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Cultural Considerations and Student's Engagement in Physical Education Activities

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ABSTRACT –

This study explored the relationship between cultural considerations and students' engagement in Physical Education activities at Lucena City National High School. Specifically, the study focused on how aspects such as cultural sensitivity, inclusive representation, and cultural appreciation influence students' participation in physical activities. Utilizing a quantitative-descriptive approach, the study gathered data from 150 students of Lucena City National High School during the 2024–2025 academic year through the administration of survey questionnaires. The findings revealed that the respondents strongly agreed that all cultural considerations were present in their PE experience. Correlation analysis indicated that all cultural considerations had significant positive relationships with all four engagement variables. The study concludes that cultural responsiveness is a powerful factor in improving student engagement and should be embedded in the teaching and learning process of PE. The study recommended that PE teachers should continuously incorporate culturally responsive strategies in their instruction to enhance their student's engagement in PE activities.

Keywords – Cultural Considerations, Student's Engagement, Physical Education Activities.

Introduction

Physical education (PE) is essential for the children's holistic development, as it supports their cognitive, emotional, and social growth while enhancing their physical well-being. Children from diverse ethnic backgrounds interact with physical education in various ways due to societal norms, personal beliefs, and family traditions (Pacadaljen, 2024). Acknowledging these cultural influences can significantly affect students' engagement, learning, and achievements in physical education programs. The relationship between cultural considerations and student participation in physical activities is a complex research area that allows for thorough examination. As societies grow more diverse, it is essential to understand how cultural backgrounds shape students' involvement and engagement in physical education (PE) to promote inclusive educational settings. Cultural factors, such as culture sensitivity and inclusive representation, are critical in developing a curriculum that speaks to students' origins and experiences, resulting in a more engaging and pleasurable physical education experience.

Republic Act No. 10533 (Enhanced Basic school Act of 2013) highlights the need for cultural sensitivity in the Philippine school system. Section 5 specifically requires the curriculum to be "learner-centered, inclusive, and culture-sensitive," which means it must account for students' diverse cultural backgrounds and ensure that all learners, regardless of ethnicity or cultural heritage, feel included and respected in the learning process.

This regulation encourages the development of a culturally appropriate curriculum, which has a significant impact on students' participation in physical education. By understanding and valuing students' cultural identities, the educational system fosters a sense of belonging and pride, which in turn improves their enjoyment, interest, fitness, and attitude. Despite the strong support for a culture-sensitive curriculum in Section 5 of Republic Act No. 10533, there is still a compelling need to improve its implementation on a constant basis.

In the Philippine context, cultural considerations can significantly impact students' engagement in classrooms. For example, a mismatch between cultural content in classes and students' different origins might lead to disengagement, apathy, or even feelings of alienation. In contrast, when students see their traditions, customs, and values mirrored in the curriculum, they are more likely to participate actively, express themselves confidently, and develop a good attitude toward learning. This is especially true in multicultural classrooms, where inclusivity fosters student collaboration and mutual respect.

A recent study by Capangpangan et al. (2024) emphasizes this point. The study discovered that when students' cultural backgrounds were acknowledged and integrated into the educational process, they performed better academically, engaged more, and had a more positive attitude about learning.

Objectives of the Study

This study seeks to investigate the relationship between students' participation in physical activities and cultural considerations, with a special emphasis on cultural sensitivity, inclusive representation, and appreciation. By addressing these interconnections, the study hopes to help to the development of more inclusive and successful physical education programs that improve the holistic health of the students.

Research Design

This study adopted a descriptive correlational research design, which was particularly useful in examining the relationships between variables without any manipulation or interference. In other words, rather than influencing or controlling the variables, the study focused on observing and identifying the natural relationships that exist between them.

In this study, the primary focus was on cultural considerations and how these factors influence students' participation in physical education (PE) programs. Cultural considerations include aspects such as culture sensitivity, inclusive representation, and appreciation. These cultural factors can significantly shape students' attitudes and behaviors toward physical activities, and understanding these relationships can be crucial for educators aiming to create inclusive and engaging PE programs (Gonzalez et al., 2023). Student's engagement includes the student's enjoyment, interest, improvement in physical fitness, and attitude.

The findings of this study can also feed into curriculum design, policymaking, and teacher practice in schools, with the long-term aim of inducing higher participation in physical activities among students.

Respondents of the Study

Respondents for this research would be students from 150 7th Grade in Lucena City National High School. Considering that face to face classes are already in effect sections Acceptance, Serenity, Charity, Cheerfulness, Tenacity and Honesty shall serve as the subjects of the study.

Research Instruments

The research instrument for this study primarily consist of a survey questionnaire utilizing a 4-point Likert-type scale to collect data from students.

Research Procedures

To make sure the idea being researched is of acceptable quality to justify the requirements for the physical education degree, the researcher stuck to directions given by the office of the dean. The submission and defense were heard by an expert panel.

The research procedure began with seeking permission from the Office of the District Supervisor and the principal's office of Lucena City National High School to conduct the study. Once approved, the school principal assisted in distributing the survey questionnaires to the Grade Seven students. The researcher ensured that students understand the purpose of the survey and complete the questionnaires accurately. After the students finish, the researcher retrieved the completed instruments immediately.

To ensure the accuracy and reliability of the data, the researcher also took steps to maintain the confidentiality and anonymity of the respondents. Students were informed that their participation is voluntary and that their responses were kept confidential. The researcher emphasized that the data collected were used solely for research purposes, helping to create an environment where students feel comfortable sharing their honest opinions. The careful handling of the data also allowed for more valid and reliable results, which contributed to the overall success of the study and its potential to improve physical education programs in the future.

Statistical Treatment of Data

The statistical treatment of data for this study began with descriptive statistics to summarize the respondents' profiles, including age, sex, ethnicity, and family monthly income. Measures like frequencies and percentages showed the distribution of these variables. Descriptive statistics also assessed students' perceptions of cultural considerations in physical education, such as culture sensitivity, inclusive representation, and appreciation using mean and standard deviation to quantify these perceptions. Additionally, students' engagement in physical education, including factors like enjoyment, interest, and improvement in physical fitness, and attitude were summarized to give an overview of their experiences.

To examine the relationships between cultural considerations, and students' engagement, the study used Pearson Product-Moment Correlation (Pearson r).

Results and Discussion

This chapter shows the data that were gathered in the study, which were then presented in tabular for, analyzed based from the numerical values and interpreted.

Part I. Profile of the Respondents**Table 1. Distribution of the respondents in terms of Age**

Age	Frequency	Percentage
11–12	36	24.00%
13–14	107	71.33%
15–16	7	4.67%
Total	150	100%

The data shows that most respondents, 107 students or 71.33%, fall within the 13–14 years old age group, which aligns with the average age for Grade 7 students. Meanwhile, 24% of the respondents (36 students) are aged 11–12 years, and a smaller proportion, 4.67% (7 students), are aged 15–16 years old. This indicates that while most participants are at the expected age level, there is a small presence of both younger and older students.

Table 2. Distribution of the respondents in terms of Sex

<i>Sex</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Female</i>	80	53.33%
<i>Male</i>	70	46.67%
<i>Total</i>	150	100%

Table 2 shows the sex of the respondents who participated in the conduct of the study. Out of the 150 total respondents, 80 are female, comprising 53.33%, while 70 are male, accounting for 46.67%.

Table 3. Distribution of the respondents in terms of Ethnicity

Ethnicity	Frequency	Percentage
Tagalog	150	100%
Cebuano	0	0
Ilocano	0	0
Visayan	0	0
Others	0	0
Total	150	100%

Table 3 presents the profile of the respondents in terms of their ethnicity. The data reveals that the entire sample of respondents (n = 150, 100%) identified as Tagalog. There were no respondents who identified as Cebuano, Ilocano, Visayan, or belonging to any other ethnic group.

Table 4. Distribution of the respondents in terms of Family Income

Income Range	Frequency	Percentage
Less than 10,000	46	30.67%
10,000 – 30,000	87	58.00%
30,001 – 50,000	11	7.33%
70,001 – 100,000	6	4.00%
Total	150	100%

The profile of the respondents in terms of family income, as presented in Table 4, reveals a predominantly lower to lower-middle income demographic within the study sample (n=150). The largest segment (58.00%) falls within the ₱10,001 - ₱30,000 monthly income range, followed by a significant portion (30.67%) earning less than ₱10,000. Smaller representations are found in the ₱30,001 - ₱50,000 (7.33%) and ₱70,001 - ₱100,000 (4.00%) income brackets.

Part II. Cultural Considerations

Table 5. Perceived Cultural Considerations of the respondents in terms of Cultural Sensitivity

Cultural Sensitivity	Mean	SD	interpretation
1. I am aware that all of us inside the classroom have our own unique traditions.	3.50	0.51	Highly Practiced
2. I take the time to learn about and appreciate my classmates' perspectives by asking respectful questions and participating when appropriate.	3.62	0.48	Highly Practiced
3. I respect my classmates' practices, such as dress codes, food restrictions, or religious observances, and make efforts to accommodate them in group activities.	3.70	0.47	Highly Practiced
4. I feel comfortable speaking my language or dialect when interacting with my peers during group activities.	3.64	0.49	Highly Practiced
5. I am mindful of my choice of words and actions that might disrespect someone's feelings.	3.52	0.52	Highly Practiced
Overall-mean	3.60	0.499	Highly Practiced

Legend: Legend: Legend: 3.50-4.49 highly practice, 2.50-3.49 practice, 1.50-2.49 moderately practice, 1.00-1.49 not practice

The results indicate that students generally perceive cultural sensitivity positively, with an overall mean of 3.600 and a low standard deviation of 0.499, reflecting consistent responses. Among the five indicators, the highest mean (3.700) was observed in students' respect for classmates' cultural practices, such as dress codes and religious observances, showing a strong inclination toward inclusiveness. This is followed by comfort in using one's language or dialect (3.647) and appreciation of diverse perspectives (3.627), indicating an open and accepting classroom environment. Awareness of unique traditions (3.507) and mindfulness in communication (3.520) also scored high, suggesting that students are conscious of their actions and words in culturally diverse settings.

Bertills et al. (2019) emphasized that inclusive teaching techniques that reflect and respect students' cultural origins contribute significantly to higher levels of engagement. Their findings highlight the importance of integrating culturally responsive strategies in physical education to reduce inequities and promote inclusivity. Moreover, cultural sensitivity is essential in shaping students' involvement in physical activities. By acknowledging and embracing students' diverse backgrounds, teachers can cultivate a more inclusive and supportive learning environment.

According to Sánchez-Oliva et al. (2020), fostering a classroom environment that responds to students' cultural needs and promotes appreciation of differences can increase motivation and participation, especially in physical education. Their study reinforces the idea that culturally sensitive education not only improves engagement but also contributes to students' sense of belonging and respect for others. A culturally responsive classroom does not only benefit students from minority or indigenous groups but enriches the experience of all learners by encouraging empathy, collaboration, and shared respect.

The researcher found out that these findings strongly resonate with the day-to-day classroom environment I observe. Cultural sensitivity is not just an abstract value it is actively and meaningfully practiced. Students demonstrate openness when their peers speak in their native dialects, and there is a clear sense of mutual respect during class discussions that touch on traditions or beliefs. For instance, when students participate in group activities, they are mindful of cultural preferences, such as gender interactions or religious customs, without being prompted. This natural integration of respect and awareness shows that cultural sensitivity is deeply embedded in classroom norms. The high mean scores reinforce what is visibly present: a learning space where students feel safe to express their identity and are encouraged to respect others. This creates a classroom culture where every student, regardless of background, feels valued, empowered, and fully included. As Nieto (2017) stated, honoring students' cultural and linguistic backgrounds leads to more equitable and responsive education. She also highlights how student's participation increases in classrooms that acknowledge and integrate cultural diversity.

Table 6. Perceived Cultural Considerations of the respondents in terms of Inclusive Representation

Inclusive Representation	Mean	SD	interpretation
1. The teachers respect our various family structures, including single-parent families, LGBTQ+ families, and extended families.	3.70	0.48	Highly Practiced
2. In group activities, students with different backgrounds work together, and everyone's voice is heard and accepted.	3.62	0.50	Highly Practiced
3. The textbooks and reading materials used in our physical activities include representations of different cultures, races, genders, and abilities.	3.62	0.48	Highly Practiced
4. I feel that all students, regardless of their backgrounds or abilities, have equal opportunities to participate in class discussions.	3.72	0.47	Highly Practiced

5. The teacher uses language that is inclusive of all sex and identities.	3.56	0.49	Highly Practiced
Overall mean	3.64	0.490	Highly Practiced

Legend: Legend: Legend: 3.50-4.49 highly practice, 2.50-3.49 practice, 1.50-2.49 moderately practice, 1.00-1.49 not practice

Table 6 shows the perception of cultural considerations in the context of Inclusive Representation among the respondents as it relates to physical education. The mean score is 3.64534, which lies between 3.50 – 4.49 and is interpreted as “Highly Practiced.” This indicates that students view a high degree of inclusive representation in their physical education.

Among the indicators in particular, the highest mean (3.7200) is found for the statement: “I feel that all students, no matter the backgrounds or abilities, are given equal opportunities to engage in class discussions,” reflecting strong consensus that inclusiveness is practiced within classroom interaction. On the other hand, the lowest average (3.5600) is for the statement: “The teacher uses language that is inclusive of all sex and identities.” Although it is the lowest, it is still within the range of “Highly Practiced” and indicates that the use of language in class continues to be seen as inclusive, albeit slightly less so than in other areas.

Other indicators like respect for varied family forms (3.7000), cooperative group work among students from varied backgrounds (3.6200), and representative diversity in textbooks and reading materials (3.6267) also received high agreement from the respondents. These results suggest that the learning environment, especially in physical education, is viewed as culturally responsive, inclusive, and diversity-sensitive.

This high level of agreement on all statements underscores that the inclusive representation through respectful teaching, diverse materials, and equitable participation is being effectively done and recognized by the students in acquiring knowledge.

The researcher found out that inclusive representation is highly practiced inside the classroom based on the students’ responses to the survey questionnaire. The results show that teachers are mindful of creating equal opportunities for participation and representation, allowing students to feel acknowledged and valued regardless of their identity or background.

Flory (2011) discovered that when teachers ensured that they incorporated activities that were representative of the cultural backgrounds of their students, students felt respected, noticed, and valued. The study strongly supports the idea that inclusive representation in physical education promotes a positive and engaging learning environment.

Table 7. Perceived Cultural Considerations of the respondents in terms of Appreciation

Appreciation	Mean	SD	Interpretation
1. I work well with others and make an effort to include everyone in group projects.	3.62	0.51	Highly Practiced
2. I listen to each of my classmate’s unique perspectives, and contributions.	3.70	0.45	Highly Practiced
3. I am proud to share my cultural stories, experiences, and traditions because it is appreciated by my peers and teachers.	3.64	0.49	Highly Practiced
4. I am encouraged by our teachers to learn about traditions different from our own.	3.68	0.47	Highly Practiced
5. I listen attentively when someone introduces a song or poem in their native language.	3.62	0.487	Highly Practiced
Overall mean	3.65	0.486136	Highly Practiced

Legend: Legend: Legend: 3.50-4.49 highly practice, 2.50-3.49 practice, 1.50-2.49 moderately practice, 1.00-1.49 not practice

Table 7 shows the perception of cultural consideration in terms of Appreciation from the physical education context as viewed by the respondents. The general mean score is 3.65602 and falls within the range of 3.50 – 4.49, which is translated as “Highly Practiced.” This shows that students tend to identify and appreciate the appreciation of cultural diversity during their classroom interaction and experience.

The highest mean-rated statement is “I listen to each of my classmate’s unique perspectives, and contributions” with a mean rating of 3.7067, indicating that students are extremely open-minded and respectful of the diverse views of their peers. This indicates a high culture of respect and open-mindedness among learners.

The lowest mean scores were 3.6200, for the statements: “I work well with others and make an effort to include everyone in group projects” and “I listen attentively when someone introduces a song or poem in their native language.” Although these are the lowest of the indicators, they are still in the “Highly Practiced” category, which reflects persistent appreciation of inclusion and cultural expression.

The researcher found out that appreciation of cultural diversity is highly practiced inside the classroom. This shows that students not only recognize cultural diversity but also value it as an essential part of their learning experience especially in physical education, where group interaction, communication, and teamwork are central.

Ladson-Billings (1995) brought about the concept of culturally relevant pedagogy that encompasses appreciation and incorporation of the students' background culture into learning and its relevance in promoting engagement among students. When students experience that their backgrounds are being heard and respected, they actively take part and also become more emotionally attached to learning. Together, these studies underscore that it is critical to build a culture of appreciation in the classroom in order to encourage inclusive, participative, and effective learning environments.

Overall, the research indicates that the respondents have a positive attitude toward cultural appreciation as a component of their educational learning process, especially in discussions and activities in physical education.

Part III. Student's Engagement

Table 8. Perceived Engagement of the respondents in terms of Enjoyment

Enjoyment	Mean	SD	Interpretation
1. I feel a sense of accomplishment when I learn a new skill in PE.	3.57	0.49	Highly Engaged
2. I love working with my classmates during physical education activities.	3.66	0.48	Highly Engaged
3. I feel motivated to participate in physical activities outside of school because of PE.	3.65	0.50	Highly Engaged
4. I love taking part in group discussions, games, and hands-on activities.	3.64	0.49	Highly Engaged
5. I enjoy participating in PE activities because they are fun and keep me engaged.	3.71	0.45	Highly Engaged
Overall mean	3.64	0.487	Highly Engaged

Legend: Legend: Legend: 3.50-4.49 highly engaged, 2.50-3.49 engaged, 1.50-2.49 moderately engaged, 1.00-1.49 not engaged

Table 8 shows respondents' perception of cultural considerations with regards to Enjoyment in physical education (PE) activities. The overall mean score is 3.64798, which lies below the meaning of "Highly Engaged." This indicates students have high levels of enjoyment during PE, proposing that culturally responsive practices work for them towards more engagement.

The highest mean score is 3.7133, coming from the statement: "I enjoy taking part in PE activities because they are enjoyable and interesting." This indicates that PE activities are acceptable and engaging for students, and that they are interesting and engaging.

Conversely, the lowest mean score is 3.5733, under the statement: "I feel a sense of accomplishment when I learn a new skill in PE." Although slightly lower, this also shows strong agreement.

Other items like liking to work with classmates (3.6600), being motivated to participate in physical activities outside school due to PE (3.6533), and enjoying group discussions, games, and experiments (3.6400) also elicited "Strongly Agree" responses. These findings point out that working collaboratively, being motivated, and having interactive experiences are among the essential sources of fun for students.

Gay (2018), stressed that culturally responsive pedagogy supports joy in learning by increasing relevance and validation in lessons relative to students' own cultural identity. When students find themselves represented within the curriculum, they develop a more intense emotional engagement with the content, which ultimately enhances their interest and satisfaction in class. Likewise, the Te Kotahitanga project by Bishop et al. (2009) found that Māori students felt more pleasure at school when teachers recognized and integrated their cultural heritage. Samuels (2019), further discovered that culturally appropriate teaching practices rendered learning experiences more enjoyable and more personally meaningful for students. These observations cumulatively imply that cultural sensitivity in education plays a considerable role towards making the learning environment more enjoyable and engaging for students from diverse backgrounds.

In conclusion, such findings indicate that students not just enjoy their PE lessons but also become more interested because of the inclusive and respectful cultural practices they experience, increasing their participation as well as interest.

Table 9. Perceived Engagement of the respondents in terms of Interest

Interest	Mean	SD	Interpretation
1. I look forward to participating in physical education activities that will help me learn about teamwork and appreciate others' cultural differences.	3.64	0.48	Highly Engaged
2. I am curious about the activities we do in class because they help me learn new things.	3.64	0.47	Highly Engaged
3. I embrace challenges because I know they help me grow and become better at physical activities.	3.49	0.51	Engaged

4. I support my classmates and groupmates by participating in our group activities so we can succeed as one.	3.64	0.48	Highly Engaged
5. I participate in healthy competition, where I try my best while I also respect my classmates.	3.61	0.48	Highly Engaged
Overall mean	3.60	0.489	Highly Engaged

Legend: Legend: Legend: 3.50-4.49 highly engaged, 2.50-3.49 engaged, 1.50-2.49 moderately engaged, 1.00-1.49 not engaged

Table 9 reports the perception of respondents regarding cultural considerations in terms of Interest in physical education (PE) activities. The overall mean is 3.60666, which is below the interpretation of “Highly Engaged.” This implies that students are highly interested in PE activities, indicating that being sensitive to or incorporating cultural considerations improves their interest.

The maximum mean score is 3.6467, from the statement: “I am curious about the activities we do in class because they help me learn new things.” This shows that activities stimulating curiosity and learning are highly valued.

On the other hand, the lowest mean score is 3.4933, showing that students still appreciate challenges but may feel less confident facing them.

Other items such as teamwork, support among peers, and respectful competition also received high ratings, revealing that collaboration and inclusiveness contribute to heightened interest.

From a personal perspective, these results show that when teachers actively consider the cultural backgrounds of students inside the classroom, students feel more included and connected to the learning process. This connection enhances their willingness to participate and fuels their interest in physical education activities. That is why they are highly engaged because they see their identities reflected and respected in class activities.

Mahibba & Rodliyah (2024) demonstrate that integrating students’ cultural contexts into teaching practices can significantly enhance their interest and engagement in learning activities.

When physical education is connected to students’ backgrounds, it creates meaningful learning experiences. Therefore, culturally responsive PE not only engages learners but also shapes a learning environment where students feel respected, valued, and excited to participate.

Table 10. Perceived Engagement of the respondents in terms of Improvement to Physical Fitness

Improvement to Physical Fitness	Mean	SD	Interpretation
1. I have noticed that Physical activities help me build my stamina.	3.51	0.50	Highly Engaged
2. Engaging in physical activities helps me recover faster and feel less sore after exercise.	3.63	0.49	Highly Engaged
3. I have noticed that I become more flexible when I engage in physical activities.	3.58	0.52	Highly Engaged
4. I’ve observed that my posture is much better now.	3.56	0.53	Highly Engaged
5. I’ve learned how to control my breathing better during physical activities, so I don’t get winded as quickly.	3.63	0.49	Highly Engaged
Overall mean	3.58	0.510	Highly Engaged

Legend: Legend: Legend: 3.50-4.49 highly engaged, 2.50-3.49 engaged, 1.50-2.49 moderately engaged, 1.00-1.49 not engaged

Table 10 summarizes the respondents’ understanding of cultural concerns in reference to physical fitness during physical education (PE) lessons. The aggregate mean score is 3.58666, which categorizes under “Highly Engaged.” This represents that students very much understand and agree that a positive effect exists for PE toward improving their physical fitness, with possibly culturally responsive practice influencing the perception.

Most prominent mean is 3.6333, of the following statement: “Engaging in physical activities helps me recover faster and feel less sore after exercise.” And “I’ve learned how to control my breathing better during physical activities, so I don’t get winded as quickly.”

At the same time, the lowest mean score is 3.5133, according to the statement: “I have noticed that Physical activities help me build my stamina.” Though a bit lower, this is still a strong agreement, demonstrating that students see the positive effect of PE on their stamina, though perhaps it is a somewhat weaker perception than that of improving posture.

The researcher observed that, when students feel that their culture is recognized and respected, they are more likely to actively participate in physical activities. This sense of inclusion encourages them to engage with greater enthusiasm and consistency. As a result, their participation not only enhances their physical fitness but also strengthens their confidence, motivation, and willingness to adopt and maintain an active lifestyle both inside and outside of school. This supportive environment helps students push their physical limits, try new activities, and set fitness goals without fear of judgment.

Ultimately, recognizing and respecting students' cultures in physical education not only improves participation but also nurtures well-rounded, healthy individuals.

As Pacadaljen (2024) stated that the inclusion of culturally relevant activities in physical education can lead to increased student participation and improved physical fitness by making the sessions more engaging and meaningful.

In general, these results imply that students believe very much in the positive impacts of their physical education activities in different areas of their physical fitness, possibly underpinned by a supportive and culturally sensitive environment for learning.

Table 11. Perceived Engagement of the respondents in terms of Attitude

Attitude	Mean	SD	Interpretation
1. I participate in PE lessons even if it is not required.	3.26	0.60678	Engaged
2. I always give my best effort, even if the activity is challenging, because I want to improve.	3.68	0.47961	Highly Engaged
3. I embrace challenges because I know they help me grow and become better at physical activities.	3.69	0.47694	Highly Engaged
4. I support my classmates and groupmates by participating in our group activities so we can succeed as one.	3.72	0.46193	Highly Engaged
5. I participate in healthy competition, where I try my best while I also respect my classmates.	3.74	0.43638	Highly Engaged
Overall mean	3.62	0.492328	Highly Engaged

Legend: Legend: 3.50-4.49 highly engaged, 2.50-3.49 engaged, 1.50-2.49 moderately engaged, 1.00-1.49 not engaged

Table 11 investigates the perceptions of the respondents regarding cultural considerations in the context of their attitude when undertaking physical education (PE) activities. The aggregate mean response of 3.62268 lies in the "Highly Engaged" interpretation, showing that students overall have a positive and strong attitude towards their PE experiences, which could be influenced by culturally responsive practices in the curriculum.

The most strongly worded statement with the highest average (3.7467) is "I participate in healthy competition, where I try my best while I also respect my classmates."

On the other hand, the lowest mean score (3.2600) is found with the statement "I participate in PE lessons even if it is not required." Which is in the "Engaged" category. Although this still reflects a general tendency to participate, the agreement is not as strong as with other attitudinal dimensions. This discrepancy may suggest that though students understand the importance of PE, their motivation to do so for internal purposes rather than according to external forces may differ more.

In addition, the responses "I always give my best effort, even if the activity is challenging, because I want to improve" (mean of 3.6867), "I embrace challenges because I know they help me grow and become better at physical activities" (mean of 3.6933), and "I support my classmates and groupmates by participating in our group activities so we can succeed as one." (mean of 3.7267) all had "Highly Engaged" interpretations. These results reinforce that students overall exhibit a solid work ethic, a positive mindset toward adversity as a source of growth, and a perspective of competition as holding value in personal effort and respect for others.

In conclusion, the researcher found out that the findings indicate that students have a predominantly positive and strong attitude towards their physical education experiences. The attitude is one of strong emphasis on teamwork and support for each other, a motivation for individual improvement through effort and acceptance of challenges, and a respectful approach to competition. The somewhat weaker consensus on participation when PE is not compulsory indicates a possible area for further thought on the determinants of students' intrinsic motivation to participate in PE.

According to McKenzie, T. L., et al., (2000), considers how attitudes towards physical education are connected to cultural and social background experiences linked to the willingness of the students to take part in physical education. Bailey, R. (2006) contends that attitudes of students towards PE differ according to their cultural background, hence influencing their participation levels.

Table 12. Relationship between cultural considerations of the respondents and students' engagement in Physical Education activities

Perceive cultural considerations	ENGAGEMENT			
	Enjoyment	Interest	Improvement in Physical Fitness	Attitude
Cultural Sensitivity	.206*	.265**	.145	.341**
Inclusive Representation	.338**	.272**	.207*	.195*
Appreciation	.336**	.376**	.297**	.357**

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

**. Correlation is significant at the 0.05 level (2-tailed).*

Table 12 shows the correlations between the respondents' attitudes toward cultural considerations and their involvement in Physical Education (PE) activities, in terms of enjoyment, interest, perceived improvement in physical fitness, and attitude. Pearson's correlation coefficients (r-values) and significance levels are presented in the table.

The findings indicate statistically significant positive correlations between all dimensions of cultural considerations (Cultural Sensitivity, Inclusive Representation, and Appreciation) and all measures of student engagement in PE. This indicates that when students feel more cultural sensitivity, inclusivity, representation, and appreciation in their PE experience, they are more likely to report greater enjoyment, interest, perceived improvement in physical fitness, and more positive attitudes towards PE.

Cultural Sensitivity has a positive correlation with Enjoyment ($r = .206^*$, $p < 0.05$), Interest ($r = .265^{**}$, $p < 0.01$), Perceived Improvement in Physical Fitness ($r = .145^*$, $p < 0.05$), and Attitude ($r = .341^{**}$, $p < 0.01$). This means that students who find that PE is more culturally sensitive score higher on these items: Enjoy it more, are more interested, feel that they develop better physically, and have a more favorable attitude. Of these, Correlation with Attitude is highest.

Inclusive Representation shows a very high positive correlation with Enjoyment ($r = .338^{**}$, $p < 0.01$), Interest ($r = .272^{**}$, $p < 0.01$), Perceived Improvement in Physical Fitness ($r = .207^*$, $p < 0.05$), and Attitude ($r = .195^*$, $p < 0.05$). This implies that students who feel they belong more in PE and their backgrounds are made visible in the subject tend to enjoy it more, are interested more, and feel greater bodily improvement and possess a better attitude. Enjoyment is most significantly correlated with it here.

Appreciation demonstrates a strong positive relationship with Enjoyment ($r = .336^{**}$, $p < 0.01$), Interest ($r = .376^{**}$, $p < 0.01$), Perceived Improvement in Physical Fitness ($r = .297^{**}$, $p < 0.01$), and Attitude ($r = .357^{**}$, $p < 0.01$). This indicates that students are more motivated and interested in PE activities if they perceive that their cultural heritage is strongly valued and cared for. In short, the research verifies that there is a lot of scope for enhancing students' involvement in PE so that they actively engage, enjoy the learning process, are positive-minded, and even experience improvements in their physical well-being.

Wrench and Garrett (2020) carried out a case study on the incorporation of Indigenous games into the PE curriculum as culturally responsive pedagogy. According to their findings, recognizing and validating students' cultural backgrounds in PE environments results in higher student engagement, enjoyment, and positive attitudes towards physical activity. The study emphasizes the need for cultural sensitivity, inclusive representation, and appreciation in ensuring positive student outcomes in PE.

Conclusion and Recommendation

Conclusions

Based on the findings of the study the following conclusions were drawn.

The hypothesis stating that "there is no significant relationship between the cultural considerations of the respondents and students' engagement in Physical Education activities", is sustained since the result is contrary to the assumption of the researcher.

Recommendations

Based on the findings and conclusions made, the following recommendations are hereby offered:

1. To the Teachers and school heads, physical Education teachers are suggested to incorporate culturally responsive teaching approaches continually in instruction. This is identifying and accepting the varied background of students, using cultural exercises or games to engage students during lessons, and building a community in which every learner feels regarded and appreciated
2. To the schools, there is a need to enhance inclusive representation in both learning materials and group arrangements. PE textbooks, visuals, and discussions should reflect a variety of cultures, genders, abilities, and backgrounds.
3. To the future researchers, future studies can extend the demographic representation of respondents to represent students from different ethnic groups in order to make broader conclusions on the impact of cultural factors on different cultural backgrounds.

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