

# Strategies to Enhance Physical Activity Participation Level among Pupils

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**Abstract:** This study explored and determined the participation level in physical activities of Grade VI pupils of Palauig Central Elementary School, Palauig, Zambales, Philippines enrolled during the school year 2017. This study proposed interventions and strategies to increased participation in physical activities which were categorized as a role model, instant activity, distribution of equipment and transition. This present study employed a descriptive research method and used a survey questionnaire as the main instrument for data gathering. Descriptive such as percentage, frequency counts and weighted mean were employed for the statistical analysis. Findings of the study revealed that the pupil-respondents level of participation in physical activities was rated as Minimal Participation in rolling, dribbling, striking, kicking, bouncing, hopping, leaping, tag games, ball games, skipping, fitness circuit, simple mixer dance and galloping. The pupils strongly agreed to the strategies presented in the present study such as role model, instant activity, distribution of equipment and transition to increase participation level of pupils in physical activities at school. It was highly suggested that the school might provide a concrete plan of activities and/or guidelines aimed to increase physical activity opportunities for the pupils as well as all members of the educational community. School administrator and educators should intensify the awareness campaigns for pupils, parents and other educators on the importance of physical activity participation and benefits of being physically fit.

**Keywords:** Physical Activity, Sports, Level of Participation, Pupils, Strategies, Increased Participation

## 1. Introduction

Physical activity is any body movement that works your muscles and requires more energy than resting. In [1] UNESCO International Charter of Physical Education, Physical Activity and Sport recognized that physical activity and sport needs to be encouraged at all levels; it begins in the home where family members and caretakers teach children at an early age the importance of physical activity for well-being through play. Foster physical literacy and a belief that physical activity is essential throughout a person's life. UNESCO emphasized that physical literacy is not only useful in the sense of feeling coordinated and in balance but is a necessary life skill.

The Physical Activity Guidelines for Americans [2] defined physical activity as any form of exercise or movement of the body that uses energy. Preschool-aged children (ages 3 through 5 years) should be physically active throughout the day to enhance growth and development. It is essential to provide young people (children and adolescents) the opportunities and encouragement to participate in physical activities that are appropriate for their age, that is enjoyable, and that offer variety. The [2] recommended aerobic, muscle-strengthening and bone-strengthening for these age groups.

In the Philippines, physical activities are incorporated and part and parcel of Health and Physical

Education Program. The Physical Education Curriculum under the K to 12 Basic Education Program is anchored on the tenet "Move to Learn, Learn to Move" with the ultimate goal of achieving lifelong fitness. The framework is bounded on the context of legal and philosophical underpinnings pursuant to Article IV Section 19 of the Philippine Constitution which mandates that: The State shall promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry. All educational institutions shall undertake regular sports activities throughout the country in cooperation with athletic clubs and other sectors.

Some of your daily life activities—doing active chores around the house, yard work, walking the dog—are examples of physical activities. Both can include aerobic, flexibility, and muscle-strengthening exercises [3]. Regular physical activity is linked to enhance health and to reduce the risk for all-cause mortality and the development of many chronic diseases. However, many adults are either sedentary or less physically active than recommended. Children and adolescents are more physically active, but participation in physical activity declines in adolescence. School programs have the potential to help pupils to establish lifelong, healthy physical activity patterns.

Physical education classes and organized sport aim to provide an opportunity to meet daily recommendations for physical activity in a fun, supportive environment. However, body image and concerns, accessibility of facilities, appropriate communication strategies and activities popular with the target group limit the willingness to participate and may be barriers to physical activity [4]. Adolescents are also concerned with stereotypes (sporty females perceived as more masculine), bullying or teasing from their peers, and may lack sporting role models. A lack of confidence in their own ability and skill level can also inhibit participation and enjoyment.

One of the major challenges in implementing structural change is the time and resources required to make different types of changes. Often in order to advocate for the changes that support physical activity, consensus-building is required among a broad range of schools' stakeholders. According to [5] three main types of interventions for increasing physical activity include: information-based; behavioral and social; and environmental and policy interventions. The study of [6] found evidence on the impact of communitywide education, community social support, individually tailored health behavior-change programmes to respondents' level of participation on physical activity. On the other hand, the study of [7] stressed that intervention projects and strategies focused on the social environment and

individual determinants such as the teacher, activity distribution and transitions could and directly affect the extent of involvement in physical activities.

The researcher asserts that for a successful development of physical activities among pupils, the efforts of the school authorities should be directed at intervention strategies capable of motivating the pupils towards increased participation. These intervention strategies will provide the needed incentive that will motivate pupils/students to participate more in sporting and physical activities.

The findings of the present study would advance existing knowledge and provide empirical evidence of how to address the existing problem and concern regarding physical activities at school. With the empirical findings of the study, it is hoped that the school heads would become an instrument in giving the opportunities to pupils to participate in physical activities and to implement effective measures to reduce the influence of pupils' perception why they participate less in physical activities. School heads also may consider launching a campaign on sports competitions and physical activities. According to [8], encouragement and education empowered pupils to overcome the low involvement and participation in sports and various physical activities.

The result of this research would also contribute to enhanced competencies of Physical Education teachers. They would be more aware of the reasons why there is less participation of pupils in the physical activities and sports and would be more responsiveness to pupils' needs and concerns regarding physical activities. This study is also imperative to further improve teachers' teaching pedagogy that results in more pupils' appreciation and engagement compatible with the K to 12 Program. Physical Education teachers would be more enthusiastic about sustaining the participation of their pupils in physical activities. Moreover, it is necessary for the pupils to know and understand that active participation in physical activities and sports helped them to feel better and healthier. The study would shed light on the stigmas attached to physical activities and become enlightened pupils who choose to be active and vibrant. Parents, on the other hand, need to know that physical activities have an important role in their child/children's health, growth and development.

## 2. Theoretical Framework

This research study is anchored on two (2) Theories. The Theory of Reasoned Action and Theory of Planned Behavior. According to the Theory of Reasoned Action, people make predictions about the likely outcomes of their decisions, such as the decision to engage in physical activities. According to [9], people are more likely to take up

an activity or risk attending an event if: they expect immediate positive returns, if they expect long-term positive returns and if they expect social approval. The study of [10] has found that regardless of the strength of the findings, the literature indicates that time spent engaged in physical activity is beneficial to children because it has not been found to detract from academic performance, and in fact can improve overall health and function.

On the other hand, the Theory of Planned Behaviour focused on confidence and psychological reliance. Confidence, which refers to a person's perception of behaviour as easy/difficult or comfortable/uncomfortable; and psychological reliance on opportunity and resources. The present study on low participation physical activities is consistent to this theory since it will consider how strongly a person (the pupil) believes that his/her ability to perform an activity or attend an event depends on circumstances, situations and conditions they are in. The meta-analytic review by [11] suggests that interventions entailing physical activity have the greatest impact on the person in many aspects.

### 3. Objectives of the Study

This present study examined and determined the level of participation in physical activities at school and identified the strategies to enhance the performance of physical activities among Grade VI pupils of Palauig Central Elementary School, Palauig District, Zambales, Philippines.

It will also answer the following specific questions:

1. How may the pupil-respondents perceive the level of participation in different physical activities at school?
2. How may the perception of the pupils on the following strategies that can help increase participation in physical activities at school be described?
  - 2.1 Role Model;
  - 2.2 Instant Activities;
  - 2.3 Distribution of Equipment; and
  - 2.4 Transitions.

### 4. Methodology

The study was based on a descriptive analysis. Ariola, as cited in [12], states that descriptive research describes current events and that questions posed are based on present phenomena or state of affairs. The present study is descriptive since it was concerned with identifying the level of physical activity participation of the pupil-respondents and the strategies to increase participation in physical activities.

The respondents have composed of 105 Grade VI pupils of Palauig Central Elementary School, Palauig, Zambales, Philippines.

The instrument which was used in gathering the data for the study is the survey questionnaire. The survey questionnaire that was developed by the researchers was based on Lee, et al. [13], National Association for Sport and Physical Education [14] and the American Health Association [15].

First part focused on the level of participation of pupils to different moderate to vigorous physical activities (18 items). Respondents answered on the scale ranging from 3 (Maximum Participation), 2 (Minimal Participation) and 1 (No Participation at All). The last part of the questionnaire has 24 items of intervention strategies to enhance the physical activities are categories into Role Model, Instant Activity, Distribution of Activity and Transition. Each sub-category has 6 items. Respondents answered on a scale ranging from 5(Strongly Agree), 4(Agree), 3(Moderately Agree), 2(Disagree) to 1(Strongly Disagree).

In an effort to improve the content validity and reliability of the questionnaire, the instrument was designed, constructed and finalized in a manner which follows the suggestions and recommendations of the expert from the Physical Education Department of President Ramon Magsaysay State University (formerly Ramon Magsaysay Technological University), Iba, Zambales, Philippines. The instrument was subjected to pilot testing. This was conducted at Iba Central Elementary School, Iba, Zambales. It was administered to 10 Grade VI pupils. After the validation of the research instrument, the approval of the floating of the questionnaire to respondents was sought from the Principal of the school-respondent. The distribution of the instrument was conducted during the fourth quarter of the academic year 2017. The researcher administered the instrument to the pupils personally. Objectives of the research were discussed and also emphasized the secrecy of their responses. The statistical tools which were used for analysis and interpretation of data include the frequency, percentage distribution and weighted mean.

### 5. Results and Discussion

#### Level of Participation in Physical Activities

**Table 1**  
**Level of Participation of the Pupil-Respondents in**  
**Physical Activities in School**

Physical Activities	AWM	D.E
Throwing	2.42	Maximum Participation
Catching	2.32	Maximum Participation
Striking	2.10	Minimal Participation
Kicking	2.10	Minimal Participation
Bouncing	2.10	Minimal Participation
Dribbling	2.12	Minimal Participation
Running	2.52	Maximum Participation
Hopping	2.09	Minimal Participation
Galloping	1.88	Minimal Participation
Walking	2.60	Maximum Participation
Jumping	2.50	Maximum Participation
Rolling	2.20	Minimal Participation
Leaping	2.03	Minimal Participation
Skipping	1.95	Minimal Participation
Fitness Circuit	1.89	Minimal Participation
Ball Games	1.96	Minimal Participation
Simple Mixer Dance	1.89	Minimal Participation
Tag Games	1.97	Minimal Participation
<b>Overall Weighted Mean</b>	<b>2.15</b>	<b>Minimal Participation</b>

Table 1 shows the level of participation of the respondents in physical activities at school.

For "Walking" (AWM=2.60), "Running" (AWM=2.52), "Jumping" (AWM=2.50), "Throwing" (AWM=2.42) and "Catching" (AWM=2.32) were assessed and interpreted as Maximum Participation. Pupil-respondents has maximum participation on walking, running, jumping, throwing and catching.

According to [16] walking strengthens heart, lowers disease risk, helps lose weight, prevents dementia, tones up legs, bums and tums, boosts vitamin D, and gives you energy.

Running doesn't require a ton of equipment, strengthens bones and knees, can help lifts vitamin D, burns calories, can make over one's heart and can help one live longer [3]. Jumping tone legs in record time, burns calories, get your heart pumping, and it's a balancing act [3].

Moderate physical activities are a moderate-intensity aerobic activity, which is generally equivalent to a brisk walk and noticeably accelerates the heart rate, can be accumulated toward the 30-minutes minimum by performing bouts each lasting 10 or more minutes [5].

Vigorous physical activities are vigorous-intensity activity exemplified by jogging and cause rapid breathing and a substantial increase in heart rate. Besides, at least twice each week, adults will benefit by performing exercises using the major muscles of the body that maintain or increase muscular strength and endurance.

Because of the dose-response relation between physical activity and health, persons who wish to improve their fitness further, reduce their risk for chronic diseases and disabilities, or prevent unhealthy weight gain will likely benefit by exceeding the minimum recommended amount [5].

"Rolling" (AWM=2.20), "Dribbling" (AWM=2.12), "Striking" (AWM=2.10), "Kicking" (AWM=2.10), "Bouncing" (AWM=2.10), "Hopping" (AWM=2.09), "Leaping" (AWM=2.03)," Tag Games" (AWM=1.97), Ball Games (AWM=1.96), Skipping (AWM=1.95), "Fitness Circuit" (AWM=1.89), "Simple Mixer Dance" (AWM=1.89) and "Galloping" (AWM=1.88) were assessed by pupil-respondents and interpreted as Minimal Participation.

Pupil-respondents has Minimal Participation in rolling, dribbling, striking, kicking, bouncing, hopping, leaping, tag games, ball games, skipping, fitness circuit, simple mixer dance and galloping. According to [5] to promote and maintain good health, individuals should maintain a physically active lifestyle. They should perform moderate-intensity aerobic (endurance) physical activity for a minimum of 30 minutes on five days each week or vigorous-intensity aerobic activity for a minimum of 20 minutes on three days each week. Combinations of moderate- and vigorous-intensity activities can be performed to meet this recommendation.

For example, a person can meet the recommendation by walking briskly for 30 minutes twice during the week and then jogging for 20 minutes on two other days.

These moderate- or vigorous intensity activities are in addition to the light intensity activities frequently performed during daily life (e.g. self-care, washing dishes, using light tools at a desk) or activities of very short duration (e.g. taking out the trash, walking to the parking lot at store or office).

## Strategies to Increase Level of Participation in Physical Activities at School

### Role Model

**Table 2**  
Perception of the Pupil-Respondents towards  
**ROLE MODEL**

Role Model	AWM	D.E.	Rank
1. Use sports role models to motivate pupil to practice skills.	4.41	SA	2
2. The teacher explains the benefits of physical activity breaks and of integrating health knowledge	4.32	SA	5
3. Be positive about physical activity and Teacher provide constructive feedback	4.36	SA	4
4. The teacher becomes an excellent demonstrator: lots of "show and tell."	4.42	SA	1
5. Teacher reduce fears of trying skills and provide an encouraging atmosphere	4.13	SA	6
6. Teacher help pupil master skills, achieving personal goals and progressively improving	4.39	SA	3
<b>Overall Weighted Mean</b>	<b>4.34</b>	<b>Strongly Agree (SA)</b>	

Indicator 4 stated as "Teacher become an excellent demonstrator: lots of "show and tell" obtained an average weighted mean (AWM) of 4.42 (rank 1) and indicator 1 stated as "Use sports role models to motivate pupil to practice skills" (AWM=4.41, rank 2) both with descriptive equivalent of strongly agree (SA). Pupil-respondents strongly agreed that having teacher demonstrators who will serve as their model is necessary for the appropriate performance of the physical activities. This also signifies that the pupils will be more motivated to participate in physical activities when they have sport role models. The study of [17] stressed that for many individuals to participate in physical activities they need to understand and see what they are going to do. Reiterated further that, a physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Persons who are literate in physical activities will serve as motivators.

Indicator 6 stated as "Teacher help pupil master skills, achieving personal goals, and progressively improving

("AWM=4.39, rank 3); Indicator 3 stated as "Be positive about physical activity and teacher constructive feedback" (AWM=4.36, rank 4); indicator 2 stated as "Teacher explains the benefits of physical activity breaks and of integrating health knowledge" (AWM=4.32, rank 5); indicator 5 stated as "Teacher reduce fears of trying skills and provide an encouraging atmosphere" AWM=4.13, rank 6) with descriptive interpretation of strongly agree (SA) respectively. Results presented above, clearly manifest ways in which the pupil-respondents can be more involved in physical activities and sports at school through the aspect of "role model". The pupils strongly preferred helpful mentors for learning different skills and achieving their own goals; positive and constructive feedback from mentors about their performances; for explaining the benefits of engagement in physical activities in their health and well-being; and in building encouraging atmosphere.

There are individuals who can influence one's decisions as regards to the performance of physical activities and joining sports. Also, the pupil-respondents observed that coaches, mentors and trainers' behaviors and practices do have a significant impact on their (pupils) decision whether or not they will participate to sports activities at school [18]. People (significant to them) can potentially hinder one's desire to start new sporting activities [19].

The Overall weighted mean was 4.32 and interpreted as strongly agree (SA). As perceived by the pupil-respondents, having a supportive mentor and sport role model can help increase their participation in physical activities and sports.

### Instant Activity

**Table 3**  
Perception of the Pupil- Respondents towards  
**INSTANT ACTIVITY**

Instant Activity	AWM	D.E.	Rank
1. Provide an opportunity to move at the beginning of the lesson	4.11	A	3
2. Use or incorporate music while doing the activity	3.89	A	6
3. Put the pupil into group activity rotation	4.32	A	1
4. Conduct a game that requires minimal organization	4.10	A	4
5. Use bulletin board to tell the pupils what activity, to begin with	4.22	A	2
6. Not to introduce	4.02		

competitive play too early		A	5
<b>Overall Weighted Mean</b>	<b>4.11</b>	<b>Agree (A)</b>	

Table 3 shows the perception of the pupil - respondents on the strategies to increase participation level in physical activities in school towards the instant activity.

Indicator 3 stated as "Put the pupil into group activity rotation" (AWM=4.32, rank 1) was assessed Agree (A) by the pupil-respondents. The respondents preferred rotations and/or variations every time they conduct or do the physical activity to be more energized and to be more engaged. Previous research of [8] has shown that when pupils were put into groups it will be easier for the pupils to do physical activities because the tasks that teacher will give to them breaks into parts. The study of [18] found that pupils can give feedback on how to perform as individual and lessen their fear to perform because their group mates were there for them.

Indicator 5 stated as "Use bulletin to tell the pupils what activity to begin with" (AWM=4.22, rank 2); indicator 1 stated as "Provide opportunity to move at the beginning of the lesson" (AWM=4.11, rank 3); indicator 4 stated as "Conduct game that requires minimal organization" (AWM=4.10, rank 4) indicator 6 stated as "Not to introduce competitive play too early" (AWM=4.02, rank 5); and indicator 2 stated as "Use or incorporate music while doing the activity" (AWM=3.89, rank 6) with descriptive equivalent of Agree (A) respectively. Results obtained and presented above, clearly manifest ways in which the pupil-respondents can be more encouraged and involved in physical activities and sports at school through instant activities. The respondents agreed that well informed and posted activities; allowing them to do the activity with less strict rules, organization and completion; and utilizing music when physical activities are performed are favourable on their part. These aspects can greatly help the pupils to be more active and appreciative to physical activities and sports. According to [20], kids love to play with their friends and through play, they begin to master the basic fundamental skills required to participate in groups' activities. Children will feel less stress, feel better about themselves, improve concentration level, increase energy level and learn how to build and maintain a friendship as they grow older [21]. Group activity helps develop children with social skills. According to [22] when physical activity is used as a break from academic learning time, post engagement effects include better attention, increased on-task behaviors. Teachers, on the other hand, can offer physical activity breaks as part of a supplemental curriculum or simply as a way to reset student attention during a lesson [23]. The study of [21] stressed that a variety of class formats will keep learners motivated and interested, as well as give you

different instructor style, music selection and interaction with other participants.

The overall weighted mean was 4.11 and interpreted as Agree (A). As perceived by the pupil-respondents, well planned and dynamic activities can help increase their participation in physical activities and sports.

#### Distribution of Equipment

**Table 4**  
**Perception of the Pupil- Respondents towards DISTRIBUTION OF EQUIPMENT**

Distribution of Equipment	AWM	D.E.	Rank
1. Equipment is distributed in several points	4.26	SA	3
2. Play games should include the collection of equipment	4.27	SA	2
3. Have equipment spaced around the area	4.24	SA	5
4. Reduce the chance of pupils rushing for the equipment	4.21	SA	6
5. Reduce the chance of pupils getting endure	4.25	SA	4
6. Allocate specific areas in which pupils can use the equipment and can be active	4.30	SA	1
<b>Overall Weighted Mean</b>	<b>4.26</b>	<b>Strongly Agree (SA)</b>	

Table 4 shows the perception of the pupil-respondents on the strategies to increase participation level in physical activities towards the distribution of equipment.

For indicator 2 stated as "Allocate specific areas in which pupils can use the equipment and can be active" obtained the highest average weighted mean (AWM) of 4.30 and with the descriptive equivalent of Strongly Agree (SA). The pupil-respondents strongly approved that having the equipment needed for physical activities should be in its proper or designated area, easily accessible when desired and chosen to be used. This situation calls for improvement in the quantity and quality of physical education for pupils and students through significant policy initiatives at the school and local and national government levels that guide and fund physical education and other physical activity programs. The study of [18] reported that the respondents moderately agreed

that management of sports activities, facilities and equipment are important to counter the constraints in sports participation and encourage the involvement of pupils in physical activities.

Indicator 2 stated as "Play games should have included collection of equipment" obtained the second (rank 2) average weighted mean of 4.27; indicator 1, "Equipment is distributed in several points" (AWM=4.26, rank 3); Indicator 5 stated as "Reduce the chance of pupils getting endure (AWM=4.25, rank 4); Indicator 3 stated as "Have equipment spaced around the area" (AWM=4.24, rank 5); and Indicator 4 stated as "Reduce the chance of pupils rushing for the equipment" (AWM=4.21, rank 6) with descriptive equivalent of Strongly Agree (SA) respectively. It is clearly seen in the results presented above that the respondents strongly agreed that in order to increase participation level in physical activities, distribution of equipment inside the classroom and/or designated venue/s are needed. The accessibility and availability of sports facilities and equipment are some of the challenges that cause low participation in sports and physical activities [9]. This unfortunate condition of facilities of public schools in the Philippines was justified by [24]. Accordingly, the most important mission of every school is to provide quality education to all students. However, public schools face diverse problems which hindered the delivery of quality education, and some of these are the inadequacy of facilities and instructional.

The overall weighted mean is 4.26 and interpreted as Strongly Agree (SA). As perceived by the pupil-respondents, availability of necessary equipment, facilities and other amenities have to be secured for these can help increase their participation in physical activities and sports.

### Transition

**Table 5**  
**Perception of the Pupil-Respondents towards**  
**TRANSITION**

Transition	AWM	D.E.	Rank
1. Maintain pupil involvement throughout the activity	4.33	SA	1
2. Change paces of activities and allowing children some choices in activity selection	4.10	A	3.5
3. Provide adequate time for learning and demonstrating skills	4.27	SA	2
4. Match the activity to the child, not the	4.10	A	3.5

child to the activity			
5. Use KISS: keep instructions short and simple	4.18	A	5.5
6. Modify skills and activities in sequential progressions	4.18	A	5.5
<b>Overall Weighted Mean</b>	<b>4.20</b>	<b>Strongly Agree (SA)</b>	

Table 5 shows the perception of the pupil-respondents on the strategies to enhance the participation level in physical activities as to Transition.

For indicator 1 stated as "maintain pupil involvement throughout the activity" obtained the highest average weighted mean (AWM) of 4.33 and interpreted as strongly agree (SA) while indicator 3 stated as "provide adequate time for learning and demonstrating skills" obtained AWM of 4.27 (rank 2) and also interpreted as strongly agree (SA). It was revealed that aspects such as sustaining pupils' involvement in physical activities and providing them adequate time to do the activities, to play their sports or games and to show their skills are also approved strategies to help the level of physical activity participation. Studies show that fundamental movement skills are very important in the physical development of the child. When a child is confident and competent with these skills, they can develop specific and complex movement skills that allow them to enjoy sport and physical activity [25]. Having a firm grasp of the fundamental movement skills and being physically literate leads a child to enjoy a long life physical activity are important to [25].

Indicator 2 stated as "Change paces of activities and allowing children some choices in activity selection" indicator 4 stated as "Match the activity to the child, not the child to the activity " both obtained an AWM of 4.10 (rank 3.5) and with descriptive equivalent of strongly agree (A) respectively; indicator 5 stated as "Use KISS: keep instructions short and simple" and indicator 6 stated as "Modify skills and activities in sequential progressions" both obtained an AWM of 4.18 (rank 5.5) and with described equivalent of agree (A) respectively. Moreover, the pupils agreed that varied and own choice of physical activities; having physical activities appropriate to the pupil; keeping clear and precise instructions to the activities and utilizing physical activity as one of the ways to develop other skills can contribute to increasing participation of different physical activities and appreciation of sports. According to [26], participation adds interest, engage pupils, provides teacher feedback and provides students feedback. According to [18], short and simple instruction help child follow instruction by giving them one at a time. Young children and

especially those with attention issues, need extra help in following direction [7]. This is because they tend to be distracted easily and may have difficulty holding on to more than one instruction at a time.

The overall weighted mean was 4.20 and interpreted as Strongly Agreed (SA). As perceived by the pupil-respondents, transition activities and details (e.g., demonstration of skills, encouragement, instruction to activities, etc.) can help increase their participation in physical activities and sports.

## 6. Conclusions

The pupil-respondents level of participation in physical activities was rated as Minimal Participation in rolling, dribbling, striking, kicking, bouncing, hopping, leaping, tag games, ball games, skipping, fitness circuit, simple mixer dance and galloping. They have maximum participation in walking, running, jumping, throwing and catching.

For the result of the investigation on the strategies that can help increase the level of participation and performance of physical activities as well as sports at school, the pupils strongly agreed to the strategies presented such as role model, instant activity, distribution of equipment and transition. As for the Role Model Strategy, the pupils strongly preferred their teachers to become an excellent demonstrator and engaging mentor. They approved group rotations as Instant Activity Strategy. In the Distribution of Equipment Strategy, they strongly considered having a specific area in which they can easily access and use the equipment needed for the performance of physical activity and sports. For the Transition Strategy, pupils strongly agreed on continuous encouragement to be involved throughout the activity.

## 7. Recommendations

Based on the findings and the conclusions obtained by the researcher, the following are hereby recommended:

1. The school may provide a concrete plan of activities and/or guidelines aimed to increase physical activity opportunities for pupils and other members of the educational community.
2. The school administrator and staff may work on scheduling an appropriate time for an organized physical activity for pupils at school.
3. School administrator and educators should intensify the awareness campaigns for pupils and other members of the academic community on the

importance of physical activity participation and benefits of being physically fit.

4. School administrator and educators should provide information to parents about the benefits on pupils (their child/children) of regular participation in physical activities and sports at school.
5. The school may create a regular evaluation and monitoring techniques/procedures to be utilized for the physical activity program of the school.

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