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DETERMINANTS OF RECREATIONAL ACTIVITIES ON STUDENT'S HOLISTIC DEVELOPMENT AND MOTIVATION AMONG GRADE 10 STUDENTS

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ABSTRACT

The primary objective of this study was to determine the relationship of grade 10 students' motivation and holistic development through recreational activities. The research focused on evaluating the student's health benefits derived from these activities, such as improved endurance, muscle toning, balance, coordination, weight management, and mobility. Additionally, it assessed the level of holistic development in terms of physical growth, mental strength, motor skills, personality shaping, discipline, and team skills. The study also aimed to examine the extent of students' intrinsic and extrinsic recreational motivation and to analyze the significant relationships between health benefits on holistic development, and motivation.

A descriptive survey design was employed, utilizing Slovin's formula, stratified random sampling, and a Likert scale-based self-made survey questionnaire. The respondents included 368 grade 10 students from the Division of San Pedro, Laguna. Data analysis involved the use of mean, standard deviation, and Pearson Product Moment Correlation Coefficient to identify key correlations.

Findings indicated that students believed recreational activities improved their health and well-being, particularly in mobility, endurance, muscle tone, and weight control rated high, and balance and coordination rated very high. In terms of holistic development, physical development and mental strength were rated high, while motor skills, personality shaping, discipline, and team skills were rated very high.

Intrinsic indicated a very high rating while extrinsic motivations were rated high, clarifying the reasons behind students' participation in recreational activities. A significant relationship was found between perceived health benefits and both holistic development and recreational motivation.

In conclusion, the study demonstrated a significant relationship between students' perceived health benefits from recreational activities and their motivation to participate, indicating that health benefits are a key driver of recreational involvement. Educational institutions should leverage both intrinsic and extrinsic motivational factors to foster a balanced and holistic approach to students' growth, promoting mental, emotional, and physical health through recreational activities. Therefore, both hypotheses stated were rejected.

The following recommendations were made from the conclusions drawn from the data that school Heads, policymakers, and program planners may design strategies, adopt a comprehensive approach to promote students' holistic development and incentives that cater to different motivational needs, ultimately enhancing students' overall engagement and satisfaction with recreational pursuits connected to Department of Education programs. Teachers may maximize the activities, facilities to meet the potential capacity of students. Create more campus-based sports clubs handle the student in passionate way each activity. Students can participate in and enjoy the leisure activities connected to Department of Education programs.

KEYWORDS: *Recreational Activities; Student's Holistic Development; Motivation*

1. INTRODUCTION

Students are prepared for a competitive future via the courses and extracurriculars that DepEd offers. When the curriculum is applied in a clear-cut and consistent manner, students gain academic benefits and enjoy these extracurricular and recreational activities, facilities, and equipment.

Giving children the chance to play, unwind, form positive relationships with their classmates, and exercise their leadership skills while making the most of their spare time and this is an essential part of growing up outside of the classroom. More serotonin, a hormone associated with happiness, is also released by our brains, which elevates our emotions, lowers stress levels, and enhances our interpersonal skills with coworkers, friends, and family. Along with enjoying their free time, students learn how to make decisions, negotiate, and decide what is best for themselves.

Engaging in recreational activities is among the finest methods to unwind without realizing that one is losing weight while learning how to interact with peers on a social, physical, and mental level. Schmalz (2021) stated that recreation helps our brains to relax and stimulates us cognitively, which results in greater productivity at work.

Our school offered various extracurricular activities outside of the classroom on school grounds, such as club activities and leadership development programs, which they find quite enjoyable. For these and other reasons, they prefer to hang out students in the campus during downtime, interacting with their

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friends and chatting. Those enjoyable and fulfilling experiences fortify them to face the true purpose of life in a timely manner.

Aside from the health benefits of recreational activities, these can improve brain health and believed to improve the academic participation of the learners in school. School-based interventions can have important potential for obesity prevention if these are included in the present curriculum. Children spend more time in school than anywhere other than home which makes schools an excellent location to offer quality physical activity education. Kari et al. (2017) suggested that the health and well-being of children and young people is essential to the attainment of educational outcomes. Recreational activities are often associated with improved intellectual functioning, attentiveness, and retention which contribute to educational success. Eime et al. (2013) Participation in organized sport can also provide psychological and social benefits, including social integration and development of social skills.

1.1 Statement of the Problem

Specifically, this study sought answer to the following questions:

1. What is the status of student's health benefit on recreational activities in terms of:
   - 1.1 improve endurance;
   - 1.2 tone and firm muscle;
   - 1.3 Enhance balance and coordination;
   - 1.4 enable weight loss; and
   - 1.5 improve mobility?
2. What is the level of student holistic development in terms of:
   - 2.1 Physical;
   - 2.2 mental strength;
   - 2.3 motor skill development;
   - 2.4 shaping personality;
   - 2.5 discipline and abiding rules; and
   - 2.6 team skills?
3. What is the extent of student recreational motivation in terms of:
   - 2.7 Intrinsic; and
   - 2.8 extrinsic?
4. Is there significant relationship between student's health benefit and student holistic development?
5. Is there significant relationship between student's health benefit and recreational motivation?

2. METHODOLOGY

The research design used in this study was descriptive survey research design. It is the study that depict the participants in accurate way. Moreover, the descriptive research design is a study that describes the characteristics of a population or phenomenon being studied. Primarily used to gain an understanding of a group or phenomenon. This involves collecting data through surveys, interviews, or observation. (Creswell,2009). The researcher utilized a survey questionnaire to determine the recreational activities on student's holistic development and motivation among Grade 10 students in the Division of San Pedro City.

3. RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis and interpretation of data gathered to answer the sub problem relative to the main problem of this study. This part discusses the findings of the study based on the research questions.

Status of Students' Health Benefit on Recreational Activities

In this study, the level of students' health benefit on recreational activities refers to improve endurance, tone, and firm muscle, enhance balance and coordination, enable weight loss, and improve mobility.

Status of Students' Health Benefit on Recreational Activities in terms of Improve Endurance

The status of student's health benefit on recreational activities were revealed in the following table, which shows the statement, mean, standard deviation and verbal interpretation.

Based on results the students see recreational activities as helpful for building their stamina. They believe that participating in these activities can train their bodies to handle physical tasks better, and they understand the positive impact that regular exercise can have on their overall fitness goals. Essentially, they recognize the importance of staying active and engaging in recreational pursuits for their physical well-being.

Table 1 illustrates the status of student's health benefit on recreational activities in terms of improve endurance. Students always recognized the physical conditioning benefits of engaging recreational activities such us on daily task and household chores (M=3.37, SD=0.73), they frequently perceived that their muscles can endure Certain activity without restrains (M=2.86, SD=0.87). This indicates a *High* acknowledgement of benefits associated with recreational activities.

Table 1

Status of Students' Health Benefit on Recreational Activities in terms of Improve Endurance

STATEMENT	*MEAN*	*SD*	*REMARKS*
My physical capacity allows me to continue exercising for a long time.	2.98	0.78	*Frequently*
I feel that my heart and lungs (cardiovascular endurance) can fuel my body with oxygen.	3.05	0.84	*Frequently*
My muscles can work continuously without even getting worried.	2.86	0.87	*Frequently*
Regular exercise participation helps me see improvements in my fitness program.	3.24	0.84	*Frequently*
I believe that my body has been conditioned to perform physical things, like daily tasks and housework.	3.37	0.73	*Always*

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Weighted Mean	*3.10*
SD	*0.83*
Verbal Interpretation	*High*

The weighted mean of 3.10 standard deviation of 0.83 interpreted a *High* level of student's health benefits in terms of improve endurance. This means that recreational activities play a vital role in improving endurance of the students. It indicates that students think leisure time activities are good for increasing their stamina. They recognize the beneficial effects regular exercise has on their overall fitness goals and feel that participating in these kinds of activities may help prepare their bodies to handle their physical demands to feel better. Basically, they understand the value of maintaining an active lifestyle and engaging in leisure activities for their physical health.

Status of Students' Health Benefit on Recreational Activities in terms of Tone and Firm Muscle

Exercising and toning the students' body implies that they frequently experienced enhanced flexibility immediately after higher energy levels and the maintenance of posture. It appears that there is a minor decrease in the effects on muscular strains and pains, and a similar but smaller effect on the muscles' flexibility and firmness while increasing energy levels and a toned body it can contribute to a sense of vitality, confidence, and overall well-being.

Students frequently recognized the energy level rises when they exercise and maintain their body in good shape (M=3.10, SD=0.83), they frequently perceived that their muscles don't get affected by passive stretching after long period of workout (M=2.68, SD=0.90). This indicates a *High* acknowledgement of benefits associated with recreational activities.

Table 2

Status of Students' Health Benefit on Recreational Activities in terms of Tone and Firm Muscle

STATEMENT	***MEAN***	***SD***	***REMARKS***
I maintain my body posture.	3.05	0.83	*Frequently*
It supports my ability to withstand muscular strains and pains.	2.91	0.81	*Frequently*
My muscles don't get affected by passive stretching after prolonged workout.	2.68	0.90	*Frequently*
My energy level rises when I exercise and maintain a toned body.	3.10	0.83	*Frequently*
I become more flexible.	3.02	0.87	*Frequently*
Weighted Mean	*2.95*		
SD	*0.86*		
Verbal Interpretation	*High*		

The weighted mean of 2.95 standard deviation of 0.86 interpreted a *High* level of student's health benefits in terms of tone and firm muscle. It indicates that students' capacity to tone and firm their muscles is greatly influenced by their leisure activities, and it helps them to sustain their energy a long period of time.

Status of Students' Health Benefit on Recreational Activities in terms of Enhance Balance and Coordination

Respondents appear to place a high importance on body control and balance in a variety of circumstances, with a little stronger focus on daily movement control and injury avoidance. This emphasis reflects their recognition of the essential role that coordination and balance play in overall health and well-being.

Table 3 illustrates the status of student's health benefit on recreational activities in terms of enhance coordination and balance.

Students always recognized the ability to move their body with balance, it helps them to avoid injuries (M=3.42, SD=0.72), they always perceived that during games they achieved balance and coordination it makes them more competitive. (M=3.26, SD=0.83). This indicates a *Very High* acknowledgement of benefits associated with recreational activities.

The weighted mean of 3.32 standard deviation of 0.75 interpreted a *Very High* level of student's health benefits in terms of balance and coordination. This designates that recreational activities hobbies and interests are critical to students' balance and coordination, which are critical qualities to uphold as a person develops into a competitive adult.

Table 3

Status of Students' Health Benefit on Recreational Activities in terms of Enhance Balance and Coordination

STATEMENT	***MEAN***	***SD***	***REMARKS***
It enhances my capacity to maintain balance and composure when I'm at rest.	3.24	0.75	*Frequently*
I have control over how my body moves while I walk and remain still.	3.38	0.70	*Always*
My ability to move my body with balance helps me avoid injuries.	3.42	0.72	*Always*
My body senses as well as my sense of seeing and hearing help me in maintaining my balance.	3.32	0.75	*Always*

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In sports, achieving balance and coordination makes me more competitive.	3.26	0.83	*Always*
Weighted Mean	*3.32*		
SD	*0.75*		
Verbal Interpretation	*Very High*		

It seems that students who participate in recreational activities prioritize their health, even if they do take weight loss into mind. Their motives are also significantly influenced by their confidence in their physical appearance and their ability to maintain proper posture and body form. This implies that factors such as self-esteem and body image play a crucial role in their decision to participate in such activities.

Table 4

Status of Students' Health Benefit on Recreational Activities in terms of Enable Weight Loss

STATEMENT	***MEAN***	***SD***	***REMARKS***
Recreational activity decreases my body weight.	2.97	0.90	*Frequently*
I feel more assured with my physical composition as I exercise more.	3.19	0.80	*Frequently*
My primary motivation for engaging in physical activity is to become healthier rather than just lose weight.	3.29	0.82	*Always*
I create an exercise regimen to keep my posture and body type in check.	3.01	0.87	*Frequently*
Consuming fewer calories to maintain physical fitness eventually results from physical activity.	3.00	0.88	*Frequently*
Weighted Mean	*3.09*		
SD	*0.86*		
Verbal Interpretation	*High*		

Table 4 illustrates the status of student's health benefit on recreational activities in terms of Enable Weight Loss.
Students always recognized their primary motivation to engage physical activities to become healthier rather than just lose weight (M=3.29, SD=0.82), they always perceived recreational activities decreases their body weight (M=2.97, SD=0.90). This indicates a *High* acknowledgement of benefits associated with recreational activities.

The weighted mean of 3.09 standard deviation of 0.86 interpreted a High level of student's health benefits in terms of enable weight loss. Research shows that leisure time activities are necessary to encouraging weight loss, and they are particularly beneficial in the current generation because some of our kids spend all of their free time on electronics, which may contribute to overweight or, in the most serious scenario, obesity.

Status of student's health benefit on recreational activities in terms of Improve Mobility.

The improvement of movement, athletic performance, strength, and endurance through physical activity seems to be highly valued by responders. Additionally, they understand the advantages of movement for their general well-being and how important it is in their daily life.

Table 5 illustrates the tatus of Students' Health Benefit on Recreational Activities in terms of Improve Mobility Students always recognized that engaging in physical activities enhances their movements and boosts their athletic performances (M=3.26, SD=0.79), they frequently perceived that it is more enjoyable to do physical activities, face each day with heightened physical endurance and strength and their body movement performed sound and effortlessly even in a lot of different ways. (M=3.08, SD=0.83). This indicates a *High* acknowledgement of benefits associated with recreational activities.

Table 5

Status of Students' Health Benefit on Recreational Activities in terms of Improve Mobility

STATEMENT	***MEAN***	***SD***	***REMARKS***
It is more pleasant to face each day with heightened physical endurance and strength.	3.17	0.83	*Frequently*
I have no trouble moving about easily during my regular activities.	3.13	0.81	*Frequently*
Because it increases my mobility, recreational exercise becomes more and more vital to me.	3.09	0.81	*Frequently*
Engaging in physical activities enhances my movement and boosts my athletic performance.	3.26	0.79	*Always*
My body can move effortlessly even in a lot of different ways.	3.08	0.83	*Frequently*
Weighted Mean	*3.15*		
SD	*0.82*		
Verbal Interpretation	*High*		

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The weighted mean of 3.15 standard deviation of 0.82 interpreted a high level of student's health benefits in terms of improve mobility. This implies that leisure time efforts have significance for improving mobility for overcoming physical hindrances, becoming more athletic and effortless in all physical events, and reducing the possibility of experiencing challenges while attending class or at home.

According to the most recent study from WHO (2023), 41% of adults in the Philippines are apparently not exercising or moving enough, which raises their risk of heart disease, diabetes, and other illnesses.

Level of Students' Holistic Development

In this study, the level of students' holistic development refers to physical, mental strength, motor Skill development, shaping personality, discipline and abiding rules, and team skills. The level of students' holistic development was revealed in the following table, which shows the statement, mean, standard deviation and verbal interpretation.

Level of students' holistic development in terms of Physical

According to these results, students understand the value of physical exercise for their overall development, which includes gains in their muscle mass, stamina, flexibility, and psychomotor skills as well as a curiosity about engaging in more physical enrichment activities.

Table 6

Level of Students' Holistic Development in terms of Physical

STATEMENT	MEAN	*SD*	*REMARKS*
Engaging to physical activity increases my muscle strength and boost my endurance.	3.35	0.72	*Always*
My flexibility has improved because of exercising.	3.15	0.82	*Frequently*
My curiosity for physical enrichment activities, such as sports training, is awakened.	3.14	0.84	*Frequently*
I get the idea in keeping my body in shape by following a routine that includes working out and other physical activities.	3.20	0.78	*Frequently*
It improves my psychomotor abilities, which are necessary for playing games, dancing, and sports.	3.20	0.80	*Frequently*
Weighted Mean	*3.21*		
SD	*0.80*		
Verbal Interpretation	*High*		

Table 6 illustrates the Level of Students' HolisticDevelopment in terms of Physical.

Students always recognized that if they engage physical activity, it increases their muscle strength and boost their endurance. (M=3.35, SD=0.72), they frequently perceived that their curiosity in physical enrichment activities, every sports training, and activities, are awakened (M=3.14, SD=0.84). This indicates a *High* acknowledgement level of students' holistic development.

The weighted mean of 3.21 standard deviation of 0.80 interpreted a *High* level of students' holistic development in terms of physical. This implies that a student's overall development is particularly important to their physical development in order to increase their muscle endurance, agility, and love of sports or other physical activities, as well as to improve their psychomotor skills and stay in shape for everyday duties.

Level of students' holistic development in terms of Mental Strength.

These results imply that student understand the value of mental toughness and cognitive capacities for their overall development. They observe advantages including enhanced creativity, improved decision-making, and enhanced analytical skills, as well as a favorable correlation between physical activity and mental health. Furthermore, they think that engaging in recreational activities to the fullest is not affecting their academic achievement.

Table 7 illustrates Level of Students' Holistic Development in terms of Mental Strength

Students always recognized that they develop creative ideas in completing their assignments, projects, and activities in school (M=3.29, SD=0.79), they frequently perceived that in participating in athletics it has an effect to improve their analytical skills. (M=3.10, SD=0.91). This indicates a *High* acknowledgement level of students' holistic development.

Table 7

Level of Students' Holistic Development in terms of Mental Strength

STATEMENT	*MEAN*	*SD*	*REMARKS*
My grades are unaffected by my active participation in recreational activities.	3.15	0.87	*Frequently*
I develop creative ideas in completing my assignments, projects, and activities.	3.29	0.79	*Always*
Occasionally, engaging in physical activity assists me in making informed decisions when faced with challenging circumstances at school.	3.21	0.81	*Frequently*
My mental ability to study is enhanced when I participate in recreational activities.	3.21	0.80	*Frequently*
My participation in athletics has really improved my analytical skills.	3.10	0.91	*Frequently*

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Weighted Mean	*3.19*
SD	*0.84*
Verbal Interpretation	*High*

The weighted mean of 3.19 standard deviation of 0.84 interpreted a *High* level of students' holistic development in terms of mental strength. This demonstrates that an individual's overall growth level has a significant impact on their ability to study, be creative, make quick decisions when faced with issues at school, and strengthen their ability to analyze information.

Thus, an athlete's capacity to perform at their best is greatly influenced by their mental toughness, which enables them to overcome obstacles, maintain focus, keep their confidence, and remain in control under pressure. Gaining mental toughness and resilience is crucial for success in sports and other competitive activities.

Level of Students' Holistic Development in terms of Motor Skill Development

These results indicate that students view their motor abilities favorably and participate in a range of activities that probably support their overall development, including the improvement of their motor skills, social engagement, and physical fitness.

Table 8 illustrates the level of students' holistic development in terms of Motor Skill Development.
Students always recognized that they could move their hands, wrists, fingers, feet, toes, lips, and tongue in both large and minor ways (M=3.41, SD=0.78), they frequently perceived that they can interact with peers and consistently build their self-worth and confidence (M=3.23, SD=0.85).

The weighted mean of 3.29 standard deviation of 0.81 interpreted a Very High level of student's health benefits in terms of motor skill development. This indicates a *Very High* acknowledgement level of students' holistic development. It means that a student's overall growth level is essential to the development of their motor skills since it affects their ability to do tasks using both their upper and lower limbs, coordinate their daily tasks, and obtain self-worth, confidence, and self-discipline on time.

Table 8
Level of Students' Holistic Development in terms of Motor Skill Development

STATEMENT	***MEAN***	***SD***	***REMARKS***
I can move my hands, wrists, fingers, feet, toes, lips, and tongue in both large and minor ways.	3.41	0.78	*Always*
I can accomplish my everyday tasks because I have good bodily coordination.	3.33	0.75	*Always*
I can interact with peers and consistently build my self-worth and confidence.	3.23	0.85	*Frequently*
My schedule consists of going to school, doing sports, hanging out with friends, eating, utilizing technology, sleeping, and socializing.	3.29	0.81	*Always*
I have ability to build and develop my body muscles same with my peers.	3.17	0.83	*Frequently*
Weighted Mean	*3.29*		
SD	*0.81*		
Verbal Interpretation	*Very High*		

The importance of motor skill development in the holistic growth of students. The recognition of motor skills' impact on physical, social, and emotional development highlights the need for educational programs to emphasize activities that promote motor proficiency. This comprehensive approach can lead to improved quality of life, better physical health, and a more confident and capable student body.

Level of Students' Holistic Development in terms of Shaping Personality

The results demonstrate that students believed a variety of elements, including physical exercise, academic success, focus, and body image perception, to have a beneficial influence on various areas of their personality development. They understand that their total personality and well-being are shaped by both intellectual and physical achievements.

Table 9 illustrates the level of students' holistic development in terms of Shaping Personality. Students always recognized that participating in physical activity makes them feel happier, more relaxed, and less anxious. (M=3.40, SD=0.73), they frequently perceived that they feel more confident in their appearance when they are exercising (M=3.23, SD=0.85). This indicates a *Very High* acknowledgement level of students' holistic development.

The weighted mean of 3.32 standard deviation of 0.77 interpreted a *Very High* level of students' holistic development in terms of shaping personality. This means that the level of students' holistic development plays a vital role in shaping personality.

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Table 9
Level of Students' Holistic Development in terms of Shaping Personality

STATEMENT	*MEAN*	*SD*	*REMARKS*
Because I can concentrate on my studies, my memory and information retention have improved, allowing me to do better.	3.26	0.78	*Always*
I increase my self-confidence by learning new knowledge and abilities.	3.36	0.75	*Always*
Participating in physical activity makes me feel happier, more relaxed, and less anxious.	3.40	0.73	*Always*
I feel more confident in my appearance when I'm exercising.	3.22	0.82	*Frequently*
I am aware of the worth of my critical thinking skills, academic knowledge, and intellectual capacity.	3.36	0.75	*Always*
Weighted Mean	*3.32*		
SD	*0.77*		
Verbal Interpretation	*Very High*		

The importance of a comprehensive educational strategy that incorporates physical activity with learning and personal growth. Educational institutions can better promote students' emotional well-being, confidence, cognitive skills, and general personality maturation by understanding the impact of these aspects on personality formation. Thus, creating an atmosphere that encourages both intellectual and physical development is necessary for the total growth of students' personalities.

Level of Students' Holistic Development in terms of Discipline and Abiding Rules

Based on results that the students believe leisure activities have a significant positive impact on their behavior and interactions. They perceive leisure time pursuits as beneficial for fostering self-control, obedience to rules, and overall positive social dynamics. By engaging in leisure activities, students feel they have opportunities for education, which can lead to personal growth and development of discipline. Additionally, leisure activities are seen as effective in reducing hostility and promoting positivity, thus contributing to a harmonious social environment. Overall, these findings highlight the importance of encouraging students to participate in constructive and fulfilling leisure activities for their well-being and social development.

Table 10 illustrates the level of students' holistic development in terms of Discipline and Abiding Rules.

Students always recognized that it increases their chances of learning from and adjusting to both the new and current rules (M=3.34, SD=0.72), they always perceived that they are more positive in school environment (M=3.31, SD=0.78). This indicates a *Very high* acknowledgement level of students' holistic development.

Table 10
Level of Students' Holistic Development in terms of Discipline and Abiding Rules

STATEMENT	*MEAN*	*SD*	*REMARKS*
I am more positive in school environment.	3.31	0.78	*Always*
I become more active and less aggressive because of fewer discipline problems.	3.29	0.75	*Always*
Through physical activity, it grows my peaceful relationships with other people.	3.28	0.76	*Always*
My increased awareness of laws and regulations has made it easier for me to abide by the rules.	3.29	0.75	*Always*
It increases my chances of learning from and adjusting to both the new and current rules.	3.34	0.72	*Always*
Weighted Mean	*3.30*		
SD	*0.75*		
Verbal Interpretation	*Very High*		

The weighted mean of 3.30 standard deviation of 0.75 interpreted a *Very High* level of students' holistic development in terms of discipline and abiding rules. This goes to show that students' holistic development ability matters for maintaining order and following the rules since it makes them more involved, less aggressive, and able to build harmonious relationships in the classroom. It also makes it simpler for them to pick up new skills and adapt to established ones.

It draws attention to how important leisure activities are in helping students develop self-control and a respect for the law. Students can cultivate social harmony, self-control, and positivism through constructive leisure activities. These qualities are necessary for a well-organized and productive learning environment. These show how important it is for educational institutions to promote leisure activity participation as a component of their programs for holistic development. This method of teaching not only supports students' personal development and social skills but also provides a more organized and encouraging school environment, which in turn helps to meet academic objectives.

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Level of Students' Holistic Development in terms of Team Skills

These findings indicate that students perceive numerous advantages associated with cooperation and cooperative learning. They understand that working together collaboratively can lead to various positive outcomes, including improved motivation, empathy, emotional well-being, social skills, problem-solving abilities, and flexibility. Moreover, students recognize the value of cooperation not only in academic settings but also in leisure activities and professional environments.

They believe that engaging in cooperative experiences contributes to their long-term development and success by fostering essential skills and attributes necessary for navigating various aspects of life. Overall, these findings emphasize the importance of promoting cooperation and collaborative learning as integral components of students' educational experiences.

Table 11
Level of Students' Holistic Development in terms of Team Skills

STATEMENT	*MEAN*	*SD*	*REMARKS*
Engaging in physical activities that require collaboration with others aids in the development of my social and problem-solving abilities.	3.32	0.71	*Always*
Participating in recreational activities enhances my capacity to promptly adjust to evolving responsibilities and styles.	3.31	0.73	*Always*
It improves my feelings of security, cooperation, togetherness, and belonging.	3.37	0.74	*Always*
It makes me more aware of the wants and needs of other people, including my friends, parents, teachers, and classmates.	3.40	0.76	*Always*
I'm inspired to work with others to accomplish a particular goal.	3.43	0.72	*Always*
Weighted Mean	*3.36*		
SD	*0.74*		
Verbal Interpretation	*Very High*		

Students always recognized that they are inspired to work with others to accomplish a particular goal. (M=3.43, SD=0.72), they always perceived that it makes them more sensitive and aware of what other people wants and need, including friends, parents, teachers, and classmates. (M=3.40, SD=0.76). This indicates a *Very High* acknowledgement level of students' holistic development.

The weighted mean of 3.36 standard deviation of 0.74 interpreted a *Very High* level of students' holistic development in terms of discipline and team skills. Since it is very high, this indicates that a student's holistic development level is critical to the development of their discipline and team skills, including cooperation, problem-solving, quick adaptation to changing roles and styles, a sense of security and belonging, and awareness of the needs and wants of peers, friends, and mentors, as well as encourage group members' efforts.

The significance of promoting cooperative learning and teamwork in educational environments to guarantee students' overall development and preparedness for current challenges.

It highlights how important teamwork and cooperative learning are to students' overall growth. Through the development of critical abilities like empathy, motivation, adaptability, and problem-solving, cooperative learning equips students for success in both academic and professional settings. Promoting cooperative learning opportunities should be a top priority for educational institutions in order to improve the social, emotional, and cognitive growth of their students. The process is in keeping with current professional standards, guaranteeing that students are prepared to meet the opportunities and challenges of the modern world.

Level of Students' Recreational Motivation

In this study, the level of students' recreational motivation was revealed in the following table, which shows the statement, mean, standard deviation and verbal interpretation.

These findings shows that when it comes to participating in recreational activities, students are largely driven by internal factors such as personal satisfaction, enjoyment, unselfishness, passion, and resilience. These intrinsic motivators are more influential than external rewards or pressures. Essentially, students engage in recreational activities because they find fulfillment in accomplishing tasks, enjoy learning new things, derive satisfaction from helping others, pursue activities they are passionate about, and are able to persevere despite facing obstacles. Overall, these internal motivations significantly contribute to students' commitment and involvement in recreational pursuits, highlighting the importance of fostering intrinsic motivation to promote sustained engagement and enjoyment in leisure activities.

Level of Students' Recreational Motivation in terms of Intrinsic

Students always recognized that they are joyful when they accomplished their goals and receive encouragement from others to keep them going (M=3.57, SD=0.65), and they enjoy learning new things. (M=3.57, SD=0.68), they always perceived in despite of making mistakes, they are motivated to exercise and remain strong. (M=3.37, SD=0.74). This indicates a *Very High* acknowledgement level of students' holistic development.

The weighted mean of 3.50 standard deviation of 0.70 interpreted a *Very High* level of students' holistic development

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in terms of Intrinsic motivation. It means that a student's level of holistic development is a significant factor in determining their intrinsic motivation, which includes their enjoyment of learning new things when they receive support from others, their joy in completing schoolwork, and their engagement in physical activity that relates to their passion.

Table 12
Level of Students' Recreational Motivation in terms of Intrinsic

STATEMENT	*MEAN*	*SD*	*REMARKS*
I am joyful when I accomplish my goals and receive encouragement from others to keep going.	3.57	0.65	*Always*
I like engaging in physical activities that take me closer to my passions.	3.47	0.70	*Always*
Helping others makes me feel good and inspires me to work even harder.	3.54	0.69	*Always*
I enjoy learning new things.	3.57	0.68	*Always*
Despite making mistakes, my motivation to exercise remains strong.	3.37	0.74	*Always*
Weighted Mean	*3.50*		
SD	*0.70*		
Verbal Interpretation	*Very High*		

This could mean they are more engaged, focused, and persistent in their learning efforts, leading to better comprehension, retention, and application of knowledge. This highlights the importance of intrinsic motivation in promoting students' learning effectiveness.

Level of Students' Recreational Motivation in terms of Extrinsic.

Based on the findings that extrinsic factors influence students' motivation for leisure activities, it may be concluded that external rewards and incentives have a greater impact on students than do internal desires or interests. This emphasizes how crucial outside influences are in determining how involved young people are in extracurricular activities and sports because these rewards operate as strong inducements to participate. It shows that financial rewards, recognition, academic incentives, scholarships, and other outside variables play a big role in motivating students to engage in recreational activities. In this case, internal motivational variables like personal fulfillment or happiness are subordinated to the external rewards or incentives that the students get.

Table 13
Level of Students' Recreational Motivation in terms of Extrinsic

STATEMENT	*MEAN*	*SD*	*REMARKS*
My motivation to compete in sports and leisure activities comes from winning medals and trophies.	3.18	0.86	*Frequently*
My teachers' extra credit and grades encourage me to increase my physical activity level.	3.25	0.81	*Frequently*
Money and other forms of reward have motivated me to actively engage in sports and recreational activities.	3.19	0.84	*Frequently*
The advantages of physical activity motivate me to exercise more and put in more effort.	3.38	0.73	*Always*
The scholarships and sponsorships that are being offered motivate me to participate in sports and recreational activities.	3.27	0.86	*Always*
Weighted Mean	*3.25*		
SD	*0.82*		
Verbal Interpretation	*High*		

Students recognized that the advantages of physical activity motivate them to exercise more and put in more effort (M=3.38, SD=0.673), they always perceived in their motivation to compete in sports and leisure activities comes from winning medals and trophies (M=3.18, SD=0.86) and the scholarships and sponsorships that are being offered motivate them to participate in sports and recreational activities (M=3.27, SD=0.86). This indicates a high acknowledgement level of students' holistic development.

The weighted mean of 3.25 standard deviation of 0.82 interpreted a high level of students' holistic development in terms of Extrinsic motivation. This indicates that the degree of a student's overall development is essential for extrinsic motivation, which is the determination that students believe when they receive awards and medals, better grades from teachers, financial incentives as rewards, and scholarship opportunities for participating in extracurricular activities like sports.

External factors possess played an essential part in encouraging students to participate in sports and leisure activities. Financial incentives, scholarships, medals, and trophies are examples of external rewards that have a significant impact on student participation. Even while these external motivators work well, it's crucial for educational institutions to counterbalance them

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with approaches that encourage intrinsic motivation. Students can be inspired to discover their own happiness in their activities in this way, which can result in a more sustainable and all-encompassing approach to their development and involvement in extracurricular activities.

The study emphasizes the importance of both intrinsic and extrinsic motivation in driving student participation in recreational activities. Intrinsic motivators such as personal satisfaction, enjoyment, and resilience play a crucial role in fostering sustained engagement and holistic development. Extrinsic motivators, including rewards and recognition, are effective in attracting initial participation and maintaining interest.

To achieve the best outcomes at both the recreational and competitive levels, educational institutions, school groups, and organizations can build a balanced motivational environment that makes use of both intrinsic and extrinsic variables. By doing this, they may encourage a holistic approach to students' development and guarantee that leisure time activities enhance mental, emotional, and physical health.

Significant Relationship Between Students' Health Benefit on Recreational Activities and Students' Holistic Development

In this study, the table shows the significant relationship between students' health benefit and students' holistic development.

The table 14 shows the significant relationship between students' health benefit and students' holistic development. In this study, students' health benefit on recreational activities refers to improve endurance, tone and firm muscle, enhance balance and coordination, enable weight loss and improve mobility while students' holistic development refers to physical, mental strength, motor skill development, shaping personality, discipline and abiding rules, and team skills.

Table 14

Significant Relationship Between Students' Health Benefit on Recreational Activities and Students' Holistic Development

Students' Health Benefit on Recreational Activities		Students' Holistic Development					
		Physical	Mental Strength	Motor Skill Development	Shaping Personality	Discipline and Abiding Rules	Team Skills
Improve Endurance	Pearson Correlation	0.327	0.239	0.198	0.240	0.264	0.213
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00	0.00
	N	368	368	368	368	368	368
Tone and Firm Muscle	Pearson Correlation	0.405	0.254	0.274	0.236	0.254	0.260
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00	0.00
	N	368	368	368	368	368	368
Enhance Balance and Coordination	Pearson Correlation	0.422	0.301	0.297	0.285	0.290	0.287
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00	0.00
	N	368	368	368	368	368	368
Enable Weight Loss	Pearson Correlation	0.422	0.301	0.297	0.285	0.290	0.287
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00	0.00
	N	368	368	368	368	368	368
Improve Mobility	Pearson Correlation	0.527	0.358	0.386	0.330	0.370	0.338
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	0.00	0.00
	N	368	368	368	368	368	368

significant at 0.05

The table also shows that the overall r - value indicates negligible to moderate relationship between students' health benefit and students' holistic development.

The p-value also indicates that there is a significant relationship between the significant relationship between students' health benefit and students' holistic development which is less than the level of significant value of 0.05.

The correlation between students' health benefits and their holistic development is characterized as moderate to negligible, it implies that while there is a relationship between the two variables, it is not particularly strong.

In statistical terms, a moderate correlation suggests that there is some degree of association between the variables, but it may not be very strong. Similarly, a negligible correlation indicates that the relationship between the variables is very weak but still there is a relationship between students' health benefit on recreational activities and students' holistic development.

In students' health benefit on recreational activities in terms of endurance. All correlations are positive and significant, indicating that improving endurance through recreational

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activities is small positive or negligible associated with better mental strength, motor skills, personality development, discipline, team skills while physical has r value of 0.327 which is the highest correlation associated with moderate positive. In terms of tone and firm muscle is physical with r value of 0.405, with strong relationship with physical improvements and a moderate relationship with other aspects of holistic development. While in balance and coordination the correlations are significant, with the strongest relationships observed are physical with r value of 0.422 followed by mental strength r = 0.301. These results mirror for enable weight and holistic development, physical r = 0.422 is the highest followed by mental strength with r value of 0.301. The highest correlations are seen with improving mobility, indicating a strong positive relationship with all aspects of holistic development, especially physical r = 0.527.

To summarize the strongest relationships, by ranking these coefficients, we see that physical generally has the strongest correlations with different health benefits from recreational activities. Improve mobility r = 0.527 showing the highest individual correlation. Then, enhance balance and coordination same with enable weight loss both have the next highest correlation with physical r= 0.422. Lastly, tone and firm muscle has strong correlation with physical r = 0.405.

The significant correlations indicates that students' participation in recreational activities positively influences their holistic development, particularly their physical. However, the strength of these relationships varies, with some aspects being more strongly correlated than others. While moderate correlations indicate a noticeable, negligible correlations shows that other factors might also play a role in holistic development. Overall, the data highlights the importance of recreational activities in enhancing students' physical well-being and supports the broader developmental benefits. This emphasizes the importance of considering other factors and adopting a comprehensive approach to promote students' overall well-being and development.

Significant Relationship Between Students' Health Benefit and Students' Recreational Motivation

In this study, the table shows the significant relationship between students' health benefit and students' recreational motivation.

Table 15

Significant Relationship Between Students' Health Benefit and Recreational Motivation.

Students' Health Benefit on Recreational Activities		**Students' Recreational Motivation**	
		Intrinsic	**Extrinsic**
Improve Endurance	Pearson Correlation	0.173	0.165
	Sig. (2-tailed)	0.00	0.00
	N	368	368
Tone and Firm Muscle	Pearson Correlation	0.191	0.148
	Sig. (2-tailed)	0.00	0.00
	N	368	368
Enhance Balance and Coordination	Pearson Correlation	0.229	0.243
	Sig. (2-tailed)	0.00	0.00
	N	368	368
Enable Weight Loss	Pearson Correlation	0.232	0.246
	Sig. (2-tailed)	0.00	0.00
	N	368	368
Improve Mobility	Pearson Correlation	0.286	0.300
	Sig. (2-tailed)	0.00	0.00
	N	368	368

significant at 0.05

The table 15 shows the significant relationship between students' health benefit and Students' Recreational Motivation. In this study, students' health benefit on recreational activities refers to improve endurance, tone, and firm muscle, enhance balance and coordination, enable weight loss, and improve mobility while students' recreational motivation refers to intrinsic and extrinsic.

The table also shows that the overall r- value indicates negligible to low relationship between students' health benefit and students' recreational motivation.

The p-value also indicates that there is a significant relationship between the significant relationship between students' health benefit and students' holistic development which is less than the level of significant value of 0.05.

There is a significant relationship between students' perceived health benefits from recreational activities and both their recreational motivation and holistic development, the strength

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of these relationships is relatively weak, ranging from negligible to low. This implies that other factors beyond health benefits may also influence students' recreational motivation and holistic development. It means that the grade ten students of the Division of San Pedro, San Pedro City, Laguna is not sufficiently driven to engage recreational activity related to health benefits, but they do not always prove that students are unmotivated. Educators and policymakers can endeavor to promote a culture of health and well-being that supports active involvement in recreational activities by addressing numerous aspects influencing motivation.

In conclusion, the findings emphasize the complex interplay between health benefits, motivation, and holistic development, highlighting the importance of fostering intrinsic motivation while also recognizing the role of extrinsic motivators. Educators, policymakers, and individuals alike can benefit from understanding and leveraging these motivational factors to promote engagement, wellbeing, and personal growth.

4. CONCLUSION AND RECOMMENDATIONS

Based on the findings, there is significant relationship between student's health benefit and holistic development. Thus, the null hypothesis was rejected. This implies that as students perceive greater health benefits from engaging in recreational activities, their motivation to participate in these activities increases.

There is a significant relationship between student's health benefit and recreational motivation. Thus, the null hypothesis was rejected. This implies that students' perceptions of health benefits from recreational activities positively influence their motivation to engage in these activities. This means that health benefits are a key factor in driving students' involvement in recreational activities. This means that the relationship between student's health benefit and recreational motivation is significant.

When it comes to instruction, there might be significant adjustment of Education, particularly when it comes to implementing the recreational activity program related Department of Education. Considering the aforementioned conclusions, it is recommended that:

1. School Heads, policymakers, and program planners may design strategies, adopt a comprehensive approach to promote students' holistic development and incentives that cater to different motivational needs, ultimately enhancing students' overall engagement and satisfaction with recreational pursuits connected to Department of Education programs.
2. Teachers may maximize the activities, facilities to meet the potential capacity of students. Create more campus-based sports clubs handle the student in passionate way each activity.
3. Students should participate in and enjoy the leisure activities connected with Department of Education programs.

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