

## Evaluation on the Implementation of School Wellness Program and Engagement in Physical Education among Students

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### Abstract

The study is to study the variables of the implementation of the school wellness program as evaluated by the physical education students along with evaluating how this school wellness program influences the students' engagement in physical education. The study will be conducted locally, in the university where the researcher is currently working and thus, the development of the new knowledge or information involves the first step of establishing baseline information at the local level. The main purpose of the study was to assess the significant relationship between the level of implementation of the school wellness program and the level of engagement in physical education among PE students in X University for the second quarter of 2022. They will be reminded of the different reforms issued by the government or Ministry of Education; thus they will also be reminded of what activities or programs they should exposed their students to. They will also be encouraged to pursue graduate studies in their field of discipline, knowing that graduate programs can enhance their knowledge, teaching skills and practices, and even their personal well-being.

### Keywords

Engagement on Physical Education; Implementation of the School Wellness Program; Physical Education.

### 1. Introduction

The Chinese began to recognize the importance of physical activity sometime between 2500-250 B.C. Physical inactivity was linked to poor health, internal stoppages and organ malfunctions. To encourage more physical activity, Chinese teachers, such as Confucius, included words of encouragement in their teachings. But, this was only the beginning of the Chinese fitness movement. The Chinese developed the gymnastics program known as Cong Fu. The program was utilized to encourage regular physical activity, in an effort to combat poor health.

Until the present time, China still recognize the importance of physical fitness for its citizens especially among the younger generation. For the last two decades, the Chinese government has issued reforms instituting government offices and schools to stress physical wellness among their constituents and students respectively.

Since the 1990s, in response to this enormous task, the Chinese government has established national guidelines and standards for educating physical educators (China Ministry of Education (CME), 1995, 2003 as cited in Liang et al. 2005) and for addressing the fitness needs of students (CME, 2002 as cited in Liang et al. 2005; China State Council, 1995 as cited in Liang et al. 2005). In 1995, the landmark China Law of Physical Education and Sports was passed (National People's Congress of the People's Republic of China, 1995 as cited in Liang et al. 2005). This law established mandates that schools must comply deepening the reform and innovation of physical education is of great significance to improving the health of young people's physical

fitness and accelerating the construction of a strong country, a sports power and a healthy China (Abaza, 2017; Ridsdale, 2018). The common goal of school physical education is to promote the healthy development of contemporary students (Liang et al., 2005).

In order to strengthen school physical education and facilitate students' all-around development with both physically and mentally health, General office of the State Council issued in May 6th, 2016, strategic deployment as "strengthening physical education course and extracurricular exercises, and facilitating youth mental and physical health and fitness" has been made. In the same year, in October 25th, "Healthy China 2030" was launched by the Central Committee of the Communist Party of China. The reform is a program of action that boosts construction of healthy China in the future 15 years and also a major measure to ensure national health and even all-around well-being (Liu & Li, 2017).

Undoubtedly, China has great concern for the physical well-being of its people. The schools can address this concern through its physical education programs. Thus, the government is not only looking into the training of Physical Education teachers but also analyzes the policies and realistic problems in the college sports in order to put forward some countermeasures for the reform of sports management in colleges and universities.

The physical health of students has become a hot topic of general concern from all walks of life. Schools need to combine the characteristics and laws of students' physical and mental development, and constantly promote the reform of students' physical fitness training, so as to effectively promote the healthy development of students' physical fitness (Wei, 2021).

It is in this premise that the researcher was motivated to evaluate the implementation of school wellness program and the engagement on physical education among PE students. The researcher proceeds with correlating the implementation of the school wellness program and engagement on physical education as there had been no studies conducted on this aspect at the local level. This study aims to develop a physical education engagement enhancement plan which will address the gap in the study.

## 2. Background of the Study

When the Physical Fitness Law was adopted in 1995 in China, to improve the health and the overall physical condition of the general population, a survey released by the State Physical Culture Administration indicates that at that time only 33.9% of the population between 7 and 70 years of age exercise regularly and 60.7 percent of the urban population go to sports clubs to engage in fitness activities. The law encourage young people and children, to engage in at least one sporting activity every day, learn at least two ways of keeping fit and have a health examination every year. In this 15 year long program, it is not only the government that built sport and health-building service system for the general public, but many cities have commercialized fitness facilities and stadiums. These facilities call for trainers, coaches and sports managers, which can be responded by graduates in masters or doctoral degrees in physical education.

China's newest health policies are focusing largely on the health and well-being of the nation's youth. The Healthy China Action, which promotes health and wellness for all of China's 1.4 billion people, says physical education is paramount in primary and secondary schools. In order to reduce obesity and myopia among children and adolescents, better policies will be implemented in physical education and health courses in schools. Meanwhile, the Ministry of Education will also continue to take corresponding measures to constantly improve the policy on physical education class-time protection, the strict supervision of teaching content and the evaluation of the effect of school physical education. Experts contend that if students adopt better physical and dietary habits between home and school, their families are likely to take health more seriously (China Global Television Network, 2019).

According to An et al. (2022), strengthening school physical education (PE) is of great strategic significance in enhancing students' all-round development, which mainly includes their morality, intelligence and physique development. School PE has upheld the guiding ideology of 'health first' and continuously enhanced PE development in China. The guiding ideology of 'health first' has involved three stages: (a) improving students' physical conditions; (b) enhancing students' physical health, mental health and ability to socially adapt; and (c) promoting students' all-round human development. Moreover, a regulated and institutionalized Chinese school PE system has gradually formed with the evolving ideology of 'health first' and policy changes, but it has a long way to accomplish the new mission of 'foster virtue through education' in students' all-round development. For students' all-round development, Chinese school PE needs to prioritize the value proposition of 'foster virtue through education', advance the theoretical research on PE curriculum and teaching materials, and further enhance the reform of the assessment and evaluation system of constitutional health. Eventually, a new national school PE core curriculum needs to be established to integrate the mission of 'foster virtue through education' and guiding ideology of 'health first' together.

In an effort to address issues relating physical inactivity, the Ministry of Education of the People's Republic of China hosted, in September 2017, during which a series of discussions was held among school educators, administrators, and policy-makers on the importance and ramifications of the 2016 Physical Activity and Fitness in China—The Youth Study (PAFCTYS) findings. Following these discussions, the Ministry of Education issued a nationwide call for reforms in the Chinese PE system to address challenges related to physical inactivity in schools. These include (a) reducing the academic burden students feel and increasing their PE time; (b) reforming the current PE curriculum, with an emphasis on increasing MVPA time during school; (c) creating within-school opportunities for students to participate in PA; and (d) integrating PE as part of the overall evaluation of the quality of schools in China (Wang, 2017).

The importance of implementing improved school PE programs to promote the healthy growth and well-being of Chinese school-aged children has long been recognized (Sun et al., 2012). By law, the current Chinese education system requires that school children in primary grades participate in at least 4 weekly PE classes, lasting 35–45 min each, and that middle school children participate in PE classes 3 times weekly, with each lasting 40–45 min (Ministry of Education of the People's Republic of China, 2012). However, implementation of these requirements has been slow. These school PE policies, however, are important as the nation works toward meeting the goals of Healthy China 2030, a national plan (Central Committee of the Communist Party of China State Council of China, 2016) developed by the Chinese government to promote and improve population health in China. The plan specifically emphasizes the need to provide school children with 60 min of in-school PA daily and sets a goal of having at least 25% of all school children meet the "excellent" level of China's physical fitness standards (Wang, 2017).

Hence, this study will evaluate the implementation of the school wellness program in a university and how it influences engagement in physical education among PE students that is if a high level of implementation of school wellness program consequently increases engagement in physical education among students.

### 3. Statement of the Problem

The main purpose of the study was to assess the significant relationship between the level of implementation of the school wellness program and the level of engagement in physical education among PE students in X University for the second quarter of 2022.

Specifically, it answered the following questions:

1. What is the profile of the physical education students in terms of:
  1. age;
  2. Sex; and
  3. year level?
2. What is the level of implementation of the school wellness program as perceived by the physical education students in terms of:
  1. school leadership and wellness program outcomes;
  2. wellness program participation;
  3. wellness program engagement and effort; and
  4. general leadership?
3. What is the level of engagement on physical education among PE students in terms of:
  1. intellectual engagement;
  2. cognitive engagement; and
  3. academic engagement?
4. Is there a significant relationship between the level of implementation of the school wellness program and the level of engagement in physical education among PE students?
5. What physical education engagement sustenance plan can be proposed based on the findings of the study?

#### 4. Literature Review

**Reforms in Physical Education from Other Countries.** In India, despite all the acknowledgment of the significance of physical education, physical fitness and the role of physical education teachers, the truth on the ground is that Physical Education as a career option is not as rewarding as a career in other subject areas. Both in terms of qualitative and quantitative parameters Physical Education professionals are not treated at par with other subject area experts within the academic system. Hopefully, with the implementation of the New Education Policy 2020, this scenario will certainly change. The reform provided for introduction of New Full Time Degree Courses Under Physical Education Departments, Upskilling Courses for Existing Professionals and that every central university should have one qualified Physical Education teacher whose job should be focused and limited to Olympics awareness, talent identification and talent grooming (Sharman, 2021).

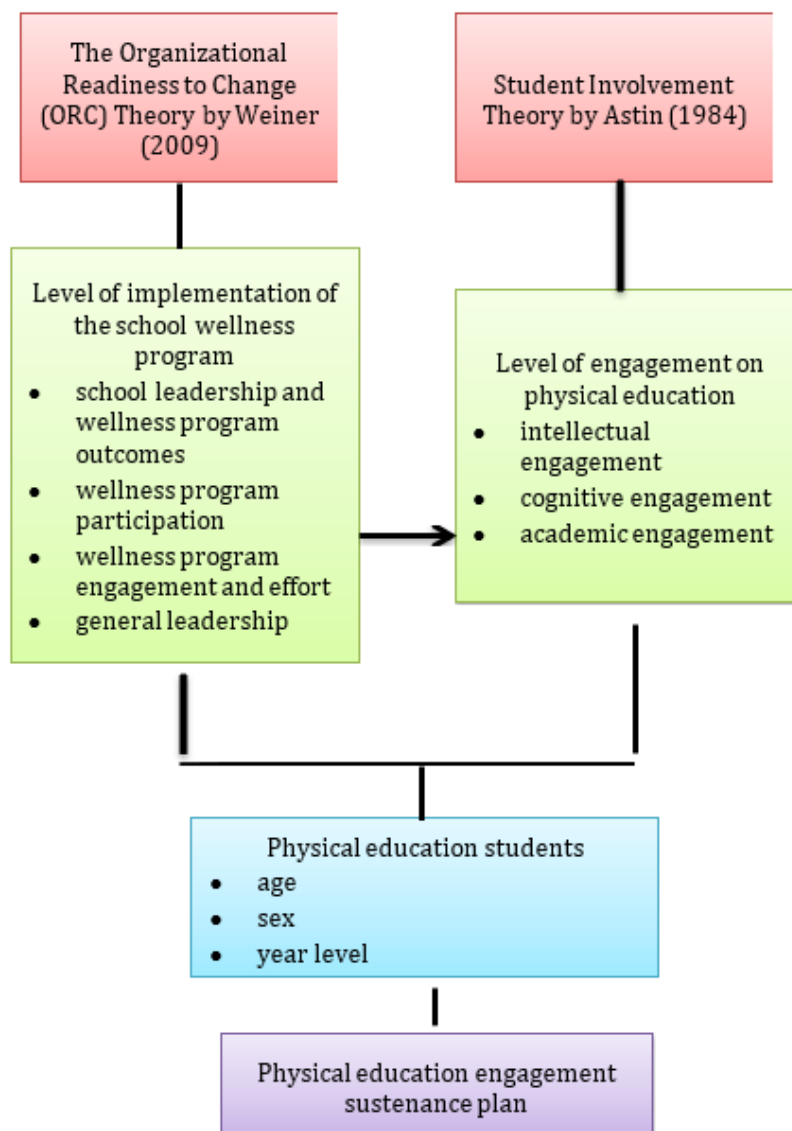
In Finland, education system has received worldwide attention due to the top academic performance of Finnish school students. Physical education, as an integral part of the Finnish education curriculum, potentially contributes to the overall success. The purpose of this article is to summarize Finnish physical education reform during the past decades and review and critique recent literature that has examined the effectiveness of Finnish physical education programs. This review concludes that physical education has a solid foundation in Finnish schools and it enjoys strong support in Finnish society. Although physical education contact time has diminished across four decades, the current basic education reform has begun to allocate more time and funding for elementary and middle school physical education. The literature review, however, revealed limited evidence on the effectiveness of physical education programs. It is likely, that with rigorous research evidence, the current efforts to allocate more time for physical education should be more easily justified and supported (Pilipari, 2014). [1]

In America, during the 1990s three national reports–The Surgeon General's Report on Physical Activity and Health (1996), Healthy People 2000 (1990), and the CDC's Guidelines for School and Community Programs (1997)–have focused on the deplorable physical condition of Americans. These reports cited physical inactivity as a national health risk, based on statistics

such as: (1) 13 percent of young people are classified as overweight; (2) only half of all youths are physically active on a regular basis (and this percentage decreases with age); and (3) inactivity and poor diet cause at least 300,000 deaths per year (Boyce, 2022). [2]

This initiative required a national research project on the 'state and status of physical education in South African public schools. The results show a preference for a sport-focused pedagogical approach, followed by a health-focused and life skill/value-based approach, whilst self-learning (non-teaching) happens in many poorly resourced (low quintile) schools.. Teachers reported curricular constraints, the lack of content knowledge and poor didactical competencies as major challenges. Budget constraints and the lack of access to physical resources including the location of some facilities. The latter was exacerbated by the focus on academic performances and poor parental support. Main recommendations for the Department of Basic Education (DBE) included requests for curriculum reform and awarding PE as subject stand-alone-status, equitable resource provision among different school types and (in-service) professional development of teachers. Meaningful change requires strategic interventions by all stakeholders and at all levels of engagement (Burnette 2021). [3]

### 5. Theoretical Framework



**Figure 1.** Schematic diagram of study utilizing The Organizational Readiness to Change (ORC) Theory by Weiner (2009) and Student Involvement Theory by Astin (1984)

This study is anchored on The Organizational Readiness to Change (ORC) Theory by Weiner (2009). Organizational Readiness to Change as defined by several researchers is collectively an organization's and its members' mental and physical state of readiness (Hannon et al., 2017; Weiner, 2009). This theory has been used to address the implementation and success of organizational health and wellness programs and is comprised of the following constructs: Context, Change Commitment, Change Efficacy, Change Related, Change Valence, and Informational Assessment (Hannon et al., 2017). These constructs address crucial components that can be applied to worksites, including schools, to assess their readiness to change and adapt to wellness policies. That is, there is no 'one best way' to increase organizational readiness for change.

Organizational readiness for change is a multi-level, multi-faceted construct. As an organization-level construct, readiness for change refers to organizational members' shared resolve to implement a change (change commitment) and shared belief in their collective capability to do so (change efficacy). Organizational readiness for change varies as a function of how much organizational members value the change and how favorably they appraise three key determinants of implementation capability: task demands, resource availability, and situational factors. When organizational readiness for change is high, organizational members are more likely to initiate change, exert greater effort, exhibit greater persistence, and display more cooperative behavior. The result is more effective implementation (Weiner, 2009).

The theory treats organizational readiness as a shared psychological state in which organizational members feel committed to implementing an organizational change and confident in their collective abilities to do so. This way of thinking about organizational readiness is best suited for examining organizational changes where collective behavior change is necessary in order to effectively implement the change and, in some instances, for the change to produce anticipated benefits. Testing the theory would require further measurement development and careful sampling decisions. The theory offers a means of reconciling the structural and psychological views of organizational readiness found in the literature. Further, the theory suggests the possibility that the strategies that change management experts recommend are equifinal. That is, there is no 'one best way' to increase organizational readiness for change (Weiner, 2009).

As used in the study, the theory is applied in terms of the reforms introduced in schools where school wellness programs are being introduced as mandated by the government. This theory is used as the study tries to evaluate the implementation of the school wellness program. As the theory explains, the readiness moves forward to being assessed through the physical education students' perception on the implementation of the change which is the school wellness program. The study is further anchored on the Student Involvement Theory by Astin (1984). Alexander Astin's theory of Student Involvement explains how desirable outcomes for institutions of higher education are viewed in relation to how students change and develop as a result of being involved co-curricularly. The core concepts of the theory are composed of three elements. The first, a student's "inputs" such as their demographics, their background, and any previous experiences. The second is the student's "environment", which accounts for all of the experiences a student would have during college. Lastly, there are "outcomes" which cover a student's characteristics, knowledge, attitudes, beliefs, and values that exist after a student has graduated college. [4]

Astin also created five basic assumptions about involvement. He argued that: (a) Involvement requires an investment of psychosocial and physical energy. (b) Involvement is continuous, and that the amount of energy invested varies from student to student. (c) Aspects of involvement may be qualitative and quantitative. (d) What a student gains from being involved (or their development) is directly proportional to the extent to which they were involved (in both aspects of quality and quantity). And (e) Academic performance is correlated with the student

involvement. As used in the study, the engagement is equated with involvement in the physical education. Engagement in the study follows the five basic assumptions of the theory as reflections of engagement in physical education.

Based on the diagram, it shows that the variable of implementation of the school wellness program is anchored on The Organizational Readiness to Change (ORC) Theory by Weiner (2009) and while the engagement in physical education is anchored on the Student Involvement Theory by Astin (1984). The study will initially determine the profile of the physical education students in terms of age, sex, and year level. The study will also determine the perceptions of the students on the implementation of the school wellness program and their engagement in physical education. Once these variables are determined, the significant relationship between the two variables will be assessed. And as an output of the study a physical education engagement enhancement plan will be created.

### 5.1. Statement of Null Hypothesis

There is no significant relationship between the level of implementation of the school wellness program and the level of engagement in physical education among PE students.

### 5.2. Definition of Terms

The following terms are defined as they are used in this study.

**Engagement on Physical Education.** This refers to the level of enthusiasm and dedication that the student feels towards physical education in terms of intellectual, cognitive and academic engagement. Engagement is interpreted as very low to very high.

**Implementation of the School Wellness Program.** This refers to the level of realization or execution of the school wellness program in terms of school leadership and wellness program outcomes, wellness program participation, wellness program engagement and effort, and general leadership. Implementation is interpreted as very low to very high.

**Wellness Program Participation.** This refers to the school wellness program allowing teachers to take time during the work day to participate, the school administration dedicates financial resources to wellness programs, allows teachers/staff time to assist in wellness program planning, the school has at least one teacher, at least one school administrator who is a wellness champion, the school providing physical activity opportunities for all teachers/staff, committed to the wellness program, the students committed to the wellness program for teachers/staff, and the school having a wellness coordinator that actively supports wellness programs for teachers/staff.

**Wellness Program Engagement and Effort.** This refers to the school having enough financial resources to support the wellness program for teachers/staff, having the physical facilities to support the wellness program, teachers/staff participate in many of the wellness program activities, students are being able to participate in many of the wellness program activities, having a wellness coordinator who is able to implement wellness program activities or events, provides adequate funds for wellness program activities, having established, written wellness policies and/or goals, having a wellness coordinator responsible for the oversight of school wellness programs for teachers/staff, and having a wellness/school health committee.

## 6. Methodology

### 6.1. Research Design

This quantitative research utilized the descriptive correlational design. The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data (Gall et al., 2007). Correlational research is a non-

experimental quantitative design in which the researcher applies correlational statistics to measure and describe the degree of association among variables or sets of scores (Creswell, 2012). In application to the study, the descriptive design was used in determining the profile of the students along with the determination of the level of implementation of the school wellness program and the level of engagement in physical education among PE students. The correlational design was used in assessing the significant relationship between the level of implementation of the school wellness program and the level of engagement in physical education.

## 6.2. Research Instrument

The study made use of an adopted questionnaire. It is composed of three parts where part one is about the profile of the PE students in terms of age, sex, and year level. Part two of the instruments determines the level of implementation of the school wellness program which is adopted from the study of Quirk (2019). It is a 31-item questionnaire composed of four dimensions: school leadership and wellness program outcomes (7 items); wellness program participation (9 items); wellness program engagement and effort (9 items); and general leadership (6 items). It is answered using a 5-point Likert scale where 1 is strongly disagree, 2 is disagree, 3 is neither agree nor disagree, 4 is agree, and 5 is strongly agree. Based on the study where this instrument was adopted, the Cronbach alpha values were above .70. Parametric scores and interpretation are as follows: 1.00-1.80 is very low implementation; 1.81-2.60 is low implementation; 2.61-3.40 is fair implementation; 3.41 – 4.20 is high implementation; and 4.21-5.00 is very high implementation.

## 7. Analysis, and Interpretation of Data

### 7.1. Profile of the Physical Education Students

Table 1 presents the data on the profile of the physical education students in terms of age; sex; and year level.

**Table 1.** Profile of the Physical Education Students

Profile	f	%
Age		
18 years old	45	12.53
19 years old	73	20.33
20 years old	87	24.23
21 years old	61	16.99
22 years old	69	19.22
23 years old	17	4.74
24 years old and above	7	1.95
Gender		
Male	203	56.55
Female	156	43.45
Year Level		
First year	124	34.54
Second year	101	28.13
Third year	63	17.55
Fourth year	71	19.78

Note: n=359.



Based on the table, almost a quarter (24.23%) of the respondents were coming from the 20 years old group. This is then followed by the group coming from the 19 years old group (20.33%). The remaining of the respondents are coming from the 22 years old (19.22%), 21 years old (16.99%), and 18 years old (12.53%). Very few students are coming from the age groups of 23 years old (4.74%) and 24 years old and above (1.95%). The age distribution is an affirmation of the age for individuals enrolled in a College program in China. According to education system of China, the age for students in the tertiary or Bachelor's Degree are within the range of 18 to 22 years which is awarded upon completion of programs requiring 4 to 5 years of study, depending on the field of study (Scholaro Incorporated, 2022).

Majority of the respondents were males comprising 56.55 percent while the females at 43.45 percent. This would imply that there are ore males in China than females. In fact according to Textor (2021), tThe gender or sex ratio in China has been a contentious issue since the introduction of the one-child policy in 1979, intended to limit the population of the country. Although the policy is no longer in place, the population gender difference throughout the country is still evident. In 2020, fifteen to twenty-year old children had the largest gender disparity of 116.1 males to every 100 females. While the difference of gender at birth has been decreasing in the country over the past decade, China still boasts the world's most skewed sex ratio at birth at around 111 males born for every 100 females as of 2020. That means there are about 35 million more men in the country than women. This imbalance likely came from the country's traditional preference for male children to continue the family lineage, in combination with the population control policies enforced.

Majority (34.54%) of the respondents are first year students, which is followed by the second year students comprising over a quarter (28.13%) of the population. The fourth year students comprised 19.78 percent of the respondents and the third year students comprised 17.55 percent. This is clear indication that more and more students are enrolling in the Bachelor's degree program. In fact according to (Textor, 2021) in 2020, around 33 million undergraduate students were enrolled in degree programs at public colleges and universities in China. 18.3 million of them were studying in bachelor's degree programs, while the other 14.6 million were enrolled in more practically oriented short-cycle degree programs. The number of graduates from these programs reached around eight million in 2020. On a postgraduate level, there were more than 2.86 million master's and doctor's degree students studying at public institutions in China that year.

## 7.2. Level of Engagement on Physical Education among Students

Table 2 presents the data on the level of engagement on physical education among physical education students in terms of intellectual engagement; cognitive engagement; and academic engagement.

**Table 2.** Level of Engagement on Physical Education among Students

Dimensions	Mean score	SD	Interpretation
Intellectual Engagement	4.01	0.800	High
Cognitive Engagement	4.37	0.719	Very high
Academic Engagement	4.26	0.706	Very high
Grand mean	4.21	0.677	Very high

Note: n=359. A complete detail of the table can be seen in the appendices.

Legend: 1.00-1.80 is very low engagement; 1.81-2.60 is low engagement; 2.61-3.40 is fair engagement; 3.41 – 4.20 is high engagement; and 4.21-5.00 is very high engagement.

There was a high level of intellectual engagement. This supported by the findings that the respondents often tend to volunteer to answer teachers' questions, bring new ideas, and enjoy discussions and debates, to observe, memorize and accurately repeat movements, to think, ask questions and demand detailed explanations of unknown issues (exercises, movements), to think associatively, compare difficulties of movements, to actively and flexibly apply existing knowledge and motor skills to new movement exercises, and to regularly find more information about new techniques and movements to supplement your knowledge.

There was a very high level of cognitive engagement as the respondents are always engaged in the idea that PE is the best means to boost health, it helps students improve their own motor skills, helps students form the healthy habit of regular exercise and playing sports, directs students to a healthy lifestyle, away from social vices, is a means for students to practice their will, discipline, perseverance, and patience, and is a means to communicate with the community and society.

There was also a very high level of academic engagement. Supporting this high level of engagement are the findings that respondents always tending to concentrate and actively listen to lectures during class time, tending to enthusiastically participate in all learning activities (expressing opinions, taking notes, participating in group games, etc.), are determined to overcome difficulties and complete all assigned tasks, attending PE classes fully and on time, and tending to strictly comply with regulations in the examination. However, they often actively prepare the yard and training equipment and tend to be self-discipline, actively practice more after school hours.

Overall, the engagement on physical education was very high. This finding is an indication that the respondents were able to appreciate the benefits that they get from engaging in physical education to gain a very high engagement. The fact that the respondents are physical education students themselves, this played a major role in being able to yield a finding which is a very high engagement in physical education. Engagement in physical education can actually influence academic performance as well. In fact, evidence suggests that increasing physical activity and physical fitness may improve academic performance and that time in the school day dedicated to recess, physical education class, and physical activity in the classroom may also facilitate academic performance (Committee on Physical Activity and Physical Education in the School Environment et al., 2013). And it is for this reason that the students have a high intellectual engagement and very high cognitive and academic engagement.

Also, according to Garn et al. (2011), all four 2 by 2 achievement goals and three social motivation orientations had positive relationships with students' self-reported effort in physical education. Further regression analysis revealed that mastery approach, performance avoidance, and social status goal orientations accounted for unique variance in explaining self-reported effort in high school physical education. Thus, students' social strivings produce constructive outcomes in high school physical education and teachers who are able to promote healthy social climates can reap these benefits.

### **7.3. Relationship between the Level of Implementation and the Level of Engagement in Physical Education**

Table 3 presents the data on whether there is a significant relationship between the level of implementation of the school wellness program and the level of engagement in physical education among PE student.

**Table 3.** Relationship between the Level of Implementation and the Level of Engagement in Physical Education

Dimensions	r value	p value	Decision	Interpretation
<b>Intellectual Engagement</b>				
School leadership and wellness program outcomes	.529	.000	Reject the null hypothesis	Significant
Wellness program participation	.590	.000	Reject the null hypothesis	Significant
Wellness program engagement and effort	.627	.000	Reject the null hypothesis	Significant
General leadership	.917	.000	Reject the null hypothesis	Significant
Overall implementation	.640	.000	Reject the null hypothesis	Significant
<b>Cognitive Engagement</b>				
School leadership and wellness program outcomes	.547	.000	Reject the null hypothesis	Significant
Wellness program participation	.551	.000	Reject the null hypothesis	Significant
Wellness program engagement and effort	.532	.000	Reject the null hypothesis	Significant
General leadership	.537	.000	Reject the null hypothesis	Significant
Overall implementation	.585	.000	Reject the null hypothesis	Significant
<b>Academic Engagement</b>				
School leadership and wellness program outcomes	.550	.000	Reject the null hypothesis	Significant
Wellness program participation	.594	.000	Reject the null hypothesis	Significant
Wellness program engagement and effort	.593	.000	Reject the null hypothesis	Significant
General leadership	.567	.000	Reject the null hypothesis	Significant
Overall implementation	.623	.000	Reject the null hypothesis	Significant
<b>Overall engagement</b>				
School leadership and wellness program outcomes	.596	.000	Reject the null hypothesis	Significant
Wellness program participation	.634	.000	Reject the null hypothesis	Significant
Wellness program engagement and effort	.642	.000	Reject the null hypothesis	Significant
General leadership	.630	.000	Reject the null hypothesis	Significant
Overall implementation	.676	.000	Reject the null hypothesis	Significant

Legend: Significant if p value is < .05. Pearson r value: .90 to 1.00 (-.90 to -1.00) is very high positive (negative) correlation, .70 to .90 (-.70 to -.90) is high positive (negative) correlation, .50 to .70 (-.50 to -.70) is moderate positive (negative) correlation, .30 to .50 (-.30 to -.50) is low positive (negative) correlation, and .00 to .30 (.00 to -.30) is very low positive (negative) correlation.

As seen in the table, in terms of intellectual engagement, the p values for the independent variables of school leadership and wellness program outcomes, wellness program participation, wellness program engagement and effort, general leadership, and overall implementation were below the significant value of .05. These values are interpreted as significant which led to the decision of rejecting the null hypothesis. This means that there is a significant relationship between the implementation of school leadership and wellness program outcomes, wellness program participation, wellness program engagement and effort, general leadership, and overall implementation and the intellectual engagement. Further as reflected, the r values for school leadership and wellness program outcomes, wellness program participation, wellness program engagement and effort, and the overall implementation showed a moderate positive correlation while for the general leadership was a very high positive correlation with intellectual engagement. The findings imply that as the implementation in terms of school leadership and wellness program outcomes, wellness program participation, wellness program engagement and effort, general leadership, and the overall implementation results to an increase in intellectual engagement.

As for the overall engagement, the p values for school leadership and wellness program outcomes, wellness program participation, wellness program engagement and effort, general leadership, and overall implementation were below the significant value of .05. These values are interpreted as significant which led to the decision of rejecting the null hypothesis. This means that there is a significant relationship between the implementation of school leadership and wellness program outcomes, wellness program participation, wellness program engagement and effort, general leadership, and overall implementation and the overall engagement in physical education. Further as reflected, the r values for school leadership and wellness program outcomes, wellness program participation, wellness program engagement and effort, general leadership, and the overall implementation showed a moderate positive correlation with overall engagement in physical education. The findings imply that as the implementation in terms of school leadership and wellness program outcomes, wellness program participation, wellness program engagement and effort, general leadership, and the overall implementation results to an increase in overall engagement in physical education.

According to Bailey (2021), physical activity (PA) or movement embedded into elementary school education offers both mental and physical health benefits for students. Findings show that PA is as important to the learning environment as academics. With buy-in from administrators, teachers, and educational institutions, a practice of including physical activity into our daily schedule will produce benefits for wellness at school and beyond.

School-based programs to increase physical activity can include programs to enhance physical education (PE) (The Guide to Community Preventive Services, 2013; Robert Wood Johnson Foundation, The University of Wisconsin Population Health Institute, 2014), provide daily recess (Institute of Medicine, 2013), incorporate physical activity into regular classroom lessons (Robert Wood Johnson Foundation, The University of Wisconsin Population Health Institute, 2015) and offer before and after school programs (McCombs et al., 2017).

## **8. Analysis, and Interpretation of Data**

### **8.1. Summary of Findings**

Findings of the study revealed that:

Majority of the respondents were coming from the age group of 19 - 20 years old group and majority of them were males and majority of the respondents were first year students.

There was a high level of implementation of the school wellness program. Specifically, there was a high level of interpretation in terms of school leadership and wellness program outcomes,

wellness program participation, wellness program engagement and effort, and general leadership.

There was a very high level of engagement on physical education. Specifically, there was a high level of intellectual engagement and a very high level of cognitive engagement and academic engagement.

There was a significant relationship between the level of implementation of the school wellness program and the level of engagement in physical education. Specifically, the different dimensions of the level of implementation of the school wellness program were significantly correlated with intellectual engagement, intellectual engagement, and academic engagement.

## 8.2. Conclusion

In conclusion, the engagement in physical education is influenced by the implementation of school wellness programs. This means that when there is a high level of implementation of school wellness programs, there is an increase in engagement in physical education. The findings of the study were able to affirm The Organizational Readiness to Change (ORC) Theory by Weiner (2009) where the mental and physical state went over and beyond readiness as there was a very high level of implementation of the school wellness program and engagement in physical education among respondents. To address the findings of the study, a physical education engagement enhancement plan was created.

## 8.3. Recommendations

Based on the findings of the study, the following are recommended:

**Practice or Profession.** As part of research utilization, it is recommended that the output plan which outlines innovative actions already to be adopted in the institution where the study was conducted to bring about revisiting, review, and revision of the already established operational and strategic plans of the university.

**Education.** The findings of the study can be a very good educational or resource material that can be utilized both in the undergraduate and graduate programs on the physical education subjects including health disciplines of the university. The findings can serve also as a supporting literature or study in research works relating to implementation of school wellness programs and engagement in physical education as a copy of the study will be available in the both universities.

**Policy.** The findings will allow strengthen the policy on the implementation of school wellness programs by the government in educational institutions to gain uniformity and improvements in its implementation in the schools. This will also allow school administrators to issue internal policies and orders to improve implementation of a school wellness programs as a means of increasing engagement in physical education among students.

**Research.** As part of research dissemination, the study is intended for submission in a research congress for either oral or poster presentation. It is also planned that the study will be submitted for publication in a refereed local or international journal. The following research titles are also suggested for future studies:

- a. Demographic profile predicting implementation of school wellness program and engagement in physical education among teachers and students.
- b. Barriers and challenges to implementation of school wellness program among stakeholders of a higher education institution.
- c. A phenomenological inquiry on engagement in physical education among students.

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