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SOCIAL SUPPORT IN PHYSICAL ACTIVITY AND TEACHERS FEEDBACKING AS PREDICTORS ON STUDENT'S ENGAGEMENT IN PHYSICAL ACTIVITY IN TERTIARY LEVEL

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ABSTRACT
This study examined how social support and teacher feedback influence student engagement in physical education among college students, using a descriptive-correlational design with data from 354 second-year students enrolled in PE courses at three private colleges in Tagum City. Validated questionnaires measured social support, teacher feedback, and engagement, revealing that students generally experienced high levels of support and feedback, with engagement also rated high. Both social support and teacher feedback were significantly related to engagement, but teacher feedback was the stronger predictor, highlighting its important role in motivating active participation in physical education. Based on these findings, it is recommended that educators focus on delivering timely, specific, and constructive feedback while also fostering supportive environments that encourage peer and institutional support, thereby enhancing overall student engagement and commitment to physical activity.
KEYWORDS: *student engagement, physical education, social support, teacher feedback, college students*

INTRODUCTION
Physical education is important part of overall mental and physical health and well-being of the students. In addition to improve fundamental motor skills, PE has the potential to promote physical safety and well being in the students to develop healthy lifestyle and positive attitude towards physical activity. Another study has found that when students do not participate or show interest in a specific physical education program, the student's level of physical activity decrease and this negatively affects their academic performance as well as their health (Biddle, 2021). To manage these challenges, there is a need to understand what influences students' physical activity; there is a pressing need for research to understand best practices for encouraging active participation and growing a desire to commit to physically active lifestyle commitment.

In a wide range of countries, declining students' engagement in physical activity has been seen to contribute to many social problems including: increasing obesity rates, anxiety, risk of chronic diseases; and increased mental health issues. Reducing the use of feedback mechanisms in physical education and is one contributing factor to student disengagement in physical education and eventually reduced physical activity in general (Martins et al., 2020). In the United Kingdom, lack of social support in physical activity from teachers has led to students becoming isolated and unable to engage in physical education (including stressors such as anxiety and depression) (Cothran & Ennis, 2000; Tremblay et al., 2021).

Furthermore, Philippine youth continue to exhibit a troubling decline in physical activity engagement—even decades after the government launched major initiatives such as the 2003 sports education and healthy lifestyle campaigns. According to the 2022 Philippine Physical Activity Report Card, only 15.4% of Filipino adolescents meet the recommended daily level of moderate-to-vigorous physical activity, resulting in a failing grade of "F" for overall physical activity. More recent data from the 2023 National Nutrition Survey reveals that approximately 75% of Filipino adolescents fall short of the recommended minimum of 60 minutes of daily exercise. Despite multiple government policies and programs aimed at cultivating a sports culture and promoting healthy lifestyles, their impact remains limited—highlighting a persistent gap between policy intentions and actual youth behavior. This shortfall is particularly concerning given the well-established correlation between physical activity during childhood and long-term benefits to both physical and mental health.

In the City of Tagum, students face unique challenges in engaging with physical education. While Filipino students generally demonstrate a positive attitude toward the subject, this enthusiasm does not consistently translate into active participation or sustained interest—especially at the tertiary level. With the literature presented above, it is evident that schools must create environments that effectively foster student engagement. However, in one institution in Tagum City, students have reported encountering various educational distractions such as frustration, apathy, and discontent. These factors contribute to widening the success gap in physical education participation (Saramie et al., 2022).

In a related local study, Dela Peña and Cruz (2021) found that college students in Davao del Norte experience a decline in motivation toward physical activities due to a lack of institutional support, insufficient facilities, and limited access to recreational spaces. These limitations, coupled with a lack of

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personal motivation, significantly affect their enjoyment and willingness to participate in physical education programs.

This study bears great significance, especially for PE teachers in the local region, as it would give additional insight into problems relating to multiple designation teachers and might help improve the quality of their teaching performance. This research would also benefit the educational organizations, mentors, and PE teachers to overcome the challenges and find strategies to connect teachers' interactions and served as a basis for the improvement of PE teachers in school. To distribute the findings of the study, I would send a copy to the Office of Davao de Oro Division. Additionally, I aim to present my research findings at national and international conferences to reach a broader audience.

Purpose of the Study

The purpose of this study is to determine the effect of social support in physical activity and teacher feedback on students' engagement in physical activity in the tertiary level. It aims to analyze these factors as predictors of student's engagement highlighting their role in fostering active engagement in physical activity. The findings may offer valuable insights for improving physical education programs and creating a more supportive and engaging learning environment.

Research Questions

Specifically, this will seek to answer to the following:

1. What is the level of social support in physical activity in terms of;
    1.1. Emotional support;
    1.2. Validation Support;
    1.3 Informational support;
    1.4 Companionship support; and
    1.5 Instrumental support?
2. What is the level of teachers feed backing in terms of:
    2.1. Constructive feedback;
    2.2. Formal feedback;
    2.3. Informal Feedback; and
    2.4. Corrective feedback?
3. What is the level of students engagement in physical education activity in terms of:
    3.1. Authentic;
    3.2. Strategic compliance;
    3.3. Intellectual engagement;
    3.4. Social engagement; and
    3.5. Behavioral engagement?
4. Is there a significant relationship between:
    4.1. Social support in physical activity and students' engagement; and
    4.2.Teacher's feed backing and student engagement?
5. Do social support in physical activity and teachers feed backing significantly predict students engagement?

REVIEW OF RELATED LITERATURE

Student's Engagement

Student engagement is widely recognized as a multifaceted construct encompassing students' attention, participation, and emotional investment in their educational experiences (Bond et al., 2020). Since the mid-1990s, increasing student engagement has been considered one of the most pressing challenges in modern education, especially for independent educators navigating diverse and evolving learning environments (Corner, 2021). Skinner et al. (2020) describe engagement as the visible expression of motivation, highlighting its close relationship with students' internal drive to learn. Similarly, Pellegrino and Hilton (2022) emphasize that student engagement is positively linked to personal wellbeing and the quality of future employment, making it a critical factor in long-term educational success.

Research further supports the idea that students thrive academically and emotionally in positive classroom climates. Skinner (2023) notes that students learn more effectively in supportive environments, while Reyes et al. (2022) argue that motivation is heightened in settings where emotional connections are nurtured through respect and inclusivity.

At the tertiary level, active participation in university PE programs is vital for promoting long-term health and well being. Such engagement not only supports the development of an active lifestyle but also enhances students' overall educational experience. As the current study focuses on student engagement in physical activity at the higher education level, understanding the foundational concepts and influencing factors—such as motivation, emotional climate, and the r

Social Support in Physical Activity

Social support is one of the most effective strategies for encouraging engagement in physical activity, providing various forms of assistance to individuals preparing for physical activity. (Kathleen et al.,2022). Social support defines as the availability of help or the actual support received within social connections, emphasizing its role in interpersonal relationships. The health behavior model (McLeroy et al., 2019) places social support in physical activity at the interpersonal level. Where social connections influence human behavior through interaction with family, peers and institution. Tertiary level students, in particular are at a transitional stage where establishing healthy lifestyle habits can shape long term behavior. Encouraging physical activity among students align with broader public health initiatives, such as the "healthy China in 2030" goal of fostering a healthier population (Chen et al.,2019). Tertiary schools have responded to this need by offering after-school training programs, sports competitions and recreational activities, reinforcing lifelong engagement in physical activity (LaCount et al., 2022).

Moreover, Teachers, parents and peers play critical role in creating a supportive environment that encourages physical activity. More research is needed to identify the most effective

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type of social support for sustaining long-term engagement in physical activities across different educational levels (Springer et al., 2021). Effective classrooms practices that facilitate social support in physical education, particularly in diverse educational setting, remain under explored. Social support in physical activity categorized in five indicators ; emotional, validation, informational, companionship and instrumental support that serves specific function in influencing students engagement in physical activity to enhance the overall effectiveness of PE programs.

Teacher's Feed-Backing

Teacher feedback has gained increasing recognition as a vital component in enhancing students' motor skill development and engagement in Physical Education (PE). Recent studies emphasize that feedback, when delivered effectively, contributes significantly to student learning and performance. For instance, Poon, Chow, and Cheung (2022) found that various forms of feedback such as visual, corrective, and teacher-regulated positively influence students' learning outcomes in PE contexts. Building on this, Schmidt et al. (2020) describe teacher feedback as information provided during or after practice, which helps guide students toward improved performance. It is instrumental in shaping knowledge acquisition, skill refinement, and behavioral engagement.

Interestingly, although much has been discussed about teacher feedback, relatively few quantitative studies explore how students actively engage with and utilize the feedback they receive. Effective feedback practices are often shaped by disciplinary norms, institutional culture, and the teaching strategies employed (Estehazy, 2018; Winstone et al., 2020). In the context of PE, where learning is often skill-based and performance-driven, feedback plays a particularly crucial role. Al Maharma and Abusa'asleek (2022) affirm that teacher feedback significantly impacts student success in disciplines requiring continuous improvement, such as physical education.

METHODS

Research Design

This study will utilize a descriptive-correlational research design to examine the relationship between social support in physical activity and teacher feedback as predictors on students' engagement in physical activity in the tertiary level. According to Byjus (2021), quantitative research offers objective data and statistical evidence through scientific methods of inquiry. It uses a range of analytical tools to explore relationships between variables and is often carried out through experiments, surveys and other structured approaches.

PRESEARCH RESPONDENTS

The respondents for this study were tertiary level students enrolled in the second semester of the school year 2024-2025, specifically those enrolled in the physical education subjects PAHF 2 and PAHF 4. The respondents were drawn from three private colleges in Tagum City, all of which have a high number of students enrolled in these courses.

A total number of participants included in this study: 1,134 college learners from School A; 643 college learners from School B; and 2,635 college learners from School C. In total, there were 354 samples: 95 from School A, 165 from School B, and 94 from School C, randomly selected. Such stratified sampling guarantees an inclusive sample and then secures an all-encompassing examination of the data extracted against varying educational backgrounds.

RESULTS

Table 1
Level of social Support in Physical Activity

Items	SD	Mean	Descriptive Equivalent
Emotional Support	.78	3.99	High
Validation Support	.68	3.82	High
Information Support	.68	3.97	High
Companionship Support	.74	3.92	High
Instrumental Support	.69	3.78	High
Overall Physical Activity	**.57**	**3.88**	**High**

The overall mean score of 3.88 and the relatively low standard deviation (SD=0.57) suggest that students generally feel a strong and consistent sense of social support when it comes to physical activity. These results reinforce the idea that different types of support not just emotional, but also practical can boost motivation and engagement while easing psychological and everyday challenges. As Neff et a. (2020) pointed out, having a supportive environment make a real difference in helping young adults stay active, especially when they are juggling school, work, and other responsibilities.

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Thus, the study affirms that students benefit from high levels of social support in various forms, which collectively foster sustained engagement in physical activity. Emotional support access to helpful information, companionship, affirming feedback and practical help all play an important role in supporting student's active lifestyle. These findings highlight the value of building well rounded support systems that not only promote physical well being but also encourage students to stay engaged in physical activity over the long term.

Table 2
Summary of the Levelk of Teacher's Feed backing skills

Items	SD	Mean	Descriptive Equivalent
Constructive Feedback	.70	4.14	High
Formal Feedback	.70	4.20	Very high
Informal Feedback	.66	4.30	Very high
Corrective Feedback	.66	4.10	High
Overall Teachers Feedback Skills	**.61**	**4.20**	**Very high**

The result shows that students view their teachers as highly skilled in giving different kinds of feedback with formal informal and corrective feedback standing out as especially meaningful. This suggests that teachers are successfully using a range of feedback approaches to support students learning and growth.

Feedback plays vital role in the learning process, and how students perceive their teacher's feedback can directly impact their motivation and academic performance (Hattie & Timerley, 2020). Structured feedback, like assessment based on rubrics is appreciated for its clarity and fairness (Boud &Molloy. 2020). Meanwhile, informal feedback such as verbal encouragement or personal notes helps build motivation by making students feel seen supported

Constructive and corrective feedback, focusing on improvement and error identification, has been linked to increased self-efficacy and achievement motivation (Shute, 2020). These findings align with the research by Black and Wiliam (2021), who argue that effective feedback, in all its forms, enhances student learning by guiding them towards better performance while reinforcing positive behaviors.

Table 3
Summary of the Level of Student Engagement in Physical Education

Items	SD	Mean	Descriptive Equivalent
Authentic Engagement	.75	4.11	High
Strategic Compliance	.69	4.33	Very high
Intellectual Engagement	.73	4.11	High
Social Engagement	.76	4.19	High
Behavioral Engagement	.73	4.19	High
Overall Student Engagement Mean	**.60**	**4.19**	**High**

The overall Student Engagement has a mean of 4.19 with a High descriptive equivalent, indicating that students demonstrate consistently strong engagement across multiple dimensions of physical education. This shows that students engagement in physical education is highly manifested. The standard deviations, ranging from 0.60393 to 0.76247, reflect moderate variability, suggesting that while engagement levels are

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generally high, there are some differences in how students approach physical education tasks.

These results highlight the importance of fostering a balanced approach to student engagement, where students are not only externally motivated but also personally involved and intellectually stimulated by physical education activities. This can have significant implications for designing PE curricula that promote both intrinsic and extrinsic motivation, which can enhance long-term physical activity engagement and overall student well-being.

Correlation Between Social Support, and Teacher's Feed-backing Skills, and Student Engagement in Physical Education

The correlation between Social Support, Teacher's Feed-backing Skills, and Student

Engagement in Physical Education. The data reveals two significant relationships.

The test on the relationship between social support and student engagement reveals a correlation coefficient of $r = 0.732$, indicating a strong positive relationship between the two variables. The p-value of 0.000 ($p < 0.01$) confirms that this correlation is statistically significant; therefore, the null hypothesis was rejected. This means that higher levels of social support—whether emotional, informational, or practical—are significantly associated with increased student engagement in physical education activities. This finding supports the view that social support plays a critical role in motivating students to participate actively in physical activities. As emphasized by McAuley and Blissmer (2020), supportive interactions from peers, teachers, and family members can foster a more engaging and encouraging environment, ultimately enhancing students' involvement and persistence in physical education.

Additionally, the correlation between teachers' feedback skills and student engagement was remarkably high at $r = 0.943$, with a p-value of 0.000, indicating a very strong and statistically significant relationship. This suggests that when students receive clear, thoughtful, and constructive feedback—both formally and informally—they are much more likely to remain engaged and actively involved in physical activity

IMPLICATIONS FOR TEACHING PRACTICE

This study highlights the vital roles that both social support and teacher feedback play in enhancing student engagement in physical education (PE) at the tertiary level. It implies that PE teachers should not only function as instructors but also as key facilitators of motivation, encouragement, and feedback. Teachers must be equipped to provide timely, constructive, and personalized feedback, as this was shown to be a stronger predictor of engagement. Moreover, creating an emotionally supportive, inclusive, and well-resourced environment significantly contributes to students' active participation.

Educational institutions must recognize that PE instructors, especially those with multiple responsibilities, need continuous professional support. They should be monitored and mentored regularly to ensure quality instruction and to help them adapt to evolving pedagogical trends. Teachers should also be trained to apply a balance of feedback types and foster different dimensions of social support—emotional, validation, informational, companionship, and instrumental—to meet diverse student needs and learning styles.

RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the findings, it is recommended that CHED promote national policies and training programs that emphasize effective feedback and social support in PE, while also funding research and integrating student engagement indicators into accreditation processes. College administrators should strengthen support systems like peer mentoring and wellness activities, train faculty in feedback and engagement strategies, and enhance access to inclusive physical activity spaces. PE instructors are encouraged to use diverse feedback methods and foster supportive, interactive classrooms to boost motivation and participation. Students are advised to actively engage in peer groups, seek feedback, and utilize support systems to enhance their performance and connection in PE. Future researchers may explore additional factors such as self-efficacy and sociocultural influences, using mixed methods and longitudinal designs to gain deeper, broader insights into student engagement.

CONCLUDING REMARKS

This study confirms the strong impact of teacher feedback and social support on student engagement in PE, with feedback being the stronger predictor. Simply hiring administrative staff is not enough—support for multi-designated PE teachers must be strengthened to ensure effective engagement and lasting student well-being.

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