Attitudes and Academic Performance of Ninth Graders in Physical Education Towards Engagement and Performance Intervention Program

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Abstract

This research aimed to determine the association of attitudes and academic performance of ninth graders in physical education one of the public secondary high schools in District of Dalaguete, Division of Cebu Province School year 2024-2025. Moreover, the study used descriptive-correlation quantitative to assess attitudes across five domains subject, activities, teachers, curriculum, and facilities. It had been analyzed their association with students' general point average in physical education subjects. Correlation analysis indicated a weak but significant relationship between attitudes and performance, suggesting that while positive perceptions enhance engagement, other factors such as instructional quality and resources also matter. Findings revealed generally positive attitudes, with activities receiving the highest "Very Good" rating, underscoring the value of experiential learning. Teachers, curriculum, and subject matter were rated "Good," while facilities received the lowest rating, highlighting infrastructural gaps. Academic performance was commendable, with 56.69% of students achieving "Very Satisfactory" or "Outstanding," though 21% remained "Fairly Satisfactory." Furthermore, the study recommends facility improvement, strengthened teaching strategies, and Physical Education engagement and performance intervention program to optimize outcomes.

Keywords: Physical Education; Attitudes, Academic Performance; Intervention Program, Teaching Strategies, Experiential Learning; Philippines