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Improving Performance in Physical Education Through Students' Enrichment Activity Training (SEAT)

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Abstract: This study aimed to determine the Physical Activity and Students Performance of grade 11 students in Physical Education Class of Baliwasan Senior High School during the school year 2022-2023. The study employed quasi-experimental research design using pre-test and post-test in physical education during the second semester period. The participants of this study were 50 Grade 11 students of GAS A and 50 GAS B students under the GAS strand. A purposive sampling technique was utilized in determining the sample of the study. The findings revealed that the performance of grade 11 students was satisfactory. The pretest for both the control and experimental group was poor. The posttest results of the control and experimental group were satisfactory. The mean gain score of the control and experimental group increased significantly. There was a significant difference in the mean gain score of the control and experimental group. There was a significant difference between the pretest and posttest results in physical education of the control and experimental group. It is highly recommended that the senior high school teachers may use the FITT intervention program and the application of CSPAP strategy approach in teaching physical education. They may also integrate the SEAT in physical education class where the students' performance was unified in their performance task and the teacher recorded their response and outcome through rubrics.

Key words: FITT intervention program; Physical Education Activity; Students Performance, Students' Enrichment Activity

I. Context and Rationale

World Health Organization (WHO) states anything that involves bodily movement produced by skeletal muscles which requires energy expenditure is defined as physical activity. This conceptualize the transport to get to and from places, or as part of a person's work and all movement including during leisure time which are moderate and vigorous-intensity physical activity to improve health. There are popular ways to be active including walking, cycling, wheeling, sports, active recreation and play that can be done in any level of skills and for enjoyment by everybody. If it is done regularly, this has been proven to help avoid and manage noncommunicable disease such as heart disease, stroke, diabetes and several cancers. It some way it helps a person to prevent hypertension, maintain healthy body weight, and can improve mental health, quality of life and well-being. A global plan where countries, cities and communities call to adopt a whole-of-system' response connecting sectors and stakeholders internationally, regionally and locally to provide a safe and helpful environment and engaging more opportunities to support people to increase their level of physical activity. The promises made by world leaders in developing national SDG that offers an opportunity for a renew efforts in promoting physical activity. (WHO, 2020, 1)

Based on narratives where it suggested that programs in physical education in all states only allows exemptions for their class or credit on their physical education reported by Society of Health and Physical Educators America. With this, thirty states allow immunities, some waivers and other form of credit in place of taking the physical education class. There are also fifteen states which allow schools to apply for waivers at the state level from the state requirements. (Society of Health and Physical Educators, 2016a). The indiscretion among schools in United States shows a slight importance of physical education.

Also, Zhang et al. (2019, 7-8) recommended that participation on physical education programs of high school students merely had a meaningful positive effect on students' overall performances mostly evident in Chinese and English languages scores; as per teachers' quality and confusing variables. Subsequently, on strengthening physical education with different academic subjects and gender may have a consequence. As physical fitness is associated with superior and volumes of memory task performance, scores increased but math decreased. Only to find out and suggested that participation to a higher level of the students chosen activities or interest may lead to more cognitive and engaging forms of exercise.

Similarly, there's an instant and lasting benefits doing physical activity on academic performance. Children are better to focus on classroom task after performing in physical activity which can enhance learning. For the time being, engaging in developmentally appropriate physically activity for children improved their physical fitness have an additional positive effect on performances in

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mathematics, reading and writing. Current indication displays the effects on the brain on physical activity which create positive outcomes. (Physioinq, 2020, 1)

The Center for Disease Control and Prevention (2022,1) where it stated managing once physical activity can progress brain health, manage weight, reduce some danger of illness, support bones and muscles to improve the capability to do normal engagement. For grownups, doing any moderate-to-vigorous work or physical activity can increase some health profits and with less siting attitude. Few lifestyles choice have a large effect on your well-being doing physical motion. Everybody can understand the health-related profits of physical movement with age, abilities, ethnicity, and the like.

According to Jensen and McConchie (2020,1), the impact of learning and doing physical movement has its consequence on the intelligence. The concept about intellectual capability in learning provide tools for educators to use in helping students succeed. Upon knowing by what means the mind adjusts its reference point through physical action and workout, there are suggested conducts to advance students' upshots with improved attention, retention and neurogenesis.

Additionally, Jensen (2020,1) posited that workout improves memory by generating the so-called brain-derived neurotrophic factor (BDNF), which serves as an expected element that improves the capacity of neurons in communicating vis-a-vis. where everyday workout greatly surges the BDNF stages and suggests better perceptive processing and enhanced intellectual capacity.

From the viewpoint of Bilgin et al. (2020, 313), its suggestion focused on misunderstandings on parents, principals and some politicians be certain of giving priority to physical action when in the school campus which distress the academics of students and their performance on the notion "tired" when participating and will lessen their learnings in school. The study addresses these misconceptions as literature and investigation recommends that the in campus physical events can greatly increase the students' performance and provide a probable intervention in increasing academic achievements for students. More so, this smay propose further variables in consideration by the school superiors and staff, with the time once a student participate in physical education in relations to math training.

Based on the observation, it was noted that physical activity in the institution really works for students who are likely to be having the spirit of doing all the movement required in their class to have an amazing output and in the end have a good grade. With this, the performances of students tend to differ in terms of their task in doing physical activity if only they are equipped with skills and talent compared to those who are not where in they also struggle to get a good grade if they will not properly perform the required task. This indication only proves that the students perform well in their physical activity if they follow the right task and exhibit the proper action and skills in their performances.

The existing study aims to assess the physical activity and students' performance in physical education class in Baliwasan Senior High School-Stand Alone during the school year 2022-2023. More so, the extent of physical activity of learners in their physical education session and the level of students' performance in doing the physical activity with the use of students' enrichment activity training.

II. Innovation, Intervention and Strategy

SEAT in PE (Students' Enrichment Activity Training) in Physical Education. SEAT in Physical Education is defined as the collective or group activity, a classroom-based activity which is done by the students when teachers instructed them to do so. This is also an activity where all members of the group have an equal tasks and privilege to be the leader, asst leader, members of the group. The purpose of SEAT in Physical Education is to enhance the confidence level of the students in performing and this will allow the students to achieve their tasks and show their skills in doing the physical activity to the class. They may also showcase their skills by presenting their group performance. Furthermore, this will help those low performing students which are not gifted with skills in performing the required physical activity in their physical education class.

The teacher also uses the group or teamwork activities as the *Students' Enrichment.* They dynamically do physical *Activity* in performing their required performance task and the teacher recorded their *Training* which is align in school community perspective while doing the physical activity thru their output using the rubrics.

Teamwork features small groups of learners working together as a group to do physical activity, complete tasks, and achieve common goals. The use of collaborative learning in physical education enables a more focused learning environment and upgrade students from the traditional, submissive approaches to learning that are common in physical education class. When participants participate in concerted learning activities, they "figure out" new and fresh ideas as basis for their own practices and understandings, the same thing as for their team members. Two learning strategies increase content understanding, increase engagement and enthusiasm and increase responses from the learners.

Intervention – FITT Principle. Frequency, Intensity, Time and Type (FITT) is a workout training principle which frameworks physical activity design and monitors individual exercise program. *Frequency* is How habitually one individual accomplishes the set workout or physical movement. *Intensity* is capacity of effort or energy applied throughout a physical motion performance (may be in a form of varied ways like heart rate, MET value, RPE). *Time* is the Period of physical action or workout session. *Type* is the Precise physical action approach or workout which a student chooses to participate in (i.e. Zumba

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exercise, related training and some sports activity). (American College of Sports Medicine, 2013,1)

Furthermore, Center for Disease Control and Prevention, (2023, 1) states that many individuals coming from cultural and traditional marginalize groups and countryside areas are having fewer access to these safe spaces. Limited access is coming from historical land used and housing and transportation policies. These impacts on disparities are likely to be part of physical activity recommendations. Crafting communities in providing access to everyone may supports and develop physical motion and offer improved place to live where it improves health impartiality.

Also, Center for Disease Control and Prevention, (2023, 1) states that creation of memoranda of understand with interagency agreement, or administration agreements with department heads like the transportation department superior including other representatives in the cross-sectoral coalition. Meeting everyone to validate public fitness connection with identified subjects, developments, message channels and other prospects for teamwork.

In linking the community and establishing alliance building, desired evaluation, action preparation, assessment is by providing technical assistance and identifying additional resources needed to increase physical activity through community strategy. Providing and promoting training or programs to leaders in the public and resident staff and forming partnership to affiliates focusing on developing physical action through strategy applicable to it. Center for Disease Control and Prevention, (2023, 1)

Strategy – Comprehensive School Physical Activity Programs (CSPAP). This is defined as mixture of approaches to surge physical action before, during, and after class in campus. Different mechanisms included are physical schooling, break, schoolroom physical activity, administration participation, before- or after-school activity, and household and public collaboration. The institution such as schools can practice different multicomponent methods to assist learners in getting the recommended 60 minutes daily physical movement. Center for Disease Control and Prevention, (2021, 1)

Theoretical Framework

This study was anchored from the different social cognitive theories. The main premise of social cognitive theories is that behavior is driven by our goals or intentions, which are informed based on our values and expectations about that behavior. Social cognitive theories take on an agentic view (Bandura 2001, 1-26), meaning that people are seen as the active decision-makers and main drivers guiding our own behavior. Due to the assumption that our behavior is the result of acting on deliberative reasoning, social cognitive theories are described as a reasoned action approach (Head & Noar 2014, 34-52).

The main predictor of behavior within social cognitive theories is our goal or intention about the behavior. Intentions can be deconstructed into two components: direction and strength (Rhodes & Rebar 2017, 209-216). As applied to physical activity, intention direction represents the decision of whether or not to do physical activity (or how much, how often, or which activity to do). Intention strength is defined as the intensity of the commitment to enact the behavior or not.

Early social cognitive approaches focused primarily on predicting intentions or goals with the implicit assumption that behavior will follow. However, a multitude of evidence revealed a phenomenon referred to as the intention-behavior gap, describing the reality that goals and intentions often do not lead to behavior and behavior cannot be reliably predicted only by goals or intentions (Rhodes & de Bruijn 2013, 296-309; Sheeran & Webb 2016, 503-518). For example, evidence from physical activity research suggests that if 100 people make intentions to engage in physical activity, 54 of them will likely fall short of enacting their intended physical activity.

Phases of interventions to be implemented on the data gathering will be done through to the following as indicated in the table below;

Table 1: Phases of Intervention Activity to be Implemented

Phases	Activities (Steps)	Materials	Duration
Phase 1	Pre-test (Team Work Activity)	Pen & Paper Test / Group Demonstration	1-2 weeks
Phase 2	Intervention (Integration of SEAT)	Music, Hand-outs, Body Execution	1-2 months
Phase 3	Post-test (Physical Activities)	Pen & Paper Test / Group Demonstration	Last month of the semester

More so, physical education is in K–12 curriculum specifically academic subject which offers ideals programs that progress students' knowledge and performances for bodily movement, physical suitability, and motor skills. All institution can change and achieve inclusive Physical Education guidelines for day-to-day bodily action. Also, this ensure learners readiness in being substantially active in campus and beyond. Center for Disease Control and Prevention, (2021, 1)

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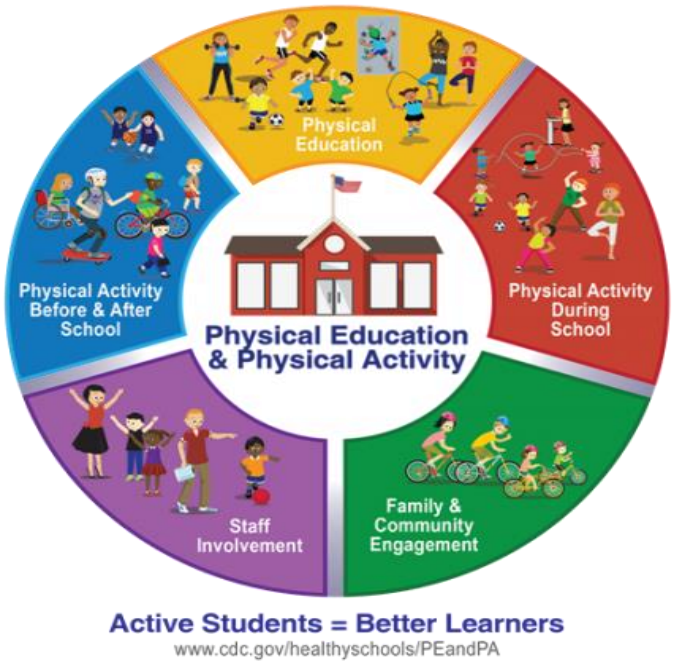

Figure 1. The 5 components of a Comprehensive School Physical Activity Program

Similarly, schools can develop break and schoolroom physical action guidelines to support quality physical education to make sure they are lively throughout the day. The activity may be included before and after school like physical movement groups, in-house programs, interscholastic game, admission to individual and teams' sporting and some activity before and after institutional activity. Center for Disease Control and Prevention, (2021, 1)

It takes any place at any time or short period of time all through the day. It can be in classroom activity which accessible talking about physical education and break in all school curriculum. This takes place by giving learners activity breaks all throughout the day and by incorporating bodily movement aligned with the lesson planned for the day. Center for Disease Control and Prevention [CDC], 2018,1)

McKinney et al. (2016,131-137) recommends that in reducing enduring illnesses such as hypertension, stroke and cancer, diabetes lessen signs of despair and encourage healthy mental and psychological and social function physical activity should be integrated in all forms.

Based from the ideas of Mullender Wijnsma et al. (2016,2) assimilating bodily exercise such as visual and auditory theoretical lesson context considered to have its numerous benefits. Initially is the sensorimotor evidence that will be attained by the physique in the form of physical movement which can be a support mechanism in the learning process of childhood. Next, the moderate to dynamic bodily engagement may intensify activity in the mental aspects and improve academic performances done in the physical education class.

Following is the moderate to vigorous physical activity that may increases activity in the brain and enhance attention, and the cause of more enhanced academic engagement doing being physically active in the lessons.

Likewise, Wotus (2015,214) has reportedly emphasized the concepts of schools cutting back on bodily activity so as suggesting that students being physical suitable accomplish a well academic performances specifically in math by the Institute of Medicine in 2013. Similarly, Taras (2005,1) with the National Committee on School Health and Safety (NCCSHS), compose of members of federal departments and Nationwide nongovernment organization reassures all schools to respond to growing encounters by coming up with coordinated school fitness platforms.

Model validation. Comprehensive Physical Education Model is established to evaluate the validity of the model in physical education class. This is done with step-by-step instruction on how to work with their physical activities. The teacher will lead but should consider also proper communication with the teacher and students. The explanation may include 1 or several planned examples.

Real-world Application. This is where the students start to initialize the physical education class. Practice should include guided instruction by improving the quality of physical activities, and developing human resources as well as the application of the prescribed physical activities that are among the current main strategies that are design by independent practice.

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Action Research Questions

This study aimed to determine the Physical Activity and Performances of Grade 11 students in Physical Education Class of Baliwasan Senior High School during the school year 2022-2023.

Specifically, it ought to answer the following questions:

1. What is the performance of Grade 11 senior high school students in their physical activities in Physical Education?
2. What is the pre-test result in physical education of the control and experimental groups?
3. What is the post-test result in physical education of the control and experimental groups?
4. What are the mean gain scores of Grades 11 students in physical education of the control and experimental groups?
5. Is there a significant difference in the mean gain scores of the students of Grade 11 Physical Education?
6. Is there a significant difference in the pre and post-test results in physical education of the control and experimental groups?

III. Action Research Method

Research Design

The study utilizes quasi experimental research design employing pre and post-tests in physical education. This is quantitative research to determine the performance of grade 11 senior high school students doing physical activities in their physical education class.

The concept of Quasi-experiments is bound in aiming to assess interferences but not in a form of randomization. Parallel to casual attempt, quasi-experiments aim to validate interconnection between an interference and a result. Quasi-experimental designs identify a comparison cluster that is as alike as possible to the treatment group in terms of reference point (pre-intervention) features, White and Sabarwal (2014, 4).

Participants of the Study

For this research, the target populations are the G11 students of Baliwasan Senior High School of Zamboanga City taking GAS and TVL who are enrolled in Physical Education class. In determining the sample size, the researcher collected the grades of the students of all strands and sections and chose the students who obtained the least mastered skills in Physical Education during the midterm of second semester. The researchers utilized the purposive sampling technique in determining the samples of the study. Hence, the researcher chose 50 students from GAS B and GAS A sections who were part of this study.

The said respondents from the chosen two class such as GAS A and GAS B where they encountered physical activity class will be subjected to be a control and experimental group. This will only be limited to the performance task of the students in their physical education subjects where intervention will be made if learners encountered a low performing grade.

In determining the proportional quota sampling, one factor is the characteristics of the populace that are represented by samples which in regard to their quantity in the sampling size of the study. Proportional quota sampling is frequently used in surveys and judgement polls, where population samples used to in surveys is typically categorize in advance. (Nikolopoulou 2022,1)

Research Instrument

The research instrument for this study is a 20- Item Multiple Choice Exam in physical education which will be used for Pre and Post-tests.

The instrument was taken from the Cap SLET and Physical Education modules which was the tool to evaluate the physical education performance of the students. The instrument was validated by the PE teachers and experts in terms of content validity. The experts validated the instrument in terms of its relevance and the level of students' capacity to answer. The suggestions and remarks of the validators were unified in the final flow of the instrument.

The instrument was subjected to item analysis to test its reliability and validity of the instrument. Twenty copies of the instruments were administered to the non-respondents with similar characteristics with the grade 11 students. The data were computed and statistically analyzed using the norm reference item analysis. The result of the reliability test using the norm-reference test was .897 which means that the instrument was reliable and valid to be used.

Data Gathering Procedures

Data gathering was conducted right after the consent of the research proposal. The researcher secured approval from the Schools Division Superintendent through communication letter in conducting data gathering from the Grade 11 students at the school. The data gathering started after the approval of the study by presenting the permission letter to the District Supervisor and school principal of the said school. The researcher presented the approved letter to the principal.

On the resumption of classes for the second quarter the researcher conducted a series of conditioning activities. In addition, the researcher gave the overview of the topic and use the peer tutoring activity to the experimental group. The respondents were oriented that they were part of an educational experiment to be conducted by the researcher. A consent was given to them for their

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approval in the inclusion as respondents in the study. On the next meeting with the respondents, the researcher gave a 20 item – multiple choice test to both control and the experimental groups. The respondents were given approximately an hour to answer. After the administration of the Pretest materials, the researcher did the routinely activity by using peer tutoring teaching method. This was used as a treatment. Applying the intervention where post-test resources were managed, collected and checked personally by the researcher. More so, the researcher will submit the presented data to the statistician for proper data treatment. Lastly, the researcher will do the discussion involving variables used and interpretation of data on this study.

Data Analysis

Mean/Average. This measure was used to determine the pre and post-test results in physical education class of the control and experimental groups. This was also used to determine the mean gain scores of Grades 11 learners in physical education of the control group and experimental group.

Paired-Sample T-test was utilized to determine the significant difference in the mean gain scores of the students of Grade 11 Physical Education. This was used to determine the significant difference in the pre and post-test results in physical education of the of the control group and experimental group.

IV. Results and Discussion

Table 2. The performance of Grade 11 senior high school students before and after using the students' enrichment activity training (SEAT)

Performance of Grade 11 Senior High School Students Before SEAT				**Performance of Grade 11 Senior High School Students After SEAT**			
Control Group		Experimental Group		Control Group		Experimental Group	
Grade	Description	Grade	Description	Grade	Description	Grade	Description
80.00	Satisfactory	75.00	Fairly Satisfactory	80.00	Satisfactory	81.00	Satisfactory

Legend:

90-100 = Outstanding *85-89 = Very Satisfactory* *80-84 = Satisfactory*

75-79 = Fairly Satisfactory *Below 75 = Did not meet expectations*

Table 2 shows the performance of Grade 11 senior high school learners before and after using the inclusive school physical activity programs (CSPAP) in physical education. It was visible that the Grade 11 senior high school students from the control group obtained an 80 percent general average which is describes as satisfactory while the students from the experimental group got an average grade of 75 and is described as fairly satisfactory. This means that the performance level of the students in physical education class was satisfactory. The performance of students in doing physical activity displays an acceptable accomplishment where their physical education ability indicates an average precision.

This result is similar to what (Yin, Chen, Ma, Li & Liu, 2014, 24-28) who states that sports urges an influence in changing world. Nevertheless, the value of physical exercise is bodily fitness which is the tip of the iceberg. In the lapse and intervening effect analysis of the study where bodily exercise in the elementary school academic performance. Examples in the elementary schools, physical exercise reduces the burden that increases academic work proficiency and improve the educational justness from adolescents by the differences in student's family backgrounds. This was constant with the early research results.

Moreover, with the performance of Grade 11 Senior High School students after the comprehensive school physical activity programs (CSPAP) from the control group was 80, described as satisfactory and the students from the experimental group obtained an 81 average grade and is described as satisfactory as well. This means that students from the control group still had the satisfactory performance and still maintain the same average of 80. However, the students from the experimental group had improved on their performance from 76 to 81, which implies that after the inclusion of the comprehensive school physical activity programs, the students show a remarkable change in their achievement in their physical education class. Additionally, the students were appreciative on the strategy used in physical activity through SEAT. This also implies that they had so much learning from the teaching of the teachers using the CSPAP strategy.

The data analysis suggests that the experimental group students had 5% increase in their physical activity performance after the teacher used the CSPAP strategy. This further implies that the students' enrichment activity training (SEAT) of the students was effective in teaching physical education class.

The result of the findings was supported by the study of (Fang & Huang, 2021, 84-98) in their findings on the relationship between physical exercise and the academic performance enhances the growth and extent technology with constant improvement of mental psychology and neurobiology considers to be more organized and established. With the source of some controlled confusing variables, many researchers relatively thought that physical workouts efficiently progress their intellectual abilities or

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academic performance if students engaged into it. The essence of physical exercise in excellent educations and impartiality are well demonstrated. For instance, Fang Liming,

Sample in CPES data for the adulthood are based into the PSM method to control samples of endogeneity that improve academic performances of adolescents in an adverse way to excellently enhance one's academic performance from being less priority families into achieving educational fairness.

Table 3. Pretest results in physical education of the control and experimental group

Pretest Result of the Control Group			**Pretest Result of the Experimental Group**		
Mean	Equivalent	Description	Mean	Equivalent	Description
9.720	75.00	Fairly Satisfactory	8.740	72.00	Did not meet expectation

Legend:

90-100 = Outstanding 85-89 = Very Satisfactory 80-84 = Satisfactory

75-79 = Fairly Satisfactory Below 75 = Did not meet expectations

Table 3 shows the result of pretest in physical education of the control and experimental group. It was observed that the result of control group on their pretest obtained the mean of 9.720, which is equivalent and transmuted as 75 and was described as fairly satisfactory. Also, pretest result of the experimental group obtained 8.740 mean which is transcribe and transmuted as 72 and verbally was described as did not meet student's expectations. This further mean that the students from the control group had a fairly satisfactory performance in physical education class during the pretest.

This simply implies that the students satisfactorily meet the expectations based on their performance in physical education class in the control group. The result of the findings was supported by the study of (Podnar, Novak & Radman 2018, 251-259). Learners in the first to fourth grade showed adverse change in the 5-minute classroom on students based physical movement and on-task performance. Throughout the 12-week study period, during the 45-minute theoretical lesson were conducted by teachers using 5-minute physical activity. several benefits came out using the schoolroom based bodily activity that is inclusive of increasing cognizance of schools, enhancement in academic performance and active transfer of knowledges to pupils in overall. Thus, the results show a straight and constructive connection doing physical movement applied into the classroom and on-task performances in the elementary level.

Table 4. Posttest results in physical education of the control and experimental group

Posttest Result of the Control Group			**Posttest Result of the Experimental Group**		
Mean	Equivalent	Description	Mean	Equivalent	Description
11.460	80.00	Satisfactory	12.340	81.00	Satisfactory

Legend:

90-100 = Outstanding 85-89 = Very Satisfactory 80-84 = Satisfactory

75-79 = Fairly Satisfactory Below 75 = Did not meet expectations

Table 4 shows the results of posttest in physical education of the control and experimental group. It was evident that the students from the control group obtained a mean of 11.460, which is equivalent to 80, described as satisfactory. This means that the students had an average performance in physical education class after administering the posttest. Likewise, it is also evident that the students from the experimental group obtained a mean of 12.340 which is equivalent to 81, defined as satisfactory. This means that the learners from this group had an average performance in physical education after the administration of the said posttest.

This further implies that there was an increase of 1.88 points or 3% in the performance of the students from the control group and an increase of 3.60 or 5% in the performance of the students from the experimental group. The increase in the students' performance indicated that they have increased and learned the concept of the activity in the physical education class. Hence, the SEAT application of doing the activity in physical education were effective in teaching physical education class.

The finding was supported by (Stoepker & Dauenhauer 2020, 813-828) were results conceptualized the grade level participation of both high school teachers and students were maximized in the classroom physical movement setting where appropriate activities would be more suitable. These observations are essential in understanding physical activity integration into the classroom at the high school level which shows positive impacts on classroom session with students' conduct, academic presentation, and regular activity participation. It was found out that the incorporation of bodily movement in the class with differing views on various components for teachers and students are involved in providing a valued opportunity.

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Table 5. Mean gain scores of Grades 11 students in physical education of the control and experimental group

	Control		Experimental	
Variables	**Mean**	**Std.**	**Mean**	**Std.**
Pretest	9.720	3.02	8.740	1.99
Posttest	11.460	2.12	12.340	1.84
Mean Gain Score	**1.88**	**2.60**	**3.60**	**1.92**

Table 5 displays the mean gain scores of Grade 11 students in physical education class of the control and experimental groups. It was discovered that the students from the control group got a mean of 9.720 in the pretest and 11.460 in the posttest. This result to the mean gain score of 1.88 obtained from the control groups. It is evident that the standard deviation of 3.02 indicating that the score is uncontrolled and a closed gap about the mean in the pretest. Having the standard deviation of 2.12, the scores are dispersed from the mean. This mean that the scores of the students are far behind the mean. This implies that the scores reflected from the control group have increased appropriately.

It was reflected also in the data above that the students from the experimental group obtained a mean of 8.740 in the pretest and 12.340 in the posttest. The result of the mean gain score of 3.60 obtained by the students from the experimental group. It is revealed in the table that the standard deviation of 1.99 and 1.84 indicating that the scores of the students are narrowed and closed from each score about its mean. This implies that the scores from the experimental group also increased.

The finding was supported by (Center for Disease Control 2019, 1) were a study was done and it indicate that integrating activity in the classroom set up greatly emphasized in the results shows great development of attention in physical activity, capability to do certain task, enhancement in inspiration and outcomes resulting to excellent remarks and score in the test.

Table 6. Significant difference in the mean gain scores of the Grade 11 students in Physical Education

Respondents	**Mean Gain Scores**	**t-value**	**p-value**	**Interpretation**
Experimental	3.60	-3.728	.001	Significant
Control	1.88			

**Significant at @=0.05*

Table 6 shows the results of the Paired – Samples T-test on the significant difference in the mean gain scores of the grade 11 students in physical education. It was revealed that the mean gain scores of the experimental and control group are 9.720 and 8.740 respectively with t-value of 2.778 and p-value of <0.008 and posttest of 11.460 and 12.340 with t-value of -2.597 and p-value of 0.012 indicated that the significant difference existed. This means that both groups improved and such significant difference on their performance existed. Thus, experimental group perform better with the given intervention.

This implies that students from the experimental group really improved on their scores during the posttest merely because the teachers used the FITT intervention instructions and apply the CSPAP strategy. Hence, it is further implied that the intervention and the application of strategy approach were effective in teaching physical education class.

The finding was supported by (Active Living Research's 2015, 3) inclusion of physical activity in arts subject have numerous profits to learners of all ages. The core emphasis is primary in terms of reading and writing inclusive of reading comprehension, spelling, fluency and some essentials skills mostly in languages' arts class. Study institute a result doing activity on a treadmill for 20 minutes in a normal pace may response to test questions like what children do in the context of reading, arithmetic and spelling having high accuracy in intensify retorts within the brain than those sitting only. Likewise, learners who are just sitting for a several periods of time were used to determine better reading comprehension doing some bodily movement. Learners who completed the learning tasks accurately and more precise are likely to have above high with their grade level.

Table 7. Significant difference in the pretest and posttest results in physical education of the control and experimental group

Respondents	**Control**	**Experimental**	**t-value**	**p-value**	**Interpretation**
Pretest	9.720	8.740	2.778	0.008	Significant
Posttest	11.460	12.340	-2.597	0.012	Significant

**Significant at @=0.05*

Table 7 illustrated the results of Paired-Sampled T-test on the significant difference in the pretest and posttest in physical education of the control and experimental group. It is evident that the t-value -3.728 with p-value .001<.005 indicated that the

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significant difference exists. This means that the hypothesis stated that there is a significant difference in the pretest and posttest results in physical education of the control and experimental groups.

This implies that the students in physical education class doing their activity improved their performance in their class by obtaining an increase in their posttest result. More so, it is evident that students from the experimental group had satisfactory performance during their posttest as reflected in their obtained mean scores of 3.60 compared to the mean scores to the students in the control group.

The result of the findings is supported by (Stoepker and Dauenhauer 2020, 813–828) where it was stated that students and teachers incorporate bodily movement into class session at high school level doing yoga or any form of exercise would best fit and mostly effective.

V. Conclusion and Recommendation

The performance of Grade 11 senior high school students before using the FITT program (SEAT) was fairly satisfactory while after using the intervention program, was satisfactory. The pretest result in physical education of the students from both the control and experimental group was unsatisfactory and poor. The posttest result in physical education of the control group was satisfactory the same with the experimental group. The mean gain scores of Grades 11 students in physical education of the control group increased by 1.88 and the experimental group by 3.60. There was a significant difference in the mean gain scores of the Grade 11 students in physical education. There was a significant difference in the pretest and posttest results in physical education of the control and experimental group.

This study reflects the creation of a sustainable and adequate physical activity in the classroom where teachers may adopt to effectively improve their academic performance in school. The intention of the researchers is for the inclusion of the strategy reflected in this paper to let students engage on their own pace and allowing them to critically learned best when they integrate physical activity. The acquisition of the intervention and innovation would be best when applied in school depending on the needs of the students in improving existing practices addressing low level learners and making them elevate into moderate and high learners in the future.

It is highly recommended that the senior high school teachers may use the FITT intervention program and the application of CSPAP strategy approach in teaching physical education. Likewise, this will help teachers innovate their teaching strategies for struggling students on their performance task. They may also integrate the SEAT training in physical education class where the students' performance was unified in their performance task and the teacher recorded their response and outcome through rubrics. As for the future researcher, it is more impactful to continue to do some in depth study and do some future improvement in terms of the diverse perspectives of physical education. Also, for nonstop development of theory on application that is pivotal to aid and do refine physical activity intervention approaches, theories currently in practice and will emerge in the future. These can provide useful contexts for a better understanding and possibly enhancing the physical activity in general.

Action Plan

Program /Projects	**Objectives**	**Strategies /Activities**	**Time Framed**	**Persons Involved**	**Resources Needed**	**Expected Outcomes**
Admiration of Pretest & Posttest	Administer Pretest & Posttest every quarter	Administering the Pretest & Posttest every quarter	First semester of every school year	-Subjects Group Head -Teachers -Students	Printed copy of the modules, lesson plan, handouts, Pretest and Posttest	Students equipped with the life learning skills
Remedial classes and utilization of FITT program in teaching Physical Education for Grade 11	Give remedial classes and utilize FITT program in teaching physical education	Giving remedial classes and utilizing the FITT program in teaching physical education	First semester of every school year	-Subjects Group Head -Teachers -Students	Printed copy of the modules, lesson plan, handouts, Pretest and Posttest	Students improved the average grade in physical education
Peer tutorial in physical education for students and integration of CSPAP strategy	Provide peer tutorial in physical education to students and integrate CSPAP strategy	Providing the peer tutorial in physical education to students and integrating CSPAP strategy	First semester of every school year	-Subjects Group Head -Teachers -Students	Printed copy of the modules, lesson plan, handouts, Pretest and Posttest	Students performed outstanding achievement in physical education class

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In dissemination the action plan, the school will be introduced with the planned that was plotted relating to the problems encountered in the Physical Education class of the students. The said strategy used were directed into different students depending on the needs arise. The said programs align with the findings and conclusions recommended by the data in implementing the right intervention program and techniques will be served as the guiding standards to address the concern in the class. Vital information will be transcended as part of the intervention program reflected in the data of this research. Also, it will be presented to academic institutions for appropriate presentations both within and outside the community which served best.

The intervention program and the methods used are verified through the findings of the data and therefore be given priority based on the stated information reflected below. The FITT intervention are the main focused in order to address the problems relating to slow learners being able to cope with their performance in the physical education class. Also, the strategy stated are part of the essential and crucial aspect in order to properly execute and deliver the activity where students will be engaged in facilitating the said intervention program.

Fitt Intervention

INTERVENTION	INSTRUCTION	REMARKS
FREQUENCY	How often students perform physical activity	
INTENSITY	How much work/effort exerted during PE period	
TIME	Duration of physical activity	
TYPE	Mode of exercise students chooses to engage (aerobic exercise, resistance training, sports activity etc.)	

Comprehensive School Physical Activity Program (Cspap Strategy)

SET-UP	PHYSICAL ACTIVITY ENGAGEMENT
BEFORE	Stretching, light exercise
DURING	Physical Education Activity/Exercise
AFTER	Cooldown Exercise

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INFORMED CONSENT FORM

Department of Education

Region IX, Zamboanga Peninsula

Division of City Schools

BALIWASAN SENIOR HIGH SCHOOL –STAND ALONE

San Jose Road, Zamboanga City

Tel No. 957-3739

June 1, 2023

Dear Respondent,

Greetings!

I am currently writing my basic Research study with the title. **"IMPROVING STUDENTS' PERFORMANCE IN PHYSICAL EDUCATION THROUGH STUDENTS' ENRICHMENT ACTIVITY TRAINING (SEAT)"**. You are invited to take part in this research. It is my hope that this study will benefit you as a student. The objective of this study is to determine the students' performance in physical education through students' enrichment activity training in Baliwasan Senior High School. This will also craft an action plan to improve the students' performance in physical education class. There are no identified risks from participating in this research. There are no costs and no monetary compensation to you for your participation in this study.

Your participation in this research is completely voluntary and you may refuse to participate without consequence. Responses to the survey will only be reported in aggregated form to protect your identity. The collected data will be treated with utmost confidentiality.

Sincerely yours,

ANTONIO T. SANSON JR. Researcher

CHRIS JOHN BUENAVENTURA Researcher

VERLYN GARCIANO Researcher

CONSENT:

By signing this consent form, I confirm that I have read and understood the information and have had the opportunity to ask question/s. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I voluntarily agree to take part in this study.

_____

Respondent's Signature over Printed Name

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Republic of the Philippines
Department of Education
Region IX, Zamboanga Peninsula
BALIWASAN SENIOR HIGH SCHOOL ZNHS WEST
Division of Zamboanga City
PRE & POST TEST IN
PHYSICAL EDUCATION AND HEALTH 1

Name: _____ **Track, Year & Section:** _____

I. **Multiple Choices.** Select the letter of the correct answer from the choices lettered by shading your answer on the answer sheet. Shade letter E if the answers are all correct or no correct answer from the choices letters.

1. **A process through which an individual obtain optimal, physical, mental, social skill and fitness through physical activity.**
   a. Physical Education
   b. Physical Health
   c. Physical Fitness
   d. Physical Activity
2. **The main goal or objective of physical education is _____.**
   a. Physical Health
   b. Physical Activities
   c. Physical Fitness
   d. Physical Well-being
3. **A state of complete physical, mental, social well-being and merely the absence of disease.**
   a. Wellness
   b. Fitness
   c. Health
   d. Energy
4. **It is the absence of disease.**
   a. Wellness
   b. Health
   c. Fitness
   d. Energy
5. **The following student possess physical fitness except;**
   a. Being able to do work efficiently and effectively.
   b. Having time for leisure activity.
   c. Having extra energy for emergency circumstances
   d. Having low energy for work and leisure.
6. **How can physical activity affect your appearance?**
   a. You can gain extra fats.
   b. You can develop firm muscles.
   c. You can grow taller.
   d. You can develop poor posture.
7. **Your classmate is experiencing difficulty in breathing when you are having a 1km cardiovascular endurance test in your PE class. After running 100m, you have noticed that your classmate got easily tired. What implication does your classmate shows?**
   a. He is physically fit
   b. He has too much fat in his body
   c. He is healthy that's why he got tired
   d. He is bored on the activity given
8. **Health : Genes ; Wellness : _____**
   a. Live
   b. Life Style
   c. Well
   d. Lifestyle
9. **Remaining active throughout your life can help you;**
   a. Avoid old age.
   b. Maintain high level of fitness.
   c. Skill – related fitness.
   d. Personal related fitness.
10. **Which of the statement are recommended to promote good health?**
    a. Avoid smoking of drinking alcohol.
    b. Getting regular physical exercise.
    c. Sleeping 6 – 8 hours a day.
    d. Eating fruits as snacks.
    e. All of the above
11. **Determine largely by the decisions you make about your life.**
    a. Wellness
    b. Health
    c. Lifestyle
    d. Fitness
12. **Having enough energy for daily exercise, school work and play.**
    a. Physical Health
    b. Social Health
    c. Mental Health
    d. Emotional Health
13. **The body's ability to maintain a state of equilibrium while remaining stationary or moving.**
    a. Coordination
    b. Power
    c. Balance
    d. Speed
14. **The ability of the body to change position rapidly and accurately while moving.**
    a. Speed
    b. Power
    c. Agility
    d. Reaction Time
15. **The amount of time it takes to get moving once you see the need to move.**
    a. Speed
    b. Power
    c. Agility
    d. Reaction Time
16. **The ability to transfer energy explosively into force.**
    a. Speed
    b. Power
    c. Agility
    d. Reaction Time
17. **The ability of the muscle to exert maximum force.**
    a. Cardiovascular Endurance
    b. Muscular Strength
    c. Muscular Endurance
    d. Flexibility
18. **The ability to move the different joints of the body over its complete range of motion.**
    a. Cardiovascular Endurance
    b. Muscular Strength
    c. Muscular Endurance
    d. Flexibility
19. **The ability of the movement to perform in a short period of time is?**
    a. Flexibility
    b. Speed
    c. Coordination
    d. Balance
20. **The ability of the heart, the blood vessels and the respiratory system to deliver oxygen efficiently over an extended period of time.**
    a. Cardiovascular Endurance
    b. Muscular Strength
    c. Muscular Endurance
    d. Flexibility

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Instrument

RUBRICS FOR PERFORMANCES (SCORING) RATING SCALES

CRITERIA	5 POINTS	3 POINTS	1 POINT
QUALITY	The output shows a high quality of content	The output shows satisfactorily content of quality.	The output shows low quality of content
Performance/skills	The output is properly done and satisfactorily perform.	The output is satisfactorily done and presented with some help from the teacher.	Layout and presentation fairly done even with the help of the teacher
Time consciousness/ timing/precision	The output is done on the allotted time given by the teacher.	The output is done after the time allotted given by the teacher	The output is not finished even after the given time allotted.
ACCURACY/ Mastery	The output is accurately done without the help of the teacher.	The output is done with some help from the teacher.	The output is done under the supervision of the teacher.

Points Earned	Numerical	Descriptive
15 - 20	90 - 100	Exemplary
10 – 14	86 – 90	Good
9 – 5	81 - 85	Satisfactory
4 – 1	75 - 80	Needs Improvement