicating that students feel more socially connected when participating in group physical activities. Furthermore, a study by the Centers for Disease Control and Prevention (CDC, 2018) found that students who regularly participate in physical activities tend to have better academic performance, improved concentration, and higher levels of confidence. This is consistent with the present study, where students expressed confidence in their ability to perform well in physical activities. However, despite these positive outcomes, some studies also note the increasing preference for sedentary activities among youth. According to Mark Tremblay (2011), the rise of screen-based activities such as watching television and playing video games has contributed to reduced physical activity levels among students. This supports the study's finding that, although students generally agree with engaging in physical activity, some still prefer sedentary forms of recreation. Overall, the related literature confirms that students' interest in physical activity is influenced by its physical, psychological, and social benefits, while also recognizing the ongoing challenge of sedentary lifestyles.

Table 2
STUDENTS' ACADEMIC PERFORMANCE

	Indicators	MEAN (x)	Description
1	Students complete their schoolwork on time.	3.78	Agree
2	Students' use of technology for learning purposes enhances their academic performance.	4.2	Agree
3	Students feel prepared for exams and quizzes.	3.76	Agree
4	Students maintain focus during class.	3.7	Agree
5	Students feel confident in academic abilities.	3.94	Agree
6	Students' interactions with teachers outside of class time (e.g., asking questions, seeking help) support their academic growth.	3.88	Agree
7	Students organize school materials effectively.	3.86	Agree
8	Students review their notes regularly.	3.74	Agree
9	Students feel that their academic performance is improving.	4.2	Agree
10	Students become more focused and active during class instruction.	4.1	Agree
	Overall mean	3.916	Agree

Table 2 presents the level of students' academic performance based on selected indicators. The results reveal that all indicators obtained mean scores ranging from 3.70 to 4.20, which are all interpreted as "Agree." This indicates that students generally demonstrate positive academic behaviors and attitudes toward their learning. Among the indicators, the highest mean score (4.20) was recorded in two areas: students' use of technology for learning purposes and their perception that their academic performance is improving. This suggests that technology plays a significant role in enhancing students' learning experiences and contributes to their academic progress. Additionally, students' growing awareness of their improvement reflects a positive self-assessment of their academic development. On the other hand, the lowest mean score (3.70)

was observed in students' ability to maintain focus during class. Although it was still interpreted as "Agree," this indicates that maintaining concentration may be a relatively weaker area compared to other indicators. Similarly, reviewing notes regularly (3.74) and feeling prepared for exams and quizzes (3.76) also received slightly lower mean scores, implying that study habits and preparation strategies may still need improvement.

The overall mean of 3.916, interpreted as "Agree," indicates that students generally exhibit satisfactory academic performance. They are able to complete tasks on time, stay organized, interact with teachers, and feel confident in their academic abilities. These findings suggest that while students demonstrate positive academic behaviors, there is still room for improvement, particularly in focus and study practices. Several studies support the findings of this research, showing that students generally demonstrate positive academic performance when supported by effective learning behaviors and resources. According to John Hattie (2009), factors such as student self-efficacy, teacher-student interaction, and timely completion of tasks significantly influence academic achievement. This supports the present study, in which students agreed that completing schoolwork on time and interacting with teachers contribute to their academic growth.

Furthermore, the high mean result for the use of technology is supported by the study of Richard E. Mayer (2014), who emphasized that technology-enhanced learning improves students' understanding and engagement when properly integrated into instruction. This aligns with the findings that students agreed that the use of technology enhances their academic performance, indicating that digital tools play an important role in modern education. In

addition, the findings on students' confidence and perceived academic improvement are consistent with the work of Albert Bandura (1997), who introduced the concept of self-efficacy. Bandura explained that students who believe in their abilities are more likely to perform well academically. This supports the result that students feel confident in their academic abilities and perceive improvement in their performance, which contributes to their overall academic success.

PROGRAM PROPOSAL

Title: “*ACTIVE MINDS, ACTIVE BODIES*”

I. Rationale

Physical activity plays a vital role in the overall development of students. It contributes not only to physical health but also to mental well-being and academic success. Many students today are becoming less active due to increased screen time and sedentary lifestyles, which may negatively affect their academic performance. Studies have shown that engaging in regular physical activity improves concentration, memory, and classroom behavior.

This program aims to promote students' interest in physical activity and examine its relationship with their academic performance. By encouraging participation in structured and enjoyable physical activities, students can develop healthier habits that support both their physical fitness and academic achievement.

II. Objectives

General Objective: To enhance students' academic performance through increased interest and participation in physical activities.

Specific Objectives:

To assess the level of students' interest in physical activity.

1. To encourage active participation in school-based physical activities.
2. To improve students' physical fitness and overall well-being.
3. To determine the relationship between physical activity and academic performance.
4. To promote awareness among teachers, especially PE teachers, of the importance of integrating physical activity into daily routines.

III. Target Beneficiaries

- Junior High School Students
- Physical Education (PE) Teachers
- School Community

IV. Program Description

The program will consist of organized physical activities such as sports, exercise routines, and recreational games conducted weekly. It will also include awareness campaigns, classroom integration strategies, and monitoring of students' academic performance.

V. Activities

Table 3: Activities

Activity	Description	Time Frame	Persons Involved
Orientation Program	Introduction of the program to students and teachers	Week 1	Program Coordinator, Teachers
Fitness Assessment	Evaluation of students' physical fitness levels	Week 2	PE Teachers

Weekly Physical Activities	Conduct of sports, dance, and exercise sessions	Weekly	PE Teachers, Students
Motivation Campaign	Posters, seminars, and encouragement activities	Monthly	Teachers, Student Leaders
Academic Monitoring	Tracking students' academic performance	Quarterly	Subject Teachers
Evaluation and Feedback	Assessment of program effectiveness	End of Program	All stakeholders

VI. Implementation Plan

The program will be implemented for one academic semester. PE teachers will lead the physical activities, while subject teachers will assist in monitoring students' academic performance. Coordination with school administrators will ensure smooth implementation.

VII. Budget (Sample)

Table 5: Budget

Item	Estimated Cost
Sports Equipment	5,000 PHP
Printing Materials	1,000 PHP
Incentives	2,000 PHP
Miscellaneous	2,000 PHP
Total	10,000 PHP

VIII. Expected Outcomes

- Increased student participation in physical activities

- Improved physical fitness and health
- Enhanced academic performance
- Greater awareness of the importance of physical activity

IX. Evaluation

The success of the program will be measured through the following: (1) comparison of students' academic grades before and after the program; (2) participation rates in physical activities; and (3) feedback from students and teachers.

CHAPTER V

This chapter presents the summary of the findings, conclusion, and recommendations.

Summary of Findings

The following is a summary of findings derived from the results of this study. This study was conducted to determine students' interest in physical activity and their academic performance at Stratford International School (SIS), GSC. A total of fifty (50) college students from SIS in General Santos City were selected as respondents using a random sampling technique.

This study sought to answer the following questions: What is the interest of the students in physical activity? What is the academic performance of the students? Based on the findings of the study, what physical activity and academic interventions can be proposed?

1. Students maintain a strong interest in physical activity, yielding an overall mean of 4.136 (Agree). Engagement is primarily driven by energy enhancement, motivation, and psychological benefits such as increased self-esteem. However, a critical tension exists: despite valuing the advantages of exercise, students remain significantly attracted to sedentary leisure alternatives. This suggests that while their positive disposition is high, it competes directly with passive lifestyle habits.
2. With an overall mean of 3.916 (Agree), students demonstrate a positive academic profile bolstered by strong technological integration and self-confidence. However, while proficient with digital tools, students show relative weakness in classroom concentration and consistent study habits. This

suggests that high motivation and technological awareness are currently offset by challenges in maintaining traditional academic routines and focus.

Conclusion

Based on the data collected and analyzed, the following conclusions were drawn:

1. Concluded that students generally have a **high level of interest in physical activity**, as evidenced by the overall mean of 4.136, indicating that they recognize its benefits in enhancing energy, motivation, self-esteem, and social interaction. However, despite this positive interest, students are still drawn to sedentary activities, showing a gap between awareness and actual behavior.

2. In academic performance, students demonstrated a satisfactory level of performance with an overall mean of 3.916. They showed strengths in using technology, completing tasks, and maintaining confidence in their abilities. However, weaknesses were identified in maintaining focus during class, regularly reviewing lessons, and preparing for exams, indicating areas that require improvement.

3. Overall, the study concludes that physical activity and academic performance are positively related, as students who engage in physical activity tend to exhibit better motivation, energy, and cognitive readiness for learning. However, achieving a balance between an active lifestyle and academic responsibilities remains a challenge. Therefore, integrating structured physical activity with academic support is essential for holistic student development.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

- 1. School Administrators** – School administrators are encouraged to support and strengthen physical activity programs by providing appropriate facilities, equipment, and opportunities that promote students' active participation while maintaining a supportive learning environment.
- 2. Teachers and Faculty** – Teachers are encouraged to integrate appropriate physical activities into classroom and school activities to help maintain students' interest, participation, and overall engagement in learning.
- 3. Students** – Students are encouraged to participate actively in physical activities and school programs while maintaining proper time management to balance physical activity and academic responsibilities.
- 4. Parents and Guardians** – Parents and guardians are encouraged to support their children's participation in healthy physical activities at home and in school while also providing guidance in maintaining good study habits.
- 5. Future Researchers** – Future researchers are encouraged to conduct similar studies with a larger number of participants, different grade levels or schools, and other factors that may influence the relationship between interest in physical activity and academic performance.

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APPENDIX A

Letter of Permission to Conduct the Study
STRATFORD INTERNATIONAL SCHOOL
J. Catholico Avenue, Iagao 9500, General Santos City
Tel. NO: (083)554-1615
stratfords@gmail.com

February, 2026

Jenelyn P. Palomero
School Prinsipal
Stratford International School

Thru: **Crisostomo Besares Jr. MAEd**
Office of the sports director
Stratford International School

Good day, Ma'am/Sir

Greetings of peace!

I am currently conducting a research study entitled "**Interest on Physical Activity and Students' Academic Performance in Stratford International School**" as partial fulfillment of the requirements in Thesis Writing at Stratford International School.

In this regard, I would like to respectfully request permission from your good office to allow me to administer a questionnaire to the BPED students of Stratford International School starting this month of February 2026.

Rest assured that all data gathered from the respondents will be kept confidential and used only for academic purposes.

I am hoping for your kind consideration and favorable response. Thank you very much, and God bless.

Respectfully yours.

Gyd Joshua A. Mallo
Researcher

Approved by:


CRISOSTOMO BESARES JR. MAE
Adviser

APPENDIX B



SURVEY QUESTIONNAIRE
STRATFORD INTERNATIONAL SCHOOL
 J. Catholico Avenue, Iagao 8500, General Santos City
 Tel. NO: (083)554-1615
stratfords@gmail.com

"Interest on Physical Activity and Student's Academic Performance in Stratford School"

Name: Viriel Mac Lopez Age: 20 Year & Course: 2nd year 2 BS TA

Dear respondents:

The researcher presently conducting study entitled "Interest on Physical Activity and Student's Academic Performance in Stratford International School", in General Santos your response will be treated with strict confidentiality and will be used solely for academic purposes.

Thank you for your cooperation!

Direction: Please answer each item honestly by putting a check mark (✓) on the number of your choices using the following scale stated below.

PART I: INTEREST OF STUDENTS ON PHYSICAL ACTIVITY

Scale	Description
5	Strongly agree
4	Agree
3	Moderately agree
2	Disagree
1	Strongly disagree

	Indicators	5	4	3	2	1
1.	Students enjoy participating in different forms of physical activity during their free time.		✓			

2.	Physical activity makes students feel more energetic and motivates.			/		
3.	Students find school-based physical activities fun and engaging.	/				
4.	Students more likely to join physical activities that match their personal		/			
5.	Regular exercise helps me maintain a positive outlook in school.	/				
6.	Students confident in their ability to perform well in physical activities.		/			
7.	Students prefer active recreational activities over sedentary ones (e.g., watching TV, and playing video games).			/		
8.	Participation in physical activity improves students' self-esteem.		/			
9.	Students feel more socially connected when engaging in group physical activities.		/			
10.	Students consider physical activity an important of their daily life.	/				

PART II: STUDENTS ACADEMIC PERFORMANCE

Scale	Description
5	Strongly Disagree
4	Agree
3	Moderately Agree
2	Strongly Disagree
1	Disagree

	Indicator	5	4	3	2	1
1.	Students complete their school works on time.	/				
2.	Students' use of technology for learning purposes enhances their academic performance.		/			
3.	Students feel prepared for exams and quizzes.	/				
4.	Students maintain focus during class.		/			
5.	Students feel confident in academic abilities.	/				

6.	Student's interaction with teachers outside of class time (e.g., asking questions, seeking help supports their academic growth.	/					
7.	Students organize School materials effectively		/				
8.	Students notes regularly.		/				
9.	Students feel academic performance is improving.		/				
10.	Students becoming more focus and active during class instruction.	/					

Others, please specify

APPENDIX C

Statistician's certification
STRATFORD INTERNATIONAL SCHOOL
J. Catholico Avenue, Iagao 9500, General Santos City
Tel. NO: (083)554-1615
stratfords@gmail.com

August 2026

STATISTICIAN'S CERTIFICATION

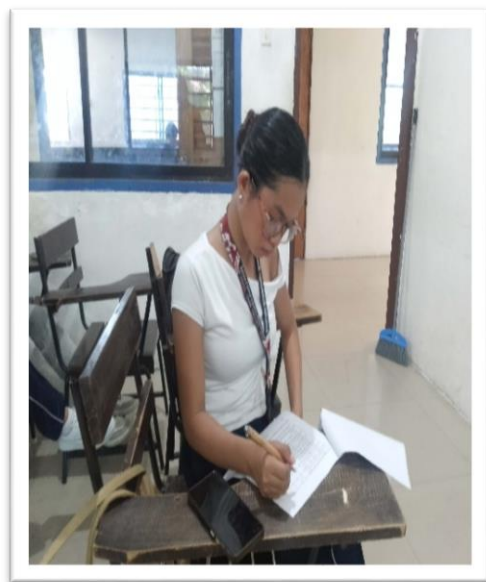
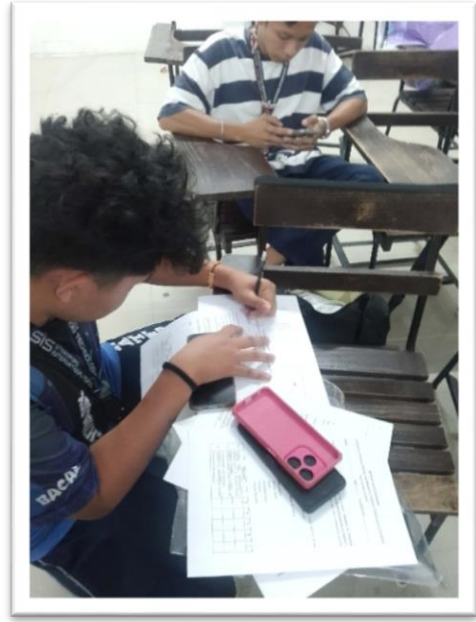
This is to certify that the undersigned has review and statistical treatment, computation, analysis, and interpretation of data used in the thesis entitled, **“INTEREST OF PHYSICAL ACTIVITY AND STUDENTS’ ACADEMIC PERFORMANCE IN STRATFORD INTERNATIONAL SCHOOL”**, prepared by **Gyd Joshua A. Mallo** in partial fulfillment of the requirements for the degree of Bachelor of Physical Education. The statistical procedures employed in the study were found to be appropriate and correctly applied in the accordance with the objectives of the research.

Signed this _____ day of _____, 2026, at Stratford International School, J. Catholic Street, General Santos City.

Reuel E. Arsenal
Statistician

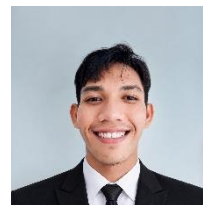
APPENDIX D

Data Gathering Documents



APPENDIX E
CURRICULUME VITAE

GYD JOSHUA A. MALLO
Email: Gyhua23@gmail.com
Phone: 09166636057



PERSONAL INFORMATION

Name: Gyd Joshua A. Mallo
Birthdate: April 20, 2002
Sex: Male
Place of Birth: Bales, Maasim, Sarangani Province
Marital Status: Single
Citizenship: Filipino
Home Address: Pacquaio Village, Brgy. Bales, Maasim, Sarangani Province
Father's Name: Rene C. Mallo Sr.
Mother's Name: Araceli A. Mallo
Religion: Christian

EDUCATIONAL ATTAINMENT

Tertiary:	Stratford International School Batchelor of Physical Education J. Catholico Avenue, Lagao 9500, General Santos City 2026-2027- present
Secondary: Senior High School	Happy Valley Integrated School Brgy. Bales, Maasim, Sarangan Province2014-2015
Elementary:	Happy Valley Elementary School Brgy. Bales, Maasim, Sarangan Province2014-2015

