

## Physical culture for lifelong healthy participation: Expanding the horizon of individual interest and university engagement in physical education in higher education

### Budaya fisik untuk partisipasi sehat sepanjang hayat: Memperluas cakrawala minat individu dan keterlibatan universitas dalam pendidikan jasmani di perguruan tinggi

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#### Abstract

The degree of an individual's interest can be conceptualized as their inclination to experience specific emotions toward a particular domain, such as physical education. There is a lack of published scholarly literature exploring the correlation between individual interest and university engagement, particularly within the context of colleges and universities in the Philippines. The primary objective of this study is to enhance the understanding of the correlation between the two variables. Furthermore, the objective of this study is to ascertain the notable disparity in the individual interest and university engagement of students, taking into account their sexes and educational institution. This study uses a quantitative research method. Upon collecting data from a representative sample of college students, it was determined that there was no discernible variation in the levels of individual interest and university engagement based on gender and educational institution. Furthermore, a notable correlation has been identified between individual interest and engagement in higher education. Ultimately, the factors that contribute to university engagement include positive affect and readiness to reengage, stored utility value, stored attainment value, and knowledge-seeking intentions. The present study provides recommendations for future research initiatives and instructors in order to effectively promote lifelong engagement in physical culture among students, encouraging their participation in diverse healthy activities.

**Keywords:** individual interest; physical culture; physical education; university engagement

#### Abstrak

Tingkat minat seseorang dapat dikonseptualisasikan sebagai kecenderungan mereka untuk mengalami emosi tertentu terhadap domain tertentu, seperti pendidikan jasmani. Ada kekurangan literatur ilmiah yang diterbitkan yang mengeksplorasi korelasi antara minat individu dan keterlibatan di universitas, terutama dalam konteks perguruan tinggi dan universitas di Filipina. Tujuan utama dari studi ini adalah untuk meningkatkan pemahaman tentang korelasi antara kedua variabel tersebut. Selain itu, tujuan dari studi ini adalah untuk memastikan perbedaan yang mencolok dalam minat individu dan keterlibatan mahasiswa di universitas, dengan mempertimbangkan jenis kelamin dan institusi pendidikan mereka. Studi ini menggunakan metode penelitian kuantitatif. Setelah mengumpulkan data dari sampel mahasiswa yang representatif, ditentukan bahwa tidak ada variasi yang terlihat pada tingkat minat individu dan keterlibatan universitas berdasarkan jenis kelamin dan institusi pendidikan.

*Selain itu, korelasi penting telah diidentifikasi antara minat individu dan keterlibatan dalam pendidikan tinggi. Pada akhirnya, faktor-faktor yang berkontribusi terhadap keterlibatan di universitas termasuk pengaruh positif dan kesiapan untuk terlibat kembali, nilai utilitas yang tersimpan, nilai pencapaian yang tersimpan, dan niat untuk mencari pengetahuan. Studi ini memberikan rekomendasi untuk inisiatif penelitian di masa depan dan instruktur untuk secara efektif mempromosikan keterlibatan seumur hidup dalam budaya fisik di kalangan mahasiswa, mendorong partisipasi mereka dalam berbagai kegiatan sehat.*

**Kata kunci:** *minat individu; budaya fisik; pendidikan jasmani; keterlibatan perguruan tinggi*

## Introduction

Promoting and conserving the culture of physical activity on campus can only be done by the dedicated individuals who teach in the field of physical education (Alexandr et al. 2016, Volozhanin 2018). However, the level of student interest and participation in the material is critical for an accurate translation of physical culture. Students will be more motivated to engage in physical activity if the course material and activities are properly and adequately chosen to be engaging and to match their expectations. To elaborate, Physical culture investigates the many facets of human mobility, including but not limited to the fields of physical education and sports (Brown 2019). Student health can be enhanced, strength can be built, and the harmful effects of poor living conditions can be avoided (Drózdź et al. 2022, Iqboljon 2021, Kokoulina et al. 2021, Lutkovskaya et al. 2021). Physical education's function in promoting a healthy campus culture is crucial to students' development and should be treated with the same importance as any other academic subject (Zhang 2021). Therefore, physical fitness and the level of perfection in motor skills and talents, a high level of growth of vital forces, athletic achievements, moral, artistic, and intellectual development are the outcomes of activities in nurturing physical culture (Sierra-Díaz et al. 2019, Tainio 2019, Fang et al. 2021, Yalgashevich et al. 2021).

Remarkably, a number of positive findings were shown in previous research pertaining to students' perspectives on physical education, which stimulated interest and engaged participation. According to Viva & Limbo (2021) and Li et al. (2014), undergraduate students enrolled in a university in the Philippines and four Chinese institutions exhibited a generally favorable or neutral disposition toward physical education. The outcome is consistent with the goals of physical education instructors to present the subject matter to their students in a way that is both accessible and informative. In addition, Mohamed & Kamil (2020) revealed that the secondary school students who took part in the survey held overwhelmingly favorable views of the study's proposed implementation of physical education. The conclusions based on the analyzed data show that respondents were confident in their teachers' ability to teach the topic at hand. There was also a correlation between teacher qualifications and students' perspectives on the topic (Sucuoglu & Atamturk 2020, Zalech 2021, Oyarzún et al. 2022).

However, contrary to common assumptions based on the review of prior academic literature, these results are surprising. According to a survey of college students pursuing a legal education, Solomonko et al. (2022) found that traditional physical culture is not particularly relevant. Additionally, Mutlu et al. (2021) found that elementary school students in Turkey exhibited a pessimistic attitude toward the subject of Physical Education. Furthermore, Iconomescu et al. (2018) found that lack of teacher-student dialogue contributed to students' negative views on the topic in Romania. Consistent with these findings, research has shown that teachers can have an impact on their students' views about PE (Malinauskas et al. 2018, González-Peño et al. 2021). Research has indicated that there exists a correlation between students' engagement in sports and other physical activity and their attitudes (Tagare & Villaluz 2021, Sağın 2022). Therefore, it is safe to assume that teachers of physical education are ultimately responsible for maintaining students' continued interest and involvement in the field through the implementation of meaningful and relevant activities that advance a healthy and active lifestyle.

Interest has been shown to be a powerful indicator of academic engagement, a motivational process that enhances learning, directs studies, and is critical to academic success (Harackiewicz et al. 2016, Chen & Wang 2017). A student's dedication to practicing recently introduced abilities to a particular sport,

or to an activity can be easily recognized. Recently, Renninger & Hidi (2022) restated the widespread recognition that interest is a powerful driving force underlying all human endeavors. In addition, a number of empirical researches on the link between situational interest and university engagement in subjects like Physical Education (Kolovelonis et al. 2023, Kolovelonis & Goudas 2023) have already been undertaken. Researchers in the field of education have concluded that, in the context of regular classroom instruction, situational interest is more effective in motivating students than individual interest. The components of learning tasks can be manipulated by teachers to increase students' situational interest (Roure & Pasco 2018). An in-depth explanation of the relevant concept has revealed three salient features (Roure et al. 2021): (1) the construct is content-specific; (2) it is a psychological state compared to a stable trait; and (3) it has a multidimensional structure. To start with, as per multiple sources, situational interest may be delineated as an intensified concentration on a particular subject matter or concern, a receptiveness toward acquiring further knowledge regarding it, and a favorable disposition toward it (Wild 2022, Park & Han 2023).

Meanwhile, other scholars have found that people's inclination to revisit previously viewed content over time is correlated with their level of individual interest in that content (Knehta et al. 2020, Quinlan & Renninger 2022). Further, interest is always conceptualized as subject-specific; therefore, it is possible to visualize a student having a strong interest in PE but not in subjects like Math or Science. Interest is commonly considered as a multifaceted concept encompassing two distinct domains: affective, which involves emotions like excitement, enjoyment, and positive sensations, and cognitive, which pertains to the perceived significance and usefulness of a certain subject or activity (Rowland et al. 2019, Aslan et al. 2021, Svenningsson et al. 2022).

In their analysis of what keeps people interested, Pasco & Roure (2022) identified three distinct aspects of individual interest: positive affect and willingness to reengage, stored utility value, and stored attainment value and knowledge-seeking intentions. Students' PAWR measures how they feel about and interact with particular subjects, such as PE. When students have a good and unforgettable time with the material, they are more likely to keep at it (O'Keefe & Linnenbrink-Garcia 2014, Renninger & Hidi 2022). Meanwhile, how relevant an experience or piece of information is to a student's near-term and long-term goals is a major factor in calculating its SUV. Students, for instance, place importance on physical education due to the numerous beneficial impacts it has on their physical well-being, overall health, and future prospects. Finally, the importance of material as seen through the lens of a student's self-schema and central personal goals is defined as SAVKSI. Self-schema are described as various representations in memory of the self (Scott et al. 2022), and, based on cognitive theory, describe certain assumptions about oneself and one's qualities and skills (Hoveliuss et al. 2021). Furthermore, self-schema are bodies of knowledge that indicate how an individual anticipates reflecting and acting in a given context.

Meanwhile, University engagement encompasses various dimensions, including cognitive, emotive, and behavioral aspects (Benito Mundet et al. 2021). It entails three distinct traits (Jaya & Ariyanto 2021): vigor (VI), dedication (DE), and absorption (ABS). In the context of education, VI is defined as an individual with high energy, mental resilience, high spirit, and adaptability (Demirbatır 2020, Pulido-Martos et al. 2020). Also, a student who is DE to their studies is one who places greater emphasis on the importance of what they are learning and approaches it with enthusiasm and focus (Teuber et al. 2021). ABS, on the other hand, is reached when a learner is totally engrossed in what they are working on (Koob et al. 2021). A number of other scholarly works (Hui et al. 2019, Park & Han 2021, Upadaya et al. 2021, Mallari & Tayag 2022) and particularly in physical education (Lin & Zhu 2022) have established and expanded upon the connection between situational interest and university engagement. The aforementioned research suggests that students' situational interests in PE have a key effect in their motivation to learn.

Furthermore, the presence of sex-based barriers and disparities has been widely observed in several contexts, ranging from the integration of physical activities and organized sports to the cultivation of students' engagement in physical education. Multiple research studies have indicated that male students

exhibit higher levels of enthusiasm toward physical education in comparison to their female counterparts (Sofi et al. 2019, Perić et al. 2020). According to empirical research, it has been observed that male students exhibit a higher tendency to engage in team sports, such as basketball, whilst female students demonstrate a greater inclination toward individual sports, such as dancing and exercising (Cowley et al. 2021, Cruz 2022, Ricardo et al. 2022). There may be issues that need to be addressed, most notably the low numbers of female students who take part in physical education-related events and team sports.

As was previously stated, situational interest increases the motivation and engagement of learners in school (Hong et al. 2019, Palmer 2019). Based on the previously mentioned study, it has been observed that situational interest among students has the potential to enhance individual interest, thus resulting in increased involvement with the subject matter and heightened enjoyment. In essence, individuals express a notable degree of situational interest when the immediate context is closely aligned with their personal interests. But there needs to be more well-established data on the possible effects of individual interest on participation. While much is known about situational interest and its motivational effects, this research concurs with Roure et al.'s (2021) assertion that "little is known about individual interest." Remarkably, there is a scarcity of research on these aspects. For instance, Bautista et al. (2023) conducted a study that showed a strong correlation between II and students' engagement in physical exercise at a State University in the Philippines. Despite meticulous attempts to identify pertinent scholarly works, there exists a dearth of research investigating the correlation and immediate impact of students' II on their UE, particularly within the domain of physical education. This scarcity of studies can likely be attributed to the perception among educational researchers that this field holds relatively less significance.

The current study is centered on the subsequent objectives: (1) Investigate the notable disparity between gender and educational institution in conjunction to II and UE; (2) Evaluate the correlation between II and UE; (3) Assess the direct influence of II on UE; and (4) Examine the direct association of the three factors of II on UE. In addition to assessing the notable disparities between genders and educational institutions in terms of individual interest and university engagement, this study places considerable emphasis on examining the relationship between these two variables and the impact of the IV (PAWR, SUV, SAVKSI) on the DV (UE). Given the nascent nature of the topic and the limited number of known research undertaken on these two variables, the present study aimed to examine the following hypotheses:

- H1** There is no substantial correlation between individual interest and university engagement;
- H2** There is no direct and substantial correlation between individual interest and university engagement;
- H3** Positive affect and willingness to reengage is not directly correlated to university engagement;
- H4** Stored-utility value is not directly correlated to university engagement; and
- H5** Stored attainment value and knowledge-seeking intentions have no significant influence to university engagement.

## Research Method

This study employs a quantitative research methodology, focusing on undergraduate students who currently take classes in selected State Universities in the Philippines and are pursuing minor physical education (PE) courses during the 1st Semester (October 2022-January 2023). The participants have been selected utilizing two distinct sampling procedures. First, purposive sampling technique identifies respondents based on qualities that are highly fitted for the study, while convenience sampling is a sampling procedure in which respondents are selected because of their availability. Table 1 illustrates the respondents, overall, 1187 undergraduate students voluntarily answered the survey questionnaire. Most respondents are female, compared to males [(Nfemale = 734(61.8%), Nmale = 453(38.2%)], and mostly from Central Luzon State University followed by Capiz State University [(NCLSU = 646(54.4%), NCAPSU = 541(45.6%)].

**Table 1.**  
Demographic profile

Item		F	Percentage
<b>Sex</b>	Male	453	38.2%
	Female	734	61.8%
<b>Institution</b>	Central Luzon State University	646	54.4%
	Capiz State University	541	45.6%
	Total	1187	100.0%

Source: Primary Data

The data collection process was carried out by means of an online survey administered using Google Forms. According to Li et al. (2021), the utilization of online surveys for data gathering presents the opportunity to rapidly and cost-effectively amass substantial volumes of data within relatively condensed time periods. The study employed two instruments. The study conducted by Roure et al. (2021) examines the Students’ Individual Interest in Physical Education using a multidimensional questionnaire consisting of 14 items. This questionnaire assesses students’ individual interest by considering three factors: PAWR, SUV, and SAVKSI. Participants’ responses are documented using a 5-point Likert scale, ranging from 1, indicating “strongly disagree,” to 5, indicating “strongly agree.” The researchers employed the Utrecht Work Engagement Scale for Students (UWES-9S) developed by Carmona-Halty et al. (2019) to assess the level of engagement among university students. The UWES-9S instrument is comprised of three distinct dimensions, namely Vigor, Dedication, and Absorption. The participants’ responses are captured using a 5-point Likert scale, ranging from 1 (indicating “never”) to 5 (representing “always”).

Normality, reliability, and bivariate correlation tests were carried out. Table 2 shows subscale normalcy test results. Skewness and kurtosis values met the criterion [-2, 2] across all subscales. Thus, it can be concluded that the data are normally distributed. To examine group differences in individual interest and school involvement and their relationship, a parametric test is appropriate. The table also shows the reliability of test findings for each personal interest and university engagement subscale. Based on the findings, all subscales are reliable with Cronbach’s alpha between .79 and .94. The table also shows the bivariate correlations for each subscale, which were significant across all variables ( $p < 0.01$ ).

**Table 2.**  
Normality and reliability tests, and bivariate correlations

	<i>M ± SD</i>	<i>Skewness</i>	<i>Kurtosis</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
PAWR	3.60 ± .84	-.179	-.250	(.91)					
SUV	3.67 ± .85	-.298	-.234	.72**	(.87)				
SAVSKI	4.12 ± .85	-1.007	.862	.67**	.69**	(.94)			
VI	3.60 ± .76	-.076	-.041	.56**	.61**	.59**	(.79)		
DE	3.90 ± .81	-.549	-.031	.53**	.56**	.63**	.82**	(.84)	
AB	3.64 ± .82	-.059	-.244	.46**	.52**	.52**	.74**	.77**	(.89)

\* Significant at  $p < .05$ .

\*\* Significant at  $p < .01$ .

Source: Primary Data

The independent samples t-test was used, the purpose which is to assess whether or not there is statistical evidence that the means of two independent groups are substantially different. Furthermore, Pearson-r was used to measure students’ individual interest in PE and university engagement. The Pearson product-

moment correlation coefficient ( $r$ ) measures the strength of a linear relationship between two variables. This study examined the relationship between the two variables regardless of the latent constructs of Students' Individual Interest in Physical Education questionnaire and Utrecht Work Engagement Scale. Thus, the two questionnaires' global score was a composite score. Finally, Multiple Regression analysis predicted individual interest and university engagement. For this analysis, the three latent constructs will be used as a whole model to predict its relationship to university engagement, and each latent construct will be analyzed individually (as an independent variable).

The respondents knew the study's goals, instruments, and constructs to measure. The investigation's benefits to the institution and scientific community were also listed. Minor hazards included being uncomfortable answering sensitive survey questions and receiving no monetary compensation. Given these circumstances, respondents had to tick the Google Forms agreement to assent.

## Results and Discussion

Table 3 presents the outcomes of the independent samples t-test conducted to examine the relationship between individual interest and university engagement, taking into account gender and institutional affiliation. The significance value of both individual interest and university participation, with the exception of institution (individual interest), is less than 0.05. This finding supports Levene's assertion of equal variances. Based on the results of the study, no statistically significant differences were observed in terms of individual interest and university engagement based on sex and institution. Specifically, the analysis revealed that there were no significant differences in individual interest based on sex [ $t(1185) = -.164, p = .870$ ] and institution [ $t(1160.985) = .361, p = .718$ ]. Similarly, no significant differences were found in university engagement based on sex [ $t(1185) = -.848, p = .397$ ] and institution [ $t(1185) = .710, p = .478$ ]. In light of this observation, it may be inferred that individuals, irrespective of gender and educational institution, exhibit a keen interest in physical education.

**Table 3.**  
Independent samples t-test results

	N	M ± SD	SE	df	t-test	Sig.	Decision
<i>Individual Interest (sex)</i>							
Male	453	3.81 ± .81	.038	1185	-.164	.870	Not significant
Female	734	3.81 ± .71	.026				
<i>University Engagement (sex)</i>							
Male	453	3.70 ± .80	.037	1185	-.848	.397	Not significant
Female	734	3.73 ± .69	.025				
<i>Individual Interest (institution)</i>							
CLSU	646	3.81 ± .76	.030	1160.985	.361	.718	Not significant
CAPSU	541	3.80 ± .74	.031				
<i>University Engagement (institution)</i>							
CLSU	646	3.73 ± .76	.030	1185	.710	.478	Not significant
CAPSU	541	3.70 ± .69	.030				

Source: Primary Data

Based on the aforementioned findings, it can be concluded that there is no substantial influence of gender and institution on students' individual interest or university engagement. The undergraduate students of CLSU and CAPSU have a keen interest in physical education and actively participate in various school activities. Prior research has indicated that male students exhibit a greater inclination toward physical education, place a higher level of importance on its content, and possess a more favorable attitude toward the subject in comparison to their female counterparts (Sofi et al. 2019, Perić et al. 2020). Moreover,

in accordance with additional scholarly investigations, it has been shown that female students have a greater grasp of conceptual knowledge in the field of physical education when compared to their male counterparts (Thomas & Ti 2021).

However, these findings are all-encompassing, either situational or individual. Male students are also more engaged in physical education than female students, notably in sports and physical activities (Lauderdale et al. 2015, Delextrat et al. 2020). Numerous worldwide investigations in the field of physical education have demonstrated that gender plays a significant role in influencing both interest in and engagement with the subject. Male students tend to opt for contact sports, whereas female students exhibit a preference for solitary sports, dancing, or engaging in physical activities accompanied by music (Resaland et al. 2019, Peral-Suárez et al. 2020, Frömel et al. 2022). However, no studies compared undergraduate students’ individual interest and university among HEIs. To determine if university engagement and students’ individual interest in PE differs, comparative research is recommended.

Table 4 shows the Pearson-r analysis results. Individual interest and university engagement were positively correlated [ $r(1185) = .67, p < 0.05$ ]. Based on the data at hand, there exists a positive association between the extent of students’ engagement in university activities and their personal inclination toward physical education. According to scholarly discourse, it is posited that students who demonstrate a heightened degree of interest in the subject matter are more predisposed to engage actively in educational endeavors within the confines of the school environment (Harackiewicz et al. 2016, Rotgans & Schmidt 2017, Murayama 2022).  $H_1$  has been rejected.

**Table 4.**  
Spearman’s Rho ( $r_s$ ) test results

			Individual Interest	University Engagement
Pearson-r	Personal Interest	Correlation Coefficient	1.000	.671**
		Sig. (2-tailed)	.	.000
	University Engagement	N	1187	1187
		Correlation Coefficient	.671**	1.000
		Sig. (2-tailed)	.000	.
		N	1187	1187

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

Source: Primary Data

Subsequently, the dependent variable, namely overall UE, was subjected to regression analysis with the inclusion of constructs representing students’ aggregate II. The findings of the study indicate a significant relationship between the three independent variables and UE [ $F(3, 1183) = 337.675, p < .001$ ]. This suggests that all three components exert a substantial influence on students’ participation in various physical activities in physical education. The coefficient of determination,  $R^2 = .679$ , indicates that the model accounts for 67.9% of the variance in UE. The study conducted by Bautista et al. (2023) provided confirmation for the findings, demonstrating a strong positive correlation between II in physical education and UE. However, there is a dearth of research on individual interest and university physical education (PE) participation, thus necessitating a comprehensive inquiry.  $H_2$  has been rejected.

Furthermore, an examination was conducted on the coefficients in order to ascertain the implications of each independent variable on the dependent variable. The third hypothesis examined the potential influence of students’ positive affect and willingness to re-engage on their level of university engagement. The study revealed that PAWR had a statistically significant relationship with ( $\beta = .101, t = 3.538, p < .001$ ), indicating that PAWR plays a significant role in influencing UE. The concept of PAWR can

be described as a student's strong attachment or dedication to a specific academic discipline, such as Physical Education (PE). The findings indicate that students' sustained engagement with the content taught in physical education classes is positively influenced by their perception of the topic as both engaging and enjoyable. In alignment with previous studies, the present investigation revealed that the primary determinants of students' engagement were their degrees of enjoyment and excitement (Powell & Ceaser-White 2017, Leisterer & Jekauc 2019, Fierro-Suero et al. 2022). Students' positive emotional experiences during physical education classes may lead to higher levels of university engagement. In conclusion,  $H_3$  cannot be supported.

Furthermore, the fourth hypothesis examined the influence of stored-utility value on UE. The study revealed a statistically significant relationship between SUV and UE ( $\beta = .244$ ,  $t = 8.338$ ,  $p < .001$ ). The concept of SUV, as previously stated, pertains to the extent to which a certain subject, such as Physical Education, aligns with the immediate and long-term goals of the student. In accordance with the results, it was seen that SUV exerted significant influence on UE. Students demonstrate a greater level of commitment toward their educational pursuits and academic achievements when they perceive physical education as a valuable component contributing to their current and future success. For example, students who possess a deeper appreciation for the subject matter are more inclined to see the positive outcomes associated with the subject, perhaps resulting in heightened engagement in extracurricular activities promoting wellness outside of the school environment. In accordance with the observations made by several scholars, students who express contentment with the physical activities they take part in during physical education classes demonstrate a higher propensity for engagement in the subject matter. Additionally, these students are more inclined to report feelings of happiness and improved overall well-being. Furthermore, they are more likely to embrace and sustain healthy lifestyle practices beyond the confines of the classroom (Curran & Standage 2017, Polet et al. 2019, Rojo-Ramos et al. 2022). The hypothesis  $H_4$  is thus rejected.

**Table 5.**  
Multiple regression results

Hypothesis	Regression weights	Beta Coefficient	$R^2$	$F$	$t$ -value	$p$ -value	Decision
$H_2$	II $\rightarrow$ UE	1.187	.679	337.675	-	.000	Rejected
$H_3$	PAWR $\rightarrow$ UE	.101	-	-	3.538	.000	Rejected
$H_4$	SUV $\rightarrow$ UE	.244	-	-	8.338	.000	Rejected
$H_5$	SAVKSI $\rightarrow$ UE	.307	-	-	11.287	.000	Rejected
$R^2$	.679						
$F(3, 1183)$	337.675						

\* $p < .05$ . II- Individual Interest, UE- University Engagement, PAWR- Positive affect and willingness to reengage, SUV- Stored utility value, SAVKSI- Stored attainment value and knowledge-seeking intentions.

Source: Primary Data

The findings are presented in Table 5. The fifth and last hypothesis examined the influence of SAVKSI on UE. The findings of the study indicate that SAVKSI successfully predicts UE, implying that SAVKSI significantly influences UE ( $\beta = .307$ ,  $t = 11.287$ ,  $p < .001$ ), hence refuting  $H_5$ . In previous research, the concept of SAVKSI has been established as the degree to which students anticipate that engaging in learning activities related to a specific subject, such as Physical Education, will contribute to the realization of their self-determined, long-term objectives. The likelihood of students' engagement in physical education is higher when they perceive the subject matter as pertinent to their self-schema and fundamental personal objectives. The predictive factor of students' motivation in relation to their attendance in physical education classes can be attributed to attainment value, a construct rooted in the expectancy-value theory (EVT) (Ding et al. 2013, Zhu & Chen 2013, Shang et al. 2022, Wang & Xue 2022). In conclusion, the evidence suggests that there is a significant and direct correlation between II and UE, and that all underlying factors of II play a role in this relationship.



## Conclusion

The present study investigated the significant correlation and direct consequences of personal interest on university involvement among undergraduate students who are taking minor physical education courses at CLSU and CAPSU. The findings indicate that all hypotheses were invalidated due to the absence of any empirical inquiries exploring the association between the two variables. Based on the findings of the study, it can be concluded that the level of UE is significantly influenced by their II. The impact of II on UE is influenced by three underlying components. The findings indicated that II alone had a significant impact on students' level of UE. In order to promote physical culture within the campus, it is crucial to evaluate students' personal inclinations toward physical education by means of diverse physical activities. This assessment aims to cultivate highly motivated learners, particularly by examining how their interest and engagement can foster active involvement in extracurricular physical activities. Such engagement is advantageous for their holistic well-being and quality of life.

This study proposes that it would be beneficial for the administration to offer comprehensive and extended training and seminars to physical education/physical culture instructors in order to address the needs of students and enhance their individual interest and engagement with the university. Policymakers and practitioners would need to offer activities that encompass the selection of suitable subjects, specifically physical activities, which are both enjoyable and meaningful to students' personal experiences. Additionally, they should provide training that is interdependent with diverse teaching strategies and techniques that physical education instructors can employ to facilitate learning and promote the adoption of physical culture in an optimal manner. In conclusion, in order to gain a deeper comprehension of the influence of factors outside situational interest on students' individual pursuits and engagement in school, it is advisable to explore additional exogenous and predictive variables. This investigation proposes that upcoming research projects may benefit from employing other methodology, wherein reports from physical education instructors in higher education are integrated. This approach has the potential to yield more comprehensive insights into students' individual interests and engagement, thereby shedding further light on the crucial role played by physical education instructors. By establishing a stronger connection between these two variables, this methodological approach can address the current dearth of investigations pertaining to this particular topic. Collecting instructor data is of utmost importance as it will facilitate the development of an intervention aimed at promoting and preserving physical culture on campus.

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