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LEARNING ENGAGEMENT AND ACADEMIC PERFORMANCE IN PHYSICAL EDUCATION OF GRADE 7 LEARNERS: FOUNDATION FOR AN ENHANCED PHYSICAL EDUCATION INSTRUCTIONAL PROGRAM

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ABSTRACT

Physical Education plays a crucial role in the holistic development of learners, fostering physical well-being and cognitive growth. However, the level of engagement in Physical Education and its impact on academic performance among Grade 7 learners remained a concern, necessitating an instructional program to enhance both aspects. This study aimed to determine the learning engagement and academic performance in Physical Education of Grade 7 learners in Zambales National High School, Iba District, Schools Division of Zambales, during the School Year 2024-2025. A quantitative-descriptive research design was employed, involving 440 Grade 7 learners selected through total population sampling. A researcher-designed questionnaire was utilized, with high reliability indices (learning engagement: $\alpha = .99$, academic performance: $\alpha = .94$). Findings revealed that the majority of Grade 7 learners were 12 years old, predominantly male, had one sibling, belonged to families with an income of P19,999 or below, and spent less than one hour studying at home. Their learning engagement in Physical Education was moderately engaged across behavioral, emotional, cognitive, and social aspects. Academic performance was very satisfactory in the first and second quarters. A significant difference in learning engagement was found concerning age, number of siblings, monthly family income, and daily study hours, while no significant difference was observed based on sex. Moreover, a moderately positive and significant correlation existed between learning engagement and academic performance. Based on these findings, an enhanced Physical Education instructional program was developed to improve learning engagement and academic performance. This study contributes to the research community by providing empirical insights into the relationship between learning engagement and academic performance in Physical Education, serving as a basis for instructional program enhancement.

Keywords: Learning Engagement, Academic Performance, Physical Education, Grade 7 Learners, Enhanced Instructional Program.

1. INTRODUCTION

Learning engagement in Physical Education plays a crucial role in fostering not only physical fitness but also the holistic development of learners. Active participation in Physical Education activities has been linked to improved social interaction, teamwork, and motivation, which contribute to academic success. Despite its importance, challenges such as limited facilities, lack of interest, and inadequate instructional strategies often hinder learners' full engagement. This study seeks to explore the relationship between learning engagement and academic performance in Physical Education to provide insights for developing an enhanced instructional program that meets the needs of Grade 7 learners.

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The literature revealed that learning engagement in Physical Education significantly influenced learners' academic performance and overall development. Guo et al. (2023) and Gonzalez-Peño et al. (2021) highlighted the importance of teacher support and structured instructional strategies in enhancing learners' motivation and active participation in Physical Education classes. Leo et al. (2022) emphasized that teaching approaches fostered autonomy and competence, contributing to heightened learner engagement. Additionally, Simon-Chico et al. (2023) and Hartikainen et al. (2021) demonstrated that challenge-based learning and open learning environments positively impacted behavioral engagement by fostering a sense of accomplishment and collaboration among learners.

The cognitive dimension of engagement in Physical Education was equally crucial for learner success. Kolovelonis and Goudas (2022) and Kaloka et al. (2023) showed that cognitively challenging activities fostered critical thinking and decision-making skills. Cho et al. (2022) underscored the broader educational value of Physical Education by enhancing cognitive competencies alongside physical development. Smith (2021) and Deng and Chen (2023) highlighted how mental stimulation through engaging activities improved learners' focus and promoted a deeper connection between physical activity and cognitive development.

Despite these findings, gaps remained in the literature concerning comprehensive instructional strategies tailored for Grade 7 learners in Physical Education. While Diaz and Andal (2024) advocated for differentiated instruction to meet diverse learner needs, Hemphill et al. (2021) found that social-emotional learning approaches were often underutilized in Physical Education contexts. Moreover, Khairuddin et al. (2023) identified a need for more student-centered practices, highlighting ongoing barriers to engagement. These gaps underscored the need for an enhanced instructional program that integrated behavioral, cognitive, and emotional engagement strategies, ensuring holistic learner development in Physical Education for Grade 7 learners.

2. STATEMENT OF THE PROBLEM

This study determined the learning engagement and academic performance in Physical Education of Grade 7 learners in Zambales National High School, Iba District, Schools Division of Zambales, during the School Year 2024-2025.

Specifically, it sought to answer these questions:

1. How may the profile of Grade 7 learners be described in terms of:
    1.1. age;
    1.2. sex;
    1.3. number of siblings;
    1.4. monthly family income; and
    1.5. daily study hours at home?
2. How may the learning engagement of Grade 7 learners be described in terms of:
    2.1. behavioral aspect;
    2.2. emotional aspect;
    2.3. cognitive aspect; and
    2.4. social aspect?
3. How may the academic performance in Physical Education of Grade 7 learners be described in terms of:
    3.1. first quarterly grade; and
    3.2. second quarterly grade?

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4. Is there a significant difference between the learning engagement of Grade 7 learners and their profile when grouped accordingly?

5. Is there a significant correlation between the learning engagement of Grade 7 learners and their academic performance in Physical Education?

6. What enhanced Physical Education instructional program can be developed to improve the learning engagement and academic performance of Grade 7 learners?

3. METHODS AND MATERIALS

This study determined the learning engagement and academic performance in Physical Education of Grade 7 learners in Zambales National High School, Iba District, Schools Division of Zambales, during the School Year 2024-2025. A quantitative-descriptive research design was employed, with data collected, classified, summarized, and analyzed using percentages and means. The study involved 440 Grade 7 learners in a public secondary school, utilizing total population sampling to involve all Grade 7 learners under regular classes. A researcher-designed questionnaire served as the primary data collection tool, targeting dimensions of the learning engagement and academic performance in Physical Education of Grade 7 learners. The instrument demonstrated excellent reliability, as confirmed by Cronbach's Alpha values for the learning engagement ($\alpha = 0.99$) and academic performance ($\alpha = 0.94$) in Physical Education of Grade 7 learners. Statistical analyses, including the Kruskal-Wallis Test and Spearman Rho Correlation, were used to test the study's hypotheses.

4. RESULTS AND DISCUSSIONS

4.1. Profile of Grade 7 Learners

4.1.1. Age

Table 1

Frequency and Percentage Distribution of the Profile of Grade 7 Learners in terms Age

Age	Frequency	Percentage
12 years old	175	39.77
13 years old	171	38.86
14 years old	75	17.05
15 years old	19	4.32
Total	**440**	**100.00**

Table 1 exhibits the frequency and percentage distribution of Grade 7 learners in terms of age. It showed the different age groups and their corresponding number of learners, highlighting the most and least common ages.

The indicator "12 years old" recorded a frequency of 175, which accounted for 39.77% of the total learners. Meanwhile, "13 years old" had a frequency of 171, making up 38.86% of the respondents. The remaining age groups, "14 years old" and "15 years old," had lower frequencies of 75 (17.05%) and 19 (4.32%), respectively, showing that a smaller portion of learners belonged to these categories.

The highest frequency and percentage belonged to the "12 years old" category, with 175 learners or 39.77% of the total. This indicated that most Grade 7 learners fell within the expected age range for their grade level. The finding was significant as it suggested that the majority of learners followed the standard progression in the educational system.

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The present study aligned with the findings of Durog (2024), which examined the age distribution of learners and its impact on academic performance. Both studies emphasized that learners who belonged to the expected age range tended to have better adaptation to the curriculum. The similarities in findings reinforced the idea that age distribution played a role in learners' overall academic progress.

4.1.2. Sex

Table 2

Frequency and Percentage Distribution of the Profile of Grade 7 Learners in terms of Sex

Sex	Frequency	Percentage
Male	223	50.68
Female	217	49.12
Total	**440**	**100.00**

Table 2 displays the frequency and percentage distribution of Grade 7 learners in terms of sex. It showed the number of male and female learners and their corresponding percentages.

The indicator "Male" recorded a frequency of 223, which accounted for 50.68% of the total learners. Meanwhile, the indicator "Female" had a frequency of 217, making up 49.12% of the respondents. These figures indicated a nearly balanced distribution of male and female learners in the Grade 7 level.

The highest frequency and percentage belonged to the "Male" category, with 223 learners or 50.68% of the total. This showed that there were slightly more male learners than female learners in the study. The result was significant as it suggested a minimal gender gap among Grade 7 learners, ensuring an equitable learning environment.

The present study aligned with the findings of Thelma (2023), which explored the sex distribution of learners and its impact on classroom dynamics. Both studies emphasized that a nearly equal distribution of male and female learners contributed to balanced peer interactions. The similarities in findings reinforced the importance of considering sex distribution in educational planning and instruction.

4.1.3. Number of Siblings

Table 3

Frequency and Percentage Distribution of the Profile of Grade 7 Learners in terms of Number of Siblings

Number of Siblings	Frequency	Percentage
No sibling	62	14.09
1 sibling	185	41.05
2 siblings	165	37.50
3 siblings	28	6.36
Total	**440**	**100.00**

Table 3 depicts the frequency and percentage distribution of Grade 7 learners in terms of the number of siblings. It showed the different categories of sibling count and their corresponding frequencies and percentages.

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The indicator "1 sibling" recorded a frequency of 185, which accounted for 41.05% of the total learners. Meanwhile, "2 siblings" had a frequency of 165, making up 37.50% of the respondents. The remaining categories, "No sibling" and "3 siblings," had lower frequencies of 62 (14.09%) and 28 (6.36%), respectively, indicating that fewer learners were only children or had three or more siblings.

The highest frequency and percentage belonged to the "1 sibling" category, with 185 learners or 41.05% of the total. This suggested that most Grade 7 learners had only one sibling, which might indicate a more focused parental support system at home. The finding was significant as it implied that learners with fewer siblings might receive more attention and resources for their education.

The present study aligned with the findings of Julious et al. (2024), which examined the relationship between family size and academic performance. Both studies emphasized that the number of siblings influenced the availability of parental support and learning opportunities at home. The similarities in findings reinforced the idea that learners from smaller families might have better access to educational resources, which could positively impact their academic progress.

4.1.4. Monthly Family Income

Table 4

Frequency and Percentage Distribution of the Profile of Grade 7 Learners in terms of Monthly Family Income

Monthly Family Income	Frequency	Percentage
P19,999 and below	174	39.55
P20,000 to P39,999	136	30.91
P40,000 to P59,999	67	15.23
P60,000 to P79,999	38	8.64
P80,000 to P99,999	25	5.68
Total	**440**	**100.00**

Table 4 portrays the frequency and percentage distribution of Grade 7 learners in terms of monthly family income. It showed the different income brackets and the number of learners belonging to each category.

The indicator "P19,999 and below" recorded a frequency of 174, which accounted for 39.55% of the total learners. Meanwhile, "P20,000 to P39,999" had a frequency of 136, making up 30.91% of the respondents. The remaining income brackets, "P40,000 to P59,999," "P60,000 to P79,999," and "P80,000 to P99,999," had lower frequencies of 67 (15.23%), 38 (8.64%), and 25 (5.68%), respectively, indicating that fewer learners came from families with higher incomes.

The highest frequency and percentage belonged to the "P19,999 and below" category, with 174 learners or 39.55% of the total. This suggested that a significant portion of Grade 7 learners came from low-income households. The finding was significant as it highlighted the economic challenges that many learners faced, which could impact their access to educational resources and opportunities.

The present study aligned with the findings of Munir et al. (2023), which examined the influence of family income on students' academic performance. Both studies emphasized that learners from lower-income families often encountered financial constraints that affected their educational experience. The similarities in findings reinforced the importance of providing

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financial assistance and support programs to help economically disadvantaged learners succeed in school.

4.1.5. Daily Study Hours at Home

Table 5

Frequency and Percentage Distribution of the Profile of Grade 7 Learners in terms of Daily Study Hours at Home

Daily Study Hours at Home	Frequency	Percentage
Less than 1.0 hour	194	44.09
1.0 to 1.9 hours	138	31.36
2.0 to 2.9 hours	75	17.05
3.0 to 3.9 hours	33	7.50
Total	**440**	**100.00**

Table 5 represents the frequency and percentage distribution of Grade 7 learners in terms of their daily study hours at home. It showed the different time intervals learners spent studying and their corresponding frequencies and percentages.

The indicator "Less than 1.0 hour" recorded a frequency of 194, which accounted for 44.09% of the total learners. Meanwhile, "1.0 to 1.9 hours" had a frequency of 138, making up 31.36% of the respondents. The remaining study time categories, "2.0 to 2.9 hours" and "3.0 to 3.9 hours," had lower frequencies of 75 (17.05%) and 33 (7.50%), respectively, indicating that fewer learners dedicated more hours to studying at home.

The highest frequency and percentage belonged to the "Less than 1.0 hour" category, with 194 learners or 44.09% of the total. This suggested that almost half of the Grade 7 learners spent minimal time studying at home. The finding was significant as it implied a possible challenge in developing effective study habits, which could affect academic performance.

The present study aligned with the findings of Zubair et al. (2024), which examined the relationship between study hours and learners' academic achievements. Both studies emphasized that limited study time at home might contribute to lower academic performance. The similarities in findings reinforced the need for interventions that encourage learners to adopt better study habits and allocate more time for academic activities.

4.2. Learning Engagement in Physical Education of Grade 7 Learners

4.2.1. Behavioral Aspects

Table 6

Mean Rating and Interpretations of the Learning Engagement in Physical Education of Grade 7 Learners in terms of Behavioral Aspects

Item	Indicators	Mean Rating	Interpretation
1	I follow class rules during exercises.	3.19	Moderately Engaged
2	I actively participate in Physical Education activities.	3.18	Moderately Engaged
3	I ensure my safety and my classmates' safety during games.	3.15	Moderately Engaged

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4	I cooperate with my classmates during team games.	3.12	Moderately Engaged
5	I say "sorry" or "excuse me" when I accidentally hurt someone during games.	3.15	Moderately Engaged
6	I show respect to teachers and classmates during class activities.	3.16	Moderately Engaged
7	I complete assigned tasks in physical education.	3.15	Moderately Engaged
8	I listen carefully to the teacher's instructions before starting an activity.	3.16	Moderately Engaged
9	I clean up equipment after using them in class.	3.12	Moderately Engaged
10	I show enthusiasm when learning new movements or games in physical education.	3.15	Moderately Engaged
	General Mean Rating	**3.15**	**Moderately Engaged**

Table 6 highlights the mean rating and interpretations of the learning engagement of Grade 7 learners in Physical Education, specifically in terms of behavioral aspects. The data revealed that all indicators fell within the category of "Moderately Engaged," indicating a consistent level of engagement among the learners.

The mean ratings ranged from 3.12 to 3.19, all interpreted as "Moderately Engaged." The highest mean rating of 3.19 belonged to the indicator "I follow class rules during exercises," while the lowest mean rating of 3.12 was shared by "I cooperate with my classmates during team games" and "I clean up equipment after using them in class." The general mean rating of 3.15, which was also interpreted as "Moderately Engaged," signified that learners demonstrated a moderate level of behavioral engagement in Physical Education, which could impact their overall participation and discipline in class.

The indicator "I follow class rules during exercises" obtained the highest mean rating of 3.19, suggesting that learners prioritized adherence to rules in their physical activities. This implied that they valued structure and discipline, which are essential in fostering a safe and organized learning environment. The high rating of this indicator emphasized the importance of classroom management and rule enforcement in enhancing students' learning experiences in Physical Education.

The findings of this study aligned with the study of Suguis and Belleza (2022), which explored the behavioral engagement of students in physical activities. Both studies highlighted the role of discipline and rule-following in maintaining an effective learning environment. The consistency of results reinforced the idea that structured guidelines and proper behavioral engagement significantly contributed to students' active participation in physical education classes.

4.2.2. Emotional Aspects

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Table 7

Mean Rating and Interpretations of the Learning Engagement in Physical Education of Grade 7 Learners in terms of Emotional Aspects

Item	Indicators	Mean Rating	Interpretation
1	I feel happy when learning new games or activities in Physical Education.	3.17	Moderately Engaged
2	I show enthusiasm whenever I join class games.	3.16	Moderately Engaged
3	I feel proud when I complete an exercise or task.	3.16	Moderately Engaged
4	I stay calm even if I don't learn the movements or games right away.	3.13	Moderately Engaged
5	I care about my classmates when they have difficulties with activities.	3.15	Moderately Engaged
6	I enjoy playing with my classmates in physical education.	3.15	Moderately Engaged
7	I show gratitude to my teachers after class activities.	3.19	Moderately Engaged
8	I do not give up even when some activities are difficult.	3.17	Moderately Engaged
9	I feel happy for my classmates' success.	3.14	Moderately Engaged
10	I show respect even when I lose in games.	3.13	Moderately Engaged
	General Mean Rating	**3.15**	**Moderately Engaged**

Table 7 emphasizes the mean rating and interpretations of the learning engagement of Grade 7 learners in Physical Education in terms of emotional aspects. The findings indicated that all indicators were interpreted as "Moderately Engaged," suggesting that learners demonstrated a moderate level of emotional involvement in their Physical Education activities.

The mean ratings ranged from 3.13 to 3.19, all falling under the "Moderately Engaged" category. The highest mean rating of 3.19 was recorded for the indicator "I show gratitude to my teachers after class activities," while the lowest mean rating of 3.13 was observed in "I stay calm even if I don't learn the movements or games right away" and "I show respect even when I lose in games." The general mean rating of 3.15, also interpreted as "Moderately Engaged," indicated that learners had a balanced emotional response toward Physical Education, which played a role in their motivation and class participation.

The indicator "I show gratitude to my teachers after class activities" received the highest mean rating of 3.19, emphasizing the learners' appreciation for their teachers' efforts. This implied that learners valued their teachers' guidance and recognized their role in fostering a positive learning experience. The high rating of this indicator highlighted the importance of teacher-student relationships in sustaining learners' emotional engagement in Physical Education.

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The present study aligned with the findings of Hartikainen et al. (2021), which explored the emotional engagement of students in physical activities. Both studies emphasized the significance of emotional factors, such as gratitude and perseverance, in shaping students' attitudes toward learning. The similarity in results reinforced the idea that emotional engagement played a crucial role in learners' motivation and overall participation in Physical Education classes.

4.2.3. Cognitive Aspects

Table 8

Mean Rating and Interpretations of the Learning Engagement in Physical Education of Grade 7 Learners in terms of Cognitive Aspects

Item	Indicators	Mean Rating	Interpretation
1	I think of ways to improve my movements or gameplay.	3.20	Moderately Engaged
2	I recognize the correct steps or movements before starting a game.	3.18	Moderately Engaged
3	I plan how to do well in an activity before doing it.	3.13	Moderately Engaged
4	I listen to and understand the teacher's explanation about game rules.	3.14	Moderately Engaged
5	I focus on learning the correct way of moving in every activity.	3.18	Moderately Engaged
6	I remember what I learned from previous games or exercises.	3.15	Moderately Engaged
7	I ask questions when I don’t fully understand something in class.	3.12	Moderately Engaged
8	I use what I learned in physical education in other activities or games.	3.15	Moderately Engaged
9	I show initiative in thinking of strategies during games.	3.18	Moderately Engaged
10	I reflect on ways to improve my performance after a game.	3.16	Moderately Engaged
	General Mean Rating	**3.16**	**Moderately Engaged**

Table 8 underscores the mean rating and interpretations of the learning engagement of Grade 7 learners in Physical Education in terms of cognitive aspects. The results showed that all indicators were interpreted as "Moderately Engaged," indicating that learners demonstrated a moderate level of cognitive involvement in their Physical Education activities.

The mean ratings ranged from 3.12 to 3.20, all categorized as "Moderately Engaged." The highest mean rating of 3.20 was recorded for the indicator "I think of ways to improve my movements or gameplay," while the lowest mean rating of 3.12 belonged to "I ask questions when I don’t fully understand something in class." The general mean rating of 3.16, which was also interpreted as "Moderately Engaged," suggested that learners applied cognitive strategies but had

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room for improvement in critical thinking and problem-solving during Physical Education activities.

The indicator "I think of ways to improve my movements or gameplay" received the highest mean rating of 3.20, highlighting the learners' efforts in refining their skills. This result suggested that learners actively engaged in self-assessment and improvement, which were essential for skill development in sports and physical activities. The high rating of this indicator underscored the importance of encouraging reflective thinking and strategic planning in Physical Education.

The findings of this study aligned with the research of Bedard et al. (2021), which examined cognitive engagement in physical activities. Both studies emphasized the role of active thinking and self-improvement in enhancing learners' participation and performance. The consistency of results reinforced the idea that cognitive engagement significantly contributed to students' ability to develop and refine their skills in Physical Education.

4.2.4. Social Aspects

Table 9

Mean Rating and Interpretations of the Learning Engagement in Physical Education of Grade 7 Learners in terms of Social Aspects

Item	Indicators	Mean Rating	Interpretation
1	I play respectfully with my classmates.	3.17	Moderately Engaged
2	I cooperate with my classmates to achieve team goals.	3.17	Moderately Engaged
3	I respect my classmates' opinions during games or activities.	3.17	Moderately Engaged
4	I ask my classmates for help when I need it.	3.10	Moderately Engaged
5	I give praise to my classmates when they do well in games.	3.11	Moderately Engaged
6	I remain polite to my classmates even when we disagree during games.	3.15	Moderately Engaged
7	I listen to my classmates' suggestions to improve our game.	3.20	Moderately Engaged
8	I help teach my classmates when they need to learn something in a game.	3.13	Moderately Engaged
9	I share equipment with my classmates during physical education class.	3.12	Moderately Engaged
10	I show appreciation to my classmates even when our team loses.	3.14	Moderately Engaged
	General Mean Rating	**3.15**	**Moderately Engaged**

Table 9 reveals the mean rating and interpretations of the learning engagement of Grade 7 learners in Physical Education in terms of social aspects. The findings indicated that all indicators

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were interpreted as "Moderately Engaged," reflecting a moderate level of social interaction and cooperation among learners during Physical Education activities.

The mean ratings ranged from 3.10 to 3.20, all categorized as "Moderately Engaged." The highest mean rating of 3.20 was recorded for the indicator "I listen to my classmates' suggestions to improve our game," while the lowest mean rating of 3.10 belonged to "I ask my classmates for help when I need it." The general mean rating of 3.15, also interpreted as "Moderately Engaged," suggested that learners exhibited a fair level of teamwork and respect, which played a crucial role in fostering a collaborative learning environment in Physical Education.

The indicator "I listen to my classmates' suggestions to improve our game" received the highest mean rating of 3.20, emphasizing the learners' willingness to consider their peers' input. This result suggested that learners valued teamwork and recognized the importance of communication in achieving success in physical activities. The high rating of this indicator underscored the significance of promoting active listening and cooperation in Physical Education to enhance social engagement.

The findings of this study were consistent with the research of Barney and Leavitt (2021), which explored the impact of social interaction on student engagement in physical activities. Both studies highlighted the importance of teamwork, respect, and communication in fostering a positive learning experience. The alignment of results reinforced the idea that social engagement significantly contributed to learners' motivation and overall performance in Physical Education.

4.3. Academic Performance in Physical Education of Grade 7 Learners

Table 10

Mean and Interpretations of the Academic Performance in Physical Education of Grade 7 Learners

Academic Performance in Physical Education	**Mean**	**Interpretations**
First Quarterly Grade	3.60	Very Satisfactory
Second Quarterly Grade	3.73	Very Satisfactory
General Mean Rating	**3.66**	**Very Satisfactory**

Table 10 unfolds the Mean and Interpretations of the Academic Performance in Physical Education of Grade 7 Learners. It showed the learners' quarterly grades and their overall academic performance based on the computed general mean rating.

The mean ratings ranged from 3.60 to 3.73, which all fell under the interpretation of "Very Satisfactory." The General Mean Rating of 3.66 also indicated a "Very Satisfactory" performance, demonstrating that learners consistently achieved a high level of competence in Physical Education. This result signified that the learners performed well in their physical activities and assessments, highlighting their active engagement in the subject.

Among the indicators, the Second Quarterly Grade obtained the highest mean rating of 3.73, which also received a "Very Satisfactory" interpretation. This suggested that learners improved or maintained their performance in the second quarter, possibly due to enhanced instructional strategies or increased familiarity with physical activities. Such findings emphasized the effectiveness of the teaching approach and the learners' adaptability in Physical Education.

The present study aligned with the findings of Kemeryte-Ivanauskiene et al. (2022), which explored the relationship between physical activities and students' academic engagement. Both

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studies emphasized the importance of continuous participation in physical activities to sustain high academic performance. The comparison supported the claim that effective Physical Education programs contributed to learners' overall development and scholastic achievement.

4.4. Difference Between the Learning Engagement in Physical Education of Grade 7 Learners and Their Profile

4.4.1. Age

Table 11

Difference Between the Learning Engagement in Physical Education of Grade 7 Learners and Their Profile in terms of Age

Groups	*MR*	*Eta squared (η^2)*	*H*	*df*	*p*	Decision
12 years old	259.17	.43 (Large)	128.60	3	.000	Reject H_{01} (Significant)
13 years old	235.53					
14 years old	78.87					
15 years old	288.21					

The results in Table 11 unveils the difference between the learning engagement in Physical Education of Grade 7 learners and their profile in terms of age. The findings revealed a significant difference among the age groups.

The computed mean rank (MR) values varied across age groups, with the highest recorded at 288.21 for 15-year-old learners. The eta squared (η^2) value of 0.43 indicated a large effect size. The computed H value of 128.60 with 3 degrees of freedom (df) and a p-value of .000 led to the rejection of the null hypothesis (H01), suggesting a significant relationship between age and learning engagement in Physical Education.

The highest mean rank (MR) of 288.21 belonged to the 15-year-old learners, which suggested that they engaged more actively in Physical Education compared to younger students. This result underscored the potential influence of age on students' enthusiasm and participation in physical activities. Understanding this trend could guide educators in designing age-appropriate strategies to enhance learning engagement in Physical Education.

The present study aligned with the findings of Padua et al. (2024), which also established a significant relationship between learner demographics and engagement in physical activities. Similar to the current results, previous research reported that older learners exhibited higher participation rates. These parallel findings reinforced the idea that age played a crucial role in shaping students' involvement in Physical Education.

4.4.2. Sex

Table 12

Difference Between the Learning Engagement in Physical Education of Grade 7 Learners and Their Profile in terms of Sex

Groups	*H*	*df*	*p*	Decision
Male Female	1.08	1	.298	Accept H_{01} (Not Significant)

The results in Table 12 shows the difference between the learning engagement in Physical Education of Grade 7 learners based on their sex. The analysis indicated that there was no significant difference between male and female learners in terms of their engagement.

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The statistical values revealed that the H-value was 1.08, with a degree of freedom (df) of 1 and a p-value of .298. Since the p-value exceeded the .05 significance level, the null hypothesis (H01) was accepted, indicating no significant difference. This finding suggested that sex did not influence the level of learning engagement in Physical Education, emphasizing the need to explore other factors affecting engagement.

The present study aligned with the findings of Korlat et al. (2021), who also found no significant difference in learning engagement based on sex in physical activities. Their study emphasized that engagement depended more on personal interest and teaching strategies rather than gender. Similarly, the current study reinforced the idea that both male and female learners could be equally engaged in Physical Education when provided with appropriate instructional methods.

4.4.3. Number of Siblings

Table 13

Difference Between the Learning Engagement in Physical Education of Grade 7 Learners and Their Profile in terms of Number of Siblings

Groups	*MR*	*Eta squared (η^2)*	*H*	*df*	*p*	Decision
No sibling	85.13	.38 (Large)	97.77	3	.000	Reject H_{01} (Significant)
1 sibling	260.58					
2 siblings	225.48					
3 siblings	226.11					

Table 13 expounds the difference between the learning engagement in Physical Education of Grade 7 learners and their profile in terms of the number of siblings. The findings revealed a significant difference among the groups.

The computed mean rank (MR) values varied across groups, with the highest recorded at 260.58 for learners with one sibling. The eta squared (η^2) value of 0.38 indicated a large effect size. The computed H value of 97.77 with 3 degrees of freedom (df) and a p-value of .000 led to the rejection of the null hypothesis (H01), suggesting a significant relationship between the number of siblings and learning engagement in Physical Education.

The highest mean rank (MR) of 260.58 belonged to learners with one sibling, implying that they engaged more actively in Physical Education compared to those with no siblings or multiple siblings. This result highlighted the potential impact of family dynamics on students' participation in physical activities. Understanding this pattern could help educators develop strategies to foster engagement among learners with varying family backgrounds.

The present study aligned with the findings of Mylona et al. (2023), which also established a significant relationship between family structure and student engagement in physical activities. Similar to the current results, previous research indicated that learners with a moderate number of siblings exhibited higher participation rates. These findings reinforced the idea that family composition influenced students' involvement in Physical Education.

4.4.4. Monthly Family Income

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Table 14

Difference Between the Learning Engagement in Physical Education of Grade 7 Learners and Their Profile in terms of Monthly Family Income

Groups	*MR*	*Eta squared (η²)*	*H*	*df*	*p*	Decision
P19,999 and below	251.69	.49 (Large)	105.07	4	.000	Reject H_{01} (Significant)
P20,000 to P39,999	257.94					
P40,000 to P59,999	91.83					
P60,000 to P79,999	204.58					
P80,000 to P99,999	168.78					

Table 14 illustrates the difference between the learning engagement in Physical Education of Grade 7 learners and their profile in terms of monthly family income. The findings revealed a significant difference among the income groups.

The computed mean rank (MR) values varied across income groups, with the highest recorded at 257.94 for learners from families earning between P20,000 and P39,999. The eta squared (η^2) value of 0.49 indicated a large effect size. The computed H value of 105.07 with 4 degrees of freedom (df) and a p-value of .000 led to the rejection of the null hypothesis (H01), suggesting a significant relationship between monthly family income and learning engagement in Physical Education.

The highest mean rank (MR) of 257.94 belonged to learners from families earning between P20,000 and P39,999, suggesting that they engaged more actively in Physical Education compared to those from lower or higher income brackets. This result implied that financial stability within a moderate income range might contribute to greater participation in physical activities. Understanding this trend could help educators design inclusive programs that encourage active engagement regardless of financial background.

The present study aligned with the findings of Jurczak et al. (2021), which also established a significant relationship between socioeconomic status and student engagement in physical activities. Similar to the current results, previous research indicated that learners from middle-income families exhibited higher participation rates. These findings reinforced the idea that financial capacity influenced students' involvement in Physical Education.

4.4.5. Daily Study Hours at Home

Table 15

Difference Between the Learning Engagement in Physical Education of Grade 7 Learners and Their Profile in terms of Daily Study Hours at Home

Groups	*MR*	*Eta squared (η²)*	*H*	*df*	*p*	Decision
Less than 1.0 hour	262.87	.50 (Large)	119.20	3	.000	Reject H_{01} (Significant)
1.0 to 1.9 hours	238.52					
2.0 to 2.9 hours	66.45					
3.0 to 3.9 hours	200.70					

Table 15 clarifies the difference between the learning engagement in Physical Education of Grade 7 learners and their profile in terms of daily study hours at home. The findings revealed a significant difference among the study hour groups.

The computed mean rank (MR) values varied across study hour groups, with the highest recorded at 262.87 for learners who studied less than 1.0 hour daily. The eta squared (η^2) value of

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0.50 indicated a large effect size. The computed H value of 119.20 with 3 degrees of freedom (df) and a p-value of .000 led to the rejection of the null hypothesis (H01), suggesting a significant relationship between daily study hours and learning engagement in Physical Education.

The highest mean rank (MR) of 262.87 belonged to learners who studied for less than 1.0 hour daily, implying that they engaged more actively in Physical Education compared to those who spent more time studying. This result suggested that learners who dedicated less time to academic studies might have had more opportunities to participate in physical activities. Understanding this trend could help educators balance academic and physical engagement among students.

The present study aligned with the findings of Cullantes et al. (2024), which also established a significant relationship between study habits and engagement in physical activities. Similar to the current results, previous research indicated that students who spent less time studying exhibited higher participation in Physical Education. These findings reinforced the idea that time allocation for studying influenced students' involvement in physical activities.

4.5. Correlation Between the Learning Engagement of Grade 7 Learners and Their Academic Performance in Physical Education

Table 16

Correlation Between the Learning Engagement of Grade 7 Learners and Their Academic Performance in Physical Education

Dependent Variables	*R*	*p*	Interpretation		Decision
First Quarterly Grade	.58	.000	Positive Correlation	Moderate	Reject H_{02} (Significant)
Second Quarterly Grade	.54	.000	Positive Correlation	Moderate	Reject H_{02} (Significant)
Overall	**.56**	**.000**	**Positive Correlation**	**Moderate**	**Reject H_{02} (Significant)**

The results in Table 16 enacts the correlation between the learning engagement of Grade 7 learners and their academic performance in Physical Education. The table revealed that the correlation coefficients for the first and second quarterly grades, as well as the overall result, indicated a positive moderate correlation.

The computed correlation coefficient (r) values were .58, .54, and .56, with a significance level (p) of .000 in all cases. These findings suggested that as learning engagement increased, academic performance in Physical Education also improved. Since the null hypothesis (H02) was rejected, the relationship between these variables was statistically significant, emphasizing the importance of engagement in enhancing learners' academic outcomes.

The overall findings confirmed that learning engagement had a moderate but meaningful impact on academic performance. The rejection of H02 across all measures underscored the significant role of student involvement in achieving better grades. This highlighted the necessity of fostering engaging learning experiences in Physical Education to optimize students' performance.

The present study aligned with the findings of Tao et al. (2022), which also established a significant correlation between student engagement and academic success. Both studies emphasized that actively involved learners tended to perform better in their respective subjects.

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The results further reinforced the argument that engagement strategies should be prioritized to enhance student learning outcomes.

4.6. An Enhanced Physical Education Instructional Program to Improve the Learning Engagement and Academic Performance in Physical Education of Grade 7 Learners

Enhancing learner engagement across cognitive, emotional, social, and behavioral dimensions is crucial for academic success, yet challenges such as financial constraints, lack of gender-responsive teaching, and insufficient self-study habits hinder participation. This program aims to address these issues through differentiated instruction, socio-emotional learning initiatives, structured study interventions, and interdisciplinary approaches, fostering motivation and resilience. Collaborative efforts involving teachers, parents, school heads, and community stakeholders will ensure the successful implementation of strategies such as mentoring programs, peer collaboration activities, and financial assistance initiatives. Progress will be monitored through data-driven assessments, stakeholder feedback, and continuous professional development for educators to refine instructional strategies. By integrating technology, strengthening partnerships, and expanding mentorship initiatives, the program will create an inclusive learning environment that supports students' transition to secondary education and long-term academic success.

5. CONCLUSIONS

1. The Grade 7 learners were 12 years old, predominantly male, had one sibling, belonged to families with an income of P19,999 or below, and spent less than one hour studying.
2. The Grade 7 learners demonstrated moderate engagement in Physical Education across behavioral, emotional, cognitive, and social aspects.
3. The academic performance of Grade 7 learners in Physical Education was very satisfactory based on their first and second quarterly grades.
4. A significant difference existed in the learning engagement of Grade 7 learners in Physical Education concerning their age, number of siblings, monthly family income, and daily study hours at home, but no significant difference was observed based on sex.
5. A moderately positive and significant correlation existed between the learning engagement of Grade 7 learners and their academic performance in Physical Education, covering the first and second quarterly grades.
6. An enhanced Physical Education instructional program was developed to improve the learning engagement and academic performance of Grade 7 learners.

6. RECOMMENDATIONS

1. Schools should consider providing targeted academic support and study habit interventions for Grade 7 learners, particularly those from low-income families who spend limited time studying.
2. Teachers should implement diverse and engaging instructional strategies to further enhance learners' behavioral, emotional, cognitive, and social engagement in Physical Education.
3. Teachers should sustain and reinforce effective teaching methods and assessment strategies to maintain and further improve the very satisfactory academic performance of Grade 7 learners in Physical Education.

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4. Schools should design differentiated instructional approaches that address the varying learning engagement levels of Grade 7 learners based on their age, number of siblings, family income, and study habits.
5. Teachers should strengthen learning engagement strategies in Physical Education, as higher engagement is positively correlated with improved academic performance.
6. Schools should implement and continuously refine the enhanced Physical Education instructional program to maximize its impact on learners' engagement and academic success.
7. Further studies on learning engagement in Physical Education should explore additional factors such as teaching methodologies, learning environments, and extracurricular participation to provide a more comprehensive understanding of its impact on academic performance.

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