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CORRELATES OF THE ACADEMIC PERFORMANCE IN PHYSICAL EDUCATION OF GRADE 12 STUDENTS

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Abstract: **This descriptive study determined the correlates of academic performance of the grade 12 students taking Science, Technology, Engineering and Mathematics (STEM) strand at Kidapawan City National High School. Among the factors surveyed and tested are the respondents' age, sex, study habits in terms of time management, study environment, test taking skills and note taking skills, their attitudes towards Physical Education as a subject, their bodily kinesthetic intelligence, and their academic performance in Physical Education. Findings revealed that there was a slight difference in the number of males and females during the period of the study with generally good study habits, positive attitude towards Physical Education, and competent bodily kinesthetic capacities; and majority with outstanding academic performance. It further revealed that age is significantly correlated with test taking skills and academic performance. Respondents' attitude towards Physical Education was significantly associated with their bodily-kinesthetic intelligence while among the bodily-kinesthetic skills, only the basic skills were significantly correlated with academic performance. Therefore, the academic performance of students is associated with certain factors as shown in this study. Based on the findings, an enhancement program is proposed and recommended for adoption and implementation.**

Keywords: **Academic performance, study habits, bodily-kinesthetic intelligence, attitude towards Physical Education, Philippines.**

1. INTRODUCTION

Rationale of the Study

Physical Education is a training responsive to the needs of each child. It reflects the culture in which it is practiced. Learners come to classrooms with various backgrounds, reflecting differences in social, ethnic, and economic environments; individual and family values; demands and responsibilities placed on them; and exposure to physical education and sports programs. They learn and respond to different values and learning opportunities about the place of sport in society and their own role within that setting while learners experience these personal changes, so do schools.

Diverse individuals, cultures and communities are marked by major changes in the coming century as Philippine society becomes more culturally diverse with an ever-increasing ethnic population. Today, physical education programs are challenged by the needs of the new breed of learners. Traditional curricula must integrate social change while discovering ways to motivate youth to develop life-long physical activity habits. Before this goal can be achieved physical educators must be conscious of how young people learn and their attitude towards physical education.

According to Yu, Darwin (2011) studying is a skill. This is a required habit even in Physical Education subject. The state of being excellent in the academic requires a high level of study skills. Learners must first learn these skills, practice them and develop effective study habits in order to be successful. Learners' study habits and practices developed and used in the

learning environment in junior high do not work for students in college. Researchers posited that, good study habits include many different skills: time management, self-discipline, focus, rate learning, organization, and effort.

Further, it was posited by Gullu, M. (2007) bodily-Kinesthetic Intelligence is well defined in the Physical education subject where students are becoming keen on their body awareness. Students are developed so that they will like physical movement, hugging, dancing, making and inventing things with their hands, and role-playing. They can communicate well through body language and other physical gestures. They can often perform a task only after seeing someone else do it. Students need to like physical games of all kinds and demonstrating how to do something. Students with

high bodily-kinesthetic intelligence find it difficult to sit still for a long time and are easily bored if they are not actively involved in what is going on around them.

This study will provide teachers and students a new knowledge and information about the variables affecting the Physical Education performance of the grade 12 students.

The researcher is a Master Teacher II of Senior High School of Kidapawan City National High School teaching Health Optimizing Physical Education handling different academic strands such as: STEM, ABM, HUMSS and GAS. During the past 5 years, the researcher is an active dance demonstrator/ trainer and a coach.

2. REVIEW OF THE RELATED LITERATURE

The Theory of Reasoned Action and the Theory of Planned Behavior (Conner, 2015) was created out of a hypothetical custom that thought about states of mind as a noteworthy impact on human conduct. Be that as it may, other conflicting exploration rose proposing the connection amongst mentalities and conduct was questionable, best case scenario, with a few scientists notwithstanding requiring the deserting of the state of mind build through and through. Nonetheless, Fishbein and Ajzen (2010) noticed that the irregularity amongst dispositions and practices could be enhanced by estimating demeanors and practices at a similar level of specificity. In this way, as opposed to utilizing worldwide dispositions (e.g., demeanors toward physical instruction) to anticipate particular practices (e.g., playing a game each day), Fishbein and Ajzen (2015) placed that specialists should center around the particular predecessors of particular practices (e.g., states of mind toward chapel participation the next Sunday foreseeing church participation the next Sunday).

All things considered, the Theory of Planned Behavior refreshed the Theory of Reasoned Action to incorporate a part of saw social control, which determines one's apparent capacity to sanction the objective conduct. Truth be told, seen conduct control was added to the model to broaden its relevance past simply volitional practices. Preceding this expansion, the model was generally unsuccessful at anticipating practices that were not for the most part under volitional control. Accordingly, the Theory of Planned Behavior suggested that the essential determinants of conduct are a person's social goal and saw conduct control . Thusly, as indicated by the Theory of Planned Behavior, social expectations are surrounded as the motivational segment of the model, or one's cognizant arrangement or choice to apply push to play out the objective conduct. Conduct goals are dictated by demeanors towards the conduct (e.g., in the case of participating in the conduct is assessed to be certain or negative), subjective standards encompassing the conduct (e.g., convictions about whether others figure one ought to take part in the conduct), and saw social control (e.g., convictions with respect to how simple or troublesome playing out the conduct is probably going to be). In this specific situation, saw conduct control reflects both outside elements (e.g., accessibility of time or cash, social help) and also interior components (e.g., capacity, aptitude data). At the end of the day, low apparent conduct control exists in circumstances in which execution of the objective conduct is reliant upon various different elements, which might possibly be inside a person's control. For instance, one may encounter low apparent conduct control for the objective conduct of eating sound if requirements, for example, time, reasonableness, access, and allurement are seen as obstructions to take part in the conduct regardless of high aims. Accordingly, the higher the apparent social control for an objective conduct, the higher the prescient intensity of conduct aims for that conduct. Lately, the Theory of Reasoned Action and the Theory of Planned Behavior have fallen under the umbrella of the contemplated activity approach (Ajzen&Albarracín, 2007; Fishbein&Ajzen, 2010).

The contemplated activity approach envelops the greater part of the segments proposed by before models (e.g., states of mind toward the conduct, subjective standards, saw social control, and aims), while likewise including extra factors, for example, genuine control, characterized as aptitudes, capacities, and ecological variables that impact one's capacity to institute an objective conduct. All things considered, the Theory of Reasoned Action and the Theory of Planned Behavior will be alluded to mutually as the contemplated activity approach all through. Capacity to Predict Health Intentions and Behaviors A progression of meta-investigations and surveys analyzing the utilization of the contemplated activity way to

deal with wellbeing practices have now been distributed, including those concentrating on numerous wellbeing spaces (McEachan, Conner, Taylor, and Lawton, 2011; Webb, Joseph, Yardley, &Michie, 2010) and those concentrating on particular practices.

Armitage and Conner (2009) found that contemplated activity approach clarified 31% of the change in self-revealed conduct yet just 20% of the difference when conduct was straightforwardly watched. Particular to wellbeing conduct, McEachan and partners (2011) found that contemplated activity approach factors clarified 26% of the difference in self-revealed physical movement yet just 12% of the change in impartially estimated physical action.

Despite the fact that the contemplated activity approach can anticipate a lot of difference in conduct paying little respect to length of development or technique for estimation, it reliably indicates more noteworthy viability in circumstances with short development and self-detailed estimation of conduct.

Intercessions to Change Behavior Although the contemplated activity approach was initially introduced as an apparatus to 'comprehend' and 'foresee' conduct (Ajzen&Fisbein, 1980), there is developing enthusiasm for the hypothesis' conceivable utility in outlining social mediations. Ajzen and Fishbein (2015) concur that fruitful alteration of indicators determined by the contemplated activity approach should prompt a relating change in conduct. McEachan and associates (2011) discovered empowering proof for the model's capacity to recognize vital focuses for mediations to change wellbeing practices. In spite of the fact that their meta-examination of wellbeing practices found that past conduct showed the most grounded connection with current conduct (mean $\rho = 0.50$),intention was likewise a solid indicator of conduct (mean $\rho = 0.43$) and remained so in the wake of controlling for past conduct. From a social intercession point of view, goals are more important than past conduct as they are helpless to change while past conduct isn't. Accordingly, it is empowering that expectations remain a solid indicator of conduct notwithstanding while controlling for past conduct (McEachan et al., 2011).

In light of the significance of study propensities and states of mind on scholarly execution, a few specialists have proposed methodologies that will enable understudies to create compelling investigation propensities and mentalities. For instance, the investigation of Demir et al. (2012), which analyzed the impact of advancement of effective examining aptitudes educational modules on scholarly accomplishments and considering abilities of students, found that understudies can procure proficient contemplating aptitudes by methods for educational programs for creating productive contemplating aptitudes. The understudies could sort out the examination condition and utilize particular strategies adequately, for example, effective perusing, listening addresses, note-taking, proficient composition and doing homework.

It additionally uncovered that those understudies where the educational programs was actualized have expanded scholastic accomplishment when contrasted with the gathering of understudies on which the educational programs was not executed. Mutsotso and Abenga (2010) additionally propose a change in outlook in examine techniques and recommend systems for the two speakers and the understudies in colleges towards enhanced learning and execution. It depends on the "conveyed learning approach" that sufficiently provide food for singular contrasts that exist among the understudies. The model will address the investigation space needs and the productivity and viability of study strategies. To total up, the literary works refered to point to the significance of study propensities and states of mind to scholastic execution or accomplishment of understudies.

To succeed, understudies must have the capacity to suitably acclimatize course content, process it, think about it, and have the capacity to express that data in composed as well as oral frame. To ponder is to purchase out the time and commit self to the application and the assignment of study is to wind up immersed in a procedure of learning, hone, edification instruction of one`s self. Consequently the investigation propensities can be gotten from the above as purchasing out a devoted booked and continuous time to apply one`s self to the assignment of inclining. Without it, one doesn't develop and winds up self-constraining throughout everyday life.

The most vital factors in demonstrating discernible responses is one’s state of mind. States of mind are certain or negative ways to deal with a circumstance or thing. States of mind can be requested in different positive and negative degrees. Inspirational demeanors are having positive considerations about a circumstance, while negative states of mind are having negative musings about a circumstance. People neglect to demonstrate their insight and abilities about a subject they have adverse states of mind for. It is constantly less demanding for them to demonstrate their insight and aptitudes in circumstances they have uplifting demeanors for. Along these lines, demeanors ought not be disregarded and ought to be created emphatically amid the procedure of training keeping in mind the end goal to change and build up a person's practices in the coveted course.

The above theories and literatures served as the framework of this research and in the analysis and interpretation of data.

Statement of the Problem

This study determined the correlates of academic performance in Physical Education of the STEM Grade 12 students in Kidapawan City National High School, Kidapawan City. Findings served as basis for an enhancement program.

Specifically, this study answered the following questions:

1. What is the profile of the students in terms of:
   1.1 age; and
   1.2 sex?
2. What is the extent of study habits of the students in terms of:
   2.1-time management;
   2.2 study environment;
   2.3 test taking skills;
   2.4 note taking skills?
3. What is the degree of the students' attitudes towards Physical Education as a subject?
4. What is the extent of bodily-kinesthetic intelligence of the students based on:
   4.1 basic skill;
   4.2 complex skill; and
   4.3 coherence skill?
5. What is the level of academic performance in Physical Education subject among the students?
6. Is there a significant relationship between the students':
   6.1 profile and study habits;
   6.2 profile and attitude towards P.E.;
   6.3 profile and bodily-kinesthetic intelligence;
   6.4 profile and academic performance;
   6.5 study habits and attitudes towards P.E.;
   6.6 study habits and bodily kinesthetic intelligence;
   6.7 study habits and academic performance;
   6.8 attitude towards PE and bodily-kinesthetic intelligence;
   6.9 attitude towards PE and academic performance; and
   6.10 bodily-kinesthetic intelligence and academic performance?
7. What enhancement program can be proposed based on the findings of the study?

Statement of the Null Hypothesis

There is no significant relationship between the students':

1.1 profile and study habits;

1.2 profile and attitude towards P.E.;

1.3 profile and bodily-kinesthetic intelligence;

1.4 profile and academic performance;

1.5 study habits and attitudes towards P.E.;

1.6 study habits and bodily kinesthetic intelligence;

1.7 study habits and academic performance;

1.8 attitude towards PE and bodily-kinesthetic intelligence;

1.9 attitude towards PE and academic performance; and

1.10 bodily-kinesthetic intelligence and academic performance.

Significance of the Study

Physical Education has a lot of instructional and assessment tasks that require the teachers' innovativeness and dynamism. Understanding the students' study habits, attitude towards P.E. bodily- kinesthetic capacities would help the academic community in designing differentiated instruction responsive to students' needs and interests. Specifically, this study is relevant to the following:

Students will benefit from this study because knowing their own study habits, attitude towards P.E. and bodily-kinesthetic capacities will open windows of opportunities to succeed in school and in life. Their awareness will help them develop their intellectual, emotional and social capabilities and capitalize on the same.

Teachers will specifically understand the nature of their students. Understanding their students' study habits, attitude towards P.E. and bodily- kinesthetic capacities and performance in PE will help them design innovative teaching and assessment activities. These activities will be attuned to the college students' interests and physiological dimensions.

The Administration will have bases on what programs to support and to finance. Strategic planning may be centered on revitalizing academic programs which are responsive on the students' study habits, attitude towards P.E. and bodily-kinesthetic capacities.

Guidance Counselors will be guided by the findings of this study since the weaknesses of the senior high school students will be addressed by a comprehensive career development and guidance program in Kidapawan City National High School.

Curriculum Planners will be given the inputs on how the curriculum across majors be improved and updated so that the senior high graduates will be at par with the professionals in the world. Curriculum planners will be using the multiple capacities model for a differentiated instruction.

Parents' awareness on their children's study habits, attitude towards P.E. and bodily- kinesthetic capacities will guide and direct parents on how to support and assist their children's academic undertakings, career and personal life.

The Researcher will make use of this study as his guide in teaching senior high students in his P.E. classes. The output will also be used in his classes to attain maximum learning and physical development skills targets.

Future Researchers will be enlightened guided by this study and serve as basis of their future research and Physical Education teachers with the same variables, locale or design.

3. RESEARCH METHODOLOGY

Research Design

This study utilized the descriptive-correlational design to determine the bodily- kinesthetic capacities of the grade 12 students taking Science, Technology, Engineering and Mathematics (STEM) strand at Kidapawan City National High School. Descriptive/Correlational Research is a scientific process that begins with description, based on observation, of from which theories may later be developed to explain the observations.

This is a descriptive research because this described the characteristics of the grade 12 students taking STEM strand at Kidapawan City National High School which is the phenomenon being studied. It used quantitative approach emphasizing objective measurements and the statistical analysis of data collected through survey, interview and administration of validated research instruments.

Research Environment

Kidapawan City National High School Senior High School Department has 65 classrooms and 86 teachers. It offers General Academic Strand (GAS); Accountancy, Business and Management (ABM); Humanities and Social Sciences (HUMSS) and Science, Technology, Engineering and Mathematics (STEM). It has a population of 3,000 senior high school students.

Research Respondents

The study employed complete enumeration which means that all 220 students of the Grade 12 STEM (Science, Technology, Engineering and Mathematics) officially enrolled in Physical Education course during the second semester of 2017-2018 in Kidapawan City National High School were the respondents of this study. They were chosen to be the respondents of this study because it has been observed by the P.E teachers that they are the most competitive and academic focused among the grade 12 students that they often neglect or take for granted the tasks and activities in P.E.

Research Instruments

This study employed three different research instruments to generate the data on study habits, attitude towards Physical Education and bodily-kinesthetic intelligence of the 220 grade- 12 STEM Senior High School students.

The profile on age and sex of the grade 12 students was taken from the School Register or Form 1 of each Grade 12 adviser. The academic performance of the students was based on the final grades of the students in Physical Education 4.

The instrument for study habits is adapted from a Virginia Gordon's Study Habit Questionnaire. It has 30 indicators which specifically assessed the students' time management skill, study environment, test taking skills, and note taking skills. Originally, this instrument has 7 dimensions. To fit into this study and the nature of the respondents and variables considered in this study, only four dimensions are included. This modified instrument is answerable by always (4); sometimes (3); rarely (2) and never (1).

The following are the parameters for data analysis:

Parameter			Interpretation
3.26	-	4.00	Very Good
2.51	-	3.25	Good
1.76	-	2.50	Fair
1.00	-	1.75	Poor

The tool on attitude towards Physical Education is adapted from the study of Lam (2005) and Sanes (2009). It has 40 items answerable by strongly agree (4); agree (3); disagree (2) and strongly disagree (1).

The following are the parameters for data analysis:

Parameter			Interpretation
3.26	-	4.00	Very Positive
2.51	-	3.25	Positive
1.76	-	2.50	Negative
1.00	-	1.75	Very Negative

The tool on determining the bodily-kinesthetic intelligence was a researcher modified tool based on the study of Jensen, 2008. It has 40 items to determine the basic, complex and coherence skills of the students which are answerable by strongly agree (4); agree (3); disagree (2); and strongly disagree (1).

The following are the parameters for data analysis:

Parameter			Interpretation
3.26	-	4.00	Very Competent
2.51	-	3.25	Competent
1.76	-	2.50	Partly Competent
1.00	-	1.75	Not Competent

Statistical Treatment of Data

This study used the following statistical formulas: the percentage, weighted mean, chi-square and pearson- r.

Data analysis was done using the Statistical Package for the Social Sciences (SPSS) version 14.

Percentage was used in the conversion of frequency of age and sex of the grade 12 STEM students into percent by dividing the number of raw scores by the total number of cases. The quotient was multiplied by one hundred (100) and will be annexed with the symbol of percent.

Mean was used to determine the levels of study habits and attitude towards PE and bodily- kinesthetic capacities of the grade 12 students.

Chi-Square was used to test the significant relationship between the grade 12 students' profile and their academic performance, study habits, attitude towards PE and bodily-kinesthetic intelligence.

Pearson-r Coefficient of Correlation was used to determine if relationship existed between the variables: study habits, attitude towards PE, bodily-kinesthetic intelligence and academic performance in Physical Education.

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter shows the analysis of data, interpretation and discussion of the outcomes. The discussions are presented following the order of the research problem presented in Chapter 1.

I. Profile of the Students

Table 1: Profile of the Students n = 220

Profiles	Frequency	Percentage, %
Age		
17	44	20.00
18	161	73.18
19	15	6.82
Sex		
Male	117	53.18
Female	103	46.82

Table 1 presents the profile of the respondents. Of the respondents, 161 (73.18%) were 18 years old; 44 (20%), 17 years old; and 15 (6.82%), 19 years old. In terms of sex, there were 117 (53.18%) males and 103 (46.82%) females. Most were 18 years old or in their late adolescent's stage since this is the appropriate age for senior high school graduates.

II. Respondents' Extent of Study Habits

Table 2.1: Extent of Study Habits in terms of Time Management

TIME MANAGEMENT	Mean	SD	Interpretation
1. Do you make a Master Schedule for each semester?	2.55	0.94	Good
2. Do you update it weekly/daily?	2.30	0.89	Fair
3. Do you stick to it?	2.44	1.01	Fair
4. Do you allow time for exercise and socializing with friends?	2.75	0.92	Good
5. Do you get at least 6 hours of sleep each night?	2.89	0.85	Good
6. Do you study at least 2 hours for every hour in class?	2.65	0.79	Good
7. Do you get your assignments done on time?	2.74	0.82	Good
8. Do you regularly attend your classes?	2.86	0.94	Good
Mean	2.65	0.45	Good

Parameters of Interpretation

3.26	-4.00	Very Good
2.51	-3.25	Good
1.76	-2.50	Fair
1.00	-1.75	Poor

Table 2.1 presents the extent of study habits of the students in terms of time management.

The extent of study habits of the grade 12 students in terms of time management has a composite mean of 2.65. Based on the indicators, they make a master schedule for each semester has a mean of 2.55 which is interpreted as good; they update weekly/ daily (2.30/ fair); they stick to it (2.44/ fair); they allow time for exercise and socializing with friends (2.75/ good); they get a least 6 hours of sleep each night (2.89/ good); they study at least 2 hours for every hour in class (2.65/ good); they get their assignments done on time (2.74/ good); and they regularly attend their classes (2.86/ good).

The findings mean that the grade 12 STEM students were good in time management but they need to improve their practice of updating the weekly and daily schedule as well as sticking to their activities and time allocation. Overall, the grade 12 students had a lot of room for improving their practices on time management.

Time the executives is the way toward arranging and practicing cognizant control of time spent on explicit exercises, particularly to build viability, effectiveness or profitability. It is a shuffling demonstration of different requests of study, public activity, business, family, and individual interests and duties with the limit of time. Utilizing time adequately gives the individual "decision" on spending/overseeing exercises at their own time and convenience (Morgenstern, 2004).

Table 2.2: Extent of Study Habits in terms of Study Environment

STUDY ENVIRONMENT	Mean	SD	Interpretation
1. Do you regularly study at the same time?	2.58	0.85	Good
2. Do you have an area where you always go to study?	2.34	0.90	Fair
3. Is your study area free of noise and distractions?	2.68	0.90	Good
4. Do you have all your supplies near you when you study?	2.65	0.89	Good
5. Is your area comfortable?	2.95	0.86	Good
6. Can you study for at least a half hour without getting up, walking about, taking snack or TV or phone breaks?	2.76	0.84	Good
7. Do your friends leave you alone when they know you want to study?	2.48	0.93	Fair
8. Do you use your time between classes to study?	2.39	0.95	Fair
Mean	2.61	0.48	Good

Parameter		Interpretation
3.26	-4.00	Very Good
2.51	-3.25	Good
1.76	-2.50	Fair
1.00	-1.75	Poor

Table 2.2 presents the extent of study habits of the students in terms of study environment. It reveals a composite mean of 2.61 which is interpreted as good. Based on the indicators, they regularly study at the same time (2.58/ good); and they have area where they always go to study (2.34/ fair); their study area free of noise and distractions (2.68/ good); they have all their supplies near them when they study (2.65/ good); their study area is comfortable (2.95/ good); they study for at least a half hour without getting up, walking about, taking snack or TV or phone breaks (2.76/ good); their friends leave them alone when they know they want them to study (2.48/ fair); and they use their time between classes to study (2.39/ fair).

Kelli (2009) places that for understudies to prevail in their investigations, they should have the option to properly absorb course content, digest it, think about it and have the option to verbalize the data in composed or potentially oral structure. What is principal is the capacity of an understudy to get compelling investigation propensities. Numerous understudies feel that the long stretches of study are the most significant. Notwithstanding, understudies can read for quite a long time and hold practically nothing. The more suitable inquiry is the means by which understudies should concentrate all the more successfully.

Table 2.3: Extent of Study Habits in terms of Test Taking Skills

TEST TAKING SKILLS	Mean	SD	Interpretation
1. Do you study for each class every day?	2.45	0.87	Fair
2. Do you start reviewing for major exams at least 3 days in advance?	2.63	0.94	Good
3. Do you belong to a study group?	2.88	0.92	Good
4. Do you attend extra help sessions or office hours provided by the instructor?	2.42	0.84	Fair
5. Do you know what kind of tests you will take, i.e., essay, multiple choice, and how to prepare for different types of tests?	2.80	0.83	Good
6. Can you predict what types of questions will be on the test?	2.85	0.86	Good
7. Are you able to finish your tests in the allowed period of time?	2.69	0.96	Good
8. If you do not do well on a test, do you review it with the instructor and/or analyze it to see where you had problems?	2.65	0.98	Good
Mean	2.67	0.41	Good

Parameter		Interpretation
3.26	-4.00	Very Good
2.51	-3.25	Good
1.76	-2.50	Fair
1.00	-1.75	Poor

Table 2.3 presents the extent of study habits of the students in terms of test taking skills revealing a composite mean of 2.67 which is interpreted as good. Based on the indicators, they study for each class everyday has a mean of 2.45 (fair); they start reviewing for major exams at least 3 days in advance (2.63/ good); they belong to a study group (2.88/ good); they attend extra help sessions or office hours provided by the instructor (2.42/ fair); they know what kind of tests they will take, i.e., essay, multiple choice, and how to prepare for different types of tests (2.80/ good); they predict what types of questions will be on test (2.85/ good); they able to finish their tests in the allowed period of time (2.69/ good); and they do not do well on a test, they review it with the instructor and/or analyze it to see where they had problems (2.65/ good). Findings imply that they need to improve their practice of studying for each class every day and attending extra help sessions or office house provided by the teacher.

Ashish (2013) opines that if understudies must guarantee scholarly accomplishment all through the whole year, it is imperative to jettison awful examination propensities and build up great ones. He further keeps up that regardless of what age or scholarly level, utilizing successful investigation procedures can have a significant effect between acing a class, scarcely passing or more awful and flopping pitiably. She concedes that huge numbers of the present most normal examination techniques or propensities can prompt articulate disillusionment regardless of best endeavors and aims. To Ashish (2013), knowing precisely what does and doesn't take a shot at an individual level, in any event, following examination designs and connecting it with related evaluations and afterward proactively making an investigation plan and timetable around the demonstrated viable techniques, is the most impressive examination instrument of all.

Table 2.4: Extent of Study Habits in terms of Note Taking Skills

NOTE TAKING SKILLS	Mean	SD	Interpretation
1. Are you able to take notes in class, keep up with the instructor, and understand the concepts at the same time?	2.65	1.00	Good
2. Do you have an efficient system of note taking?	2.71	0.94	Good
3. Do you review your notes after each class, preferably right after class?	3.01	0.83	Good
4. Do you know what is the "important stuff" to write down and what are the cues that this is important stuff?	2.64	0.83	Good
5. In addition to highlighting, do you make notes as you read class materials?	2.63	0.79	Good
6. Can you put class notes or notes from texts into your own words?	3.00	0.91	Good
Mean	2.77	0.50	Good

Parameter		Interpretation
3.26	-4.00	Very Good
2.51	-3.25	Good
1.76	-2.50	Fair
1.00	-1.75	Poor

Table 2.4 presents the extent of study habits of the students in terms of note taking skills showing a composite mean of 2.77 which is interpreted as good. Based on the indicators, they are all interpreted as good on they are able to take notes in class, keep up with the instructor, and understand the concepts at the same time (2.65); they have an efficient system of note taking (2.71); they review their notes after each class, preferably right after class (3.01); they know what is the "important stuff" to write down and what are the cues that this is important stuff (2.64); in addition to highlighting, they make notes as they read class materials (2.63); and they put class notes or notes from texts into their own words (3.0). However, they need to improve their practice of making notes as they need learning materials and writing down cues that are important to them and in the subject. Overall, the respndents have a lot of room for improving their practices on note taking skills.

Adeninyi (2011) keeps up that great investigation propensities permit understudies to concentrate autonomously at home and aim for higher instructive vocation. The development of good investigation propensities in auxiliary school level further fills in as the reason for understudies' presentation in outside assessments, for example, West African Examinations Council (WAEC), National Examinations Council.

Table 2.5: Summary Table of the Extent of Study Habits

Extent of Study Habits	Mean	SD	Interpretation
Time Management	2.65	0.45	Good
Study Environment	2.61	0.48	Good
Test Taking Skills	2.67	0.41	Good
Note Taking Skills	2.77	0.50	Good
Grand Mean	2.67	0.33	Good

Parameter		Interpretation
3.26	-4.00	Very Good
2.51	-3.25	Good
1.76	-2.50	Fair
1.00	-1.75	Poor

The Table presents the summary of the extent of study habits of the students disclosing an overall mean of 2.67 which is interpreted as good.

The idea of study propensity as indicated by Husain (2010) is wide, as it consolidates about all other sub-ideas, for example, study disposition, study strategies and study aptitudes. Disposition is a psychological and regular condition of status, sorted out through understanding, applying an immediate effect on the person's reaction to all articles and circumstances with which is connected. Demeanor towards study has extraordinary commitment on scholarly accomplishment, and great examination design.

Effective students embrace uplifting mentality towards study, and don't sit around or vitality over what they need to do. On the off chance that the learning experience is wonderful, the student's disposition and inspiration is typically positive, and if the learning experience isn't lovely he will in general maintain a strategic distance from it. Negative mentality towards concentrate some of the time discovers articulation in remark, for example, "I concentrate yet can't recall what I study" or "the exercises are excessively long". Disposition fills in as file on how we ponder individuals, items and issues in our condition. Study mentality, as per Husain (2000), alludes to the inclinations which understudies have created towards private readings through a timeframe. As indicated by him, study demeanor offers incredible opportunities for fruitful accomplishment in contemplates. Study strategy is the information and utilization of successful investigation aptitudes or procedures by understudies.

III. Respondents' Attitudes towards Physical Education as a Subject

Table 3: Degree of Respondents' Attitudes towards Physical Education as a Subject

Indicators	Mean	SD	Interpretation
1. My teacher shows concern to those students who cannot perform the activities well.	3.31	0.80	Very Positive
2. Good friendship can be developed through participation in competitive sports and games.	3.53	0.54	Very Positive
3. I am satisfied with my PE class.	3.15	0.77	Positive
4. I believe that PE subject provides opportunities for learning.	3.05	0.73	Positive
5. I feel that PE improves my attentiveness in academic classes.	2.76	0.87	Positive
6. I like PE because it helps develop personal discipline.	2.79	1.02	Positive
7. Regular physical activity offered in PE classes is a major pre-requisite to a satisfying life.	3.32	0.66	Very Positive
8.I enjoy PE because of the varied physical activities I can participate in.	3.28	0.60	Very Positive
9. My PE teacher has enthusiasm in teaching the subject.	3.10	0.75	Positive
10. I experience enjoyment in PE classes.	3.06	0.57	Positive
11. I am given the help I need by my PE teacher to improve my ability to play.	2.60	0.92	Positive
12. PE should remain in the curriculum because of its physical, mental, and emotional contribution to a person.	3.15	0.82	Positive
13. I can use my knowledge in PE when I finish my subject.	2.91	0.82	Positive
14. I believe that PE will enrich my life.	3.18	0.61	Positive
15. The two hours a week of physical activity is not enough for my health.	3.00	0.81	Positive
16. I am interested in PE because I am naturally inclined to dancing.	2.28	1.06	Negative
17. I like PE because it prevents me from hypo kinetic diseases.	2.80	0.94	Positive
18. I feel that PE is relevant to my degree.	2.52	0.91	Positive
19. PE provides situations for the formation of attitudes which will make me a better citizen.	2.76	0.75	Positive
20. Good teachers can do with limited facilities and equipment and still teach well.	3.18	0.69	Positive
21. My teacher in PE is easy to talk with.	3.32	0.84	Very Positive
22. As a student, being strong and highly fit is the most important thing in my life.	3.49	0.52	Very Positive
23. I like PE because it helps me to stay away from destructive habits.	3.26	0.71	Very Positive
24. I like PE subjects because I am good in ball games.	3.15	0.71	Positive
25. I dislike PE activities because I am forced to do activities that I hate most.	2.73	0.75	Positive
26. I hate to attend PE class because I do not want to exert too much effort.	2.50	1.05	Negative
27. Skill in active sports and games offered in PE classes is necessary for leading the fullest kind of life.	3.09	0.72	Positive
28. Most intellectual activities are just as refreshing as physical activities offered in PE course.	3.29	0.59	Very Positive
29. I like to attend PE classes even when I am wearing school uniform.	3.04	0.72	Positive
30. I prefer early morning schedules of PE activities that are strenuous.	3.07	0.54	Positive
31. My PE teacher embarrasses me when I make a mistake in executing the exercises.	2.67	0.91	Positive
32. I like PE because I am good in sports.	3.28	0.82	Very Positive
33. I like to participate in PE because equipment and facilities are always new.	2.80	0.86	Positive
34. I like to attend PE class even if it is held outside the arts center when there are important people, meetings or programs that would come up.	3.14	0.68	Positive
35. I participate in the PE activities not because I like them, but because of the grade I expect to get from attending the course.	3.07	0.83	Positive
36. PE provides nothing which would be of value to students after graduation.	2.30	1.02	Negative
37. Because of the high cost of equipment and materials, a school can push through their PE program without the necessary equipment for the student's use.	2.82	0.89	Positive
38. I feel that teachers in PE follow their personal feelings in grading their students.	2.71	0.91	Positive
39. I feel that the time spent in doing PE activities could be more profitably spent in other ways.	2.80	0.72	Positive
40. Anybody can handle PE activities such as exercises and games to have a healthy body without attending PE classes.	3.35	0.66	Very Positive
Mean	2.99	0.24	Positive

Parameter of Interpretation

3.26	-4.00	Very Positive
2.51	-3.25	Positive
1.76	-2.50	Negative
1.00	-1.75	Very Negative

Table 3 presents the degree of the respondents' attitudes towards Physical Education as a subject showing a composite mean of 2.99 which is interpreted as positive. Among the indicators that marked Very Positve are: teacher shows concern to those students who cannot perform the activities well; good friendship can be developed through participation in competitive sports and games; regular physical activity offered in PE classes is a major pre-requisite to a satisfying life; they enjoy PE because of the varied physical activities they can participate in; their teacher in PE is easy to talk with; as a student, being strong and highly fit is the most important thing in their life; they like PE because it helps them to stay away from destructive habits; most intellectual activities are just as refreshing as physical activities offered in PE course; and lastly, they like PE because they are good in sports and anybody can handle PE activities such as exercises and games to have a healthy body without attending PE classes.

As indicated by Begin (2013), the reason for training is to give people practices to assist them with knowing themselves mentally, organically, socially and socially, to gain proficiency with their privileges and obligations and to proceed with their lives in congruity with effective, glad and sound people.

IV. Extent of Bodily-Kinesthetic Intelligence of the Students

Table 4.1: Extent of Bodily-Kinesthetic Intelligence of the Students based on Basic Skill

BASIC SKILL LEVEL	Mean	SD	Interpretation
1. I like to be involved in dance activities in school.	2.95	0.81	CKC
2. Drama is one of my favorite performance activities in school.	2.71	0.80	CKC
3. Performance in a drama is my passion.	2.45	0.93	PCKC
4. I like to do some carpentry works or related to building things.	2.64	0.79	CKC
5. I am interested and do some electrical works at home in school.	2.77	0.88	CKC
6. I like molding and sculpting using different media.	2.78	0.78	CKC
7. I spend recess time not just eating but do some mobile activities.	2.75	0.74	CKC
8. I love to participate in classroom games.	2.91	0.77	CKC
9. It is my hobby to play sports during my free time.	2.58	0.85	CKC
10. Physical education subject is like coherence skills activity for me.	3.17	0.79	CKC
Mean	2.77	0.49	CKC

Parameter	Interpretation
3.26-4.00	Very Competent Kinesthetic Capacities
2.51-3.25	Competent Kinesthetic Capacities
1.76-2.50	Partly Competent Kinesthetic Capacities
1.00-1.75	Very Low Kinesthetic Not Competent Kinesthetic Capacities

Table 4.1 presents the extent of bodily-kinesthetic intelligence of the students based on basic skill revealing a composite mean of 2.77 which is interpreted as competent kinesthetic capacities (CKC). All indicators were marked CKC except which performance in drama being one's passion which they marked as PCKC. This implies that the students have developed their kinesthetic skills as manifested by their involvement in dancing, drama, carpentry works, electrical works, molding, sculpting, mobile activities, games and different forms of sports. Therefore, the students possess the necessary capacity to perform the basic skill required in their day to day endeavor as well as the different tasks in Physical Education.

Understudies with sensation insight learn through development and experimentation. They appreciate sports and exercises that require physical effort and authority. Some Kinesthetic individuals appreciate the aesthetic side of development, for example, move or any sort of imaginative development. These masterful kinds appreciate acting and acting before a crowd of people.

Table 4.2: Extent of Bodily-Kinesthetic Intelligence of the Students based on Complex Skill Level

COMPLEX SKILL LEVEL	Mean	SD	Interpretation
1. I can do miming when required in a performance.	2.86	0.80	CKC
2. I am active in theatrical activities.	2.31	0.72	PCKC
3. I imitate moments and performances in musicales.	2.20	0.92	PCKC
4. I am passionate about dancing.	2.76	0.84	CKC
5. I like to design different objects or works of arts.	2.83	0.87	CKC
6. I love to tinker parts of a car or anything related to auto repair.	2.67	0.70	CKC
7. I love sketching or designing houses or structures.	2.81	0.76	CKC
8. I participate in team sports.	2.95	0.86	CKC
9. I join zumba sessions regularly.	2.65	0.80	CKC
10. I join in fun run and other sports activities in the community.	3.05	0.73	CKC
Mean	2.71	0.42	CKC

Parameter	Interpretation
3.26-4.00	Very Competent Kinesthetic Capacities
2.51-3.25	Competent Kinesthetic Capacities
1.76-2.50	Partly Competent Kinesthetic Capacities
1.00-1.75	Very Low Kinesthetic Not Competent Kinesthetic Capacities

Table 4.2 presents the extent of bodily-kinesthetic intelligence of the students based on complex skill level revealing a composite mean of 2.71 which is interpreted as competent kinesthetic capacities. The table shows that the respondents marked all indicators as CKC except for two, being active in theatrical activities and imitating moments and performances in musicales. This is consistent with the data on the previous table which also shows PCKC in passion for performance in drama.

The findings imply that the grade 12 students have developed their bodily-kinesthetic capacity in executing complex skills as manifested by their ability to perform miming, complicated dance steps, designing work of arts, fixing car, sketching house design, team sports, zumba and community fun run. Therefore, the grade 12 students' bodily-kinesthetic competence makes them confident to succeed in some physical tasks in their physical education subject.

As per examine completed on youngsters in the top of the line of Junior School, imaginative move above all else enacts substantially sensation knowledge with melodic, verbal, spatial, relational and intrapersonal insight coming next (Keun& Hunt, 2006).

Table 4.3: Extent of Bodily-Kinesthetic Intelligence of the Students based on Coherence Skills Level

COHERENCE SKILLS LEVEL	Mean	SD	Interpretation
1. I am always involved in basic skills presentation.	2.89	0.79	CKC
2. I like to mime to express my thoughts and feelings.	2.53	0.76	CKC
3. I find time to be part in theatrical performances.	2.36	0.96	PCKC
4. I do sculpt activity during my free time.	2.85	0.83	CKC
5. I do some electronic works at home.	2.84	0.97	CKC
6. I love metal works and do my own work of out of it.	2.67	0.78	CKC
7. I do some words work or use wood for my art work.	2.94	0.78	CKC
8. I do regular exercise like running, walking, or jogging.	2.94	0.87	CKC
9. I am involved in active health program.	2.39	0.88	PCKC
10. I spend my vacation in coherence skills and physical activities	3.21	0.74	CKC
Mean	2.76	0.45	CKC
Grand mean	2.75	0.39	CKC

Parameter	Interpretation
3.26-4.00	Very Competent Kinesthetic Capacities
2.51-3.25	Competent Kinesthetic Capacities
1.76-2.50	Partly Competent Kinesthetic Capacities
1.00-1.75	Very Low Kinesthetic Not Competent Kinesthetic Capacities

Table 4.3 presents the extent of bodily-kinesthetic intelligence of the students based on coherence skills level showing a composite mean of 2.76 which is competent kinesthetic capacities (CKC). All indicators were marked as CKC except for finding time to be part of theatrical performances and being involved in active health program which they marked to be partly competent (PCKC).

It may be implied that the grade 12 STEM students have developed their bodily-kinesthetic competence in coherence skills as manifested by their skill presentation, artistically expressing of thoughts and ideas, advanced skill in sculpting, electronic works, like running, walking and jogging; however, they need more opportunities to develop in terms of theatrical performance.

Bodily-Kinesthetic intelligence is the ability to think in movement, using the ability to manipulate objects and several physical skills. This involves a sense of timing and perfection of skills through mind-body unison, which goes further than eye-hand coordination. Careers in this field include athletes, dancers, surgeons, actors, mimes, technician, typists, programmers, and jugglers. Mikhail Baryshnikov and Michael Jordan are both considered to have high Bodily/Kinesthetic intelligence. Students who have an excessive Bodily/Kinesthetic intelligence are often not able to sit still for long periods of time, learn better by doing rather than watching, and are usually involved in outdoor games or sports (Shepard, 2004; Stager, 2008).

Summary Table on Extent of Bodily-Kinesthetic Intelligence of the Students

Extent of Bodily-Kinesthetic

Intelligence	Mean	SD	Interpretation
Basic Skill Level	2.77	0.49	CKC
Complex Skill Level	2.71	0.42	CKC
Coherence Skills Level	2.76	0.45	CKC
Overall Average Mean	2.75	0.39	CKC

Parameter	Interpretation
3.26-4.00	Very Competent Kinesthetic Capacities
2.51-3.25	Competent Kinesthetic Capacities
1.76-2.50	Partly Competent Kinesthetic Capacities
1.00-1.75	Very Low Kinesthetic Not Competent Kinesthetic Capacities

The table presents the summary of the extent of bodily-kinesthetic intelligence of the students showing an overall mean of 2.75 which is interpreted as competent kinesthetic capacities. Based on the indicators, they are all competent kinesthetic capacities on basic skill level (2.77); complex skill level (2.71); and coherence skills level (2.76).

The overall findings on bodily-kinesthetic intelligence of the students reveal that they are competent in their performances using their bodily-kinesthetic intelligence. They can competently perform basic, complex, coherence skills through the different artistic, sports and other physical activities.

As indicated by Almeida et al (2016), the real sensation knowledge (BKI) alludes to development, making things, contacting. Individuals with this sort of knowledge love to convey well through non-verbal communication and be instructed through physical movement, carrying on, pretending, and hands on learning.

V. Level Of Academic Performance In Physical Education Subject Among The Respondents

Table 5: Respondents' Level of Academic Performance in Physical Education

Grade Range	Frequency	Percentage	Description
75 – 79	1	0.45	Fairly Satisfactory
80 – 84	12	5.45	Satisfactory
85 – 89	40	18.18	Very Satisfactory
90 – 100	167	75.92	Outstanding

Table 5 presents the level of academic performance in the Physical Education subject among the students showing that majority of the respondents achieved outstanding performance in Physical Education with a frequency of 167 (75.92%) out of 220. There were 40 (18.18%) with very satisfactory performance; 12 (5.45%), satisfactory; and only one (.45%), fairly satisfactory. Despite the fact that the STEM students are focused and pre-occupied with their academic activities, most of them are able to perform their tasks very satisfactorily.

School-based physical training classes fill in as a perfect road to give chances to understudies having ordinary physical action as understudies invest more energy at school than anyplace else with the exception of home. Be that as it may, physical training in schools is some of the time viewed as an extracurricular movement regardless of the affirmation of the advantages of physical action for youths. Numerous teachers, guardians and understudies accept that setting aside effort for physical training takes away from scholastic execution (Carlson et al, 2008).

VI. Testing Relationships

Table 6.1.1: Respondents' Age and Study Habits

Indicators	Chi-squared	p-value	Decision on Ho	Interpretation
Time management	23.905	0.776	Do not Reject Ho	Not significant
Study environment	33.219	0.313	Do not Reject Ho	Not significant
Test taking skills	43.188	0.033*	Reject Ho	Significant
Note taking skills	11.831	0.922	Do not Reject Ho	Not significant

Table 6.1.1 presents the test of relationship between the respondents' age profile and study habits. The Table reveals that among the indicators of study habits, it is only in test taking skills that age is found to be associated with. The p-value of 0.033 is less than the 0.05 level of significance; hence, the hypothesis is rejected. There is a significant relationship between the age of respondents and their test taking skills. The rest of the indicators showed p-values (0.776, 0.313 and 0.922) that are greater than the 0.05 level of significance, thus, failing to reject the null hypothesis.

As indicated by Arul (2014), learning can be colossally satisfying, yet concentrating for the most part includes difficult work. The initial move towards compelling examination propensities is to look up to this reality. One need not feel regretful on the off chance that one doesn't anticipate considering. When an individual acknowledges the reason that contemplating doesn't easily fall into place, it ought to be evident that one needs to set up a composed program to advance satisfactory examination. Figuring out how to consider is actually a long haul process. As one continues examining, one discovers more procedures and techniques that offer new data driving one on an intriguing and fruitful course.

Table 6.1.2 Respondents' Sex Profile and Study Habits

Indicators	Chi-squared	p-value	Decision on Ho	Interpretation
Time management	8.893	0.883	Do not Reject Ho	Not significant
Study environment	13.908	0.532	Do not Reject Ho	Not significant
Test taking skills	11.043	0.683	Do not Reject Ho	Not significant
Note taking skills	4.207	0.938	Do not Reject Ho	Not significant

Table 6.1.2 presents the test of relationship between the students' sex profile and study habits showing that sex is not associated with any of the indicators of study habits as evidenced by the p-values of 0.883, 0.532, 0.683 and 0.938 which

are all greater than the 0.05 level of significance. Hence, the null hypothesis which states that there is no significant relationship between sex and study habits is accepted.

Table 6.2: Respondents' Profile and Attitude towards P.E.

Profiles	Chi-squared	p-value	Decision on Ho	Interpretation
Age	28.259	0.249	Do not Reject Ho	Not significant
Sex	8.428	0.751	Do not Reject Ho	Not significant

Table 6.2 presents the test of relationship between the respondents' profile and attitude towards P.E. showing p-values of 0.249 (for age) and 0.751 (for sex). Both p-values are greater than the 0.05 level of significance, hence, accepting the null hypothesis that there is no significant relationship between respondents profile and their attitude towards PE.

Table 6.3.1: Respondents' Age Profile and Bodily-Kinesthetic Intelligence

Indicators	Chi-squared	p-value	Decision on Ho	Interpretation
Basic skill level	21.261	0.926	Do not Reject Ho	Not significant
Complex skill	21.824	0.789	Do not Reject Ho	Not significant
Coherence skill	35.333	0.231	Do not Reject Ho	Not significant

Table 6.3.1 presents the test of relationship between the respondents' age profile and their bodily kinesthetic intelligence. The Table shows p-values of 0.926 for basic skill, 0.789 for complex skills and 0.231 for coherence skill which are all greater than the 0.05 level of significance; hence, the null hypothesis that there is no significant relationship between age and bodily kinesthetic intelligence is accepted.

This means that regardless of age, the respondents were competent in bodily-kinesthetic intelligence as manifested in their basic skills, complex skills and coherence skills.

Table 6.3.2: Respondents' Sex Profile and Bodily-Kinesthetic Intelligence

Indicators	Chi-squared	p-value	Decision on Ho	Interpretation
Basic skill level	11.247	0.794	Do not Reject Ho	Not significant
Complex skill	5.755	0.972	Do not Reject Ho	Not significant
Coherence skill	10.518	0.786	Do not Reject Ho	Not significant

Table 6.3.2 presents the test of relationship between the respondents' sex profile and their bodily kinesthetic intelligence revealing the p-values of 0.794 for basic skill, 0.972 for complex skill and 0.786 for coherence skill which are all greater than the 0.05 level of significance thereby accepting the null hypothesis which states that there is no significant relationship between sex and bodily kinesthetic intelligence.

This means that regardless of sex the respondents are competent in their bodily-kinesthetic capacities. Male and female students can competently perform physical tasks because they have developed their basic skills, complex skills and coherence skills.

Table 6.4: Respondents' Profile and Academic Performance

Profiles	Chi-squared	p-value	Decision on Ho	Interpretation
Age	49.376	0.026*	Reject Ho	Significant
Sex	19.910	0.264	Do not Reject Ho	Not significant

Table 6.4 presents the test of relationship between the respondents' profile and academic performance. The Table reveals that age and academic performance are significantly associated as evidenced by the computed p-value of 0.026 which is less than the 0.05 level of significance, rejecting the null hypothesis. On the other hand, the computed p-value for sex and academic performance is 0.264 which is greater than the set level of significance thereby accepting the null hypothesis.

The findings imply that the older the students become the more likely they perform satisfactorily in the different tasks in Physical Education. Older students who are endowed with physical skills and whose psychomotor skills are fully developed are more inclined and interested to tasks that challenged their bodily-kinesthetic capacity.

As indicated by Caspersen, Powell and Christenson (2015), physical action is 'any substantial development created by skeletal muscles that bring about vitality consumption' and physical wellness is characterized as 'a lot of characteristics that individuals have or accomplish that identifies with the capacity to perform physical movement. How much individuals have these characteristics can be estimated with explicit tests'.

Table 6.5: Respondents' Study Habits and Attitudes towards P.E.

Variables	Pearson-r	Degree of correlation	p-value	Decision on Ho	Interpretation
Time management	-0.002	No correlation	0.972	Do not Reject Ho	Not significant
Study environment	0.048	Negligible	0.475	Do not Reject Ho	Not significant
Test taking skills	0.030	Negligible	0.656	Do not Reject Ho	Not significant
Note taking skills	0.079	Negligible	0.242	Do not Reject Ho	Not significant

Table 6.5 presents the test of relationship between the students' study habits and attitudes towards P.E. showing all p-values (0.972, 0.475, 0.656 and 0.242) that are greater than the 0.05 level of significance. This led to the acceptance of the null hypothesis that there is no significant relationship between the respondents' study habits in terms of time management, study environment, test taking skills and note taking skills and their attitudes towards Physical Education.

This finding implies that regardless of the study habits of the grade 12 STEM students their attitudes toward Physical Education subject remains positive. The students' time management skill, use of study environment, test taking skills and note taking skills are good and these have no significant impact on the understanding and perspective towards Physical Education as a subject in senior high school.

Table 6.6.1: Respondents' Study Habits on Time Management and Bodily-Kinesthetic Intelligence

Variables	Pearson-r	Degree of correlation	p-value	Decision on Ho	Interpretation
Basic skill level	0.072	Negligible	0.285	Do not Reject Ho	Not significant
Complex skill	0.037	Negligible	0.581	Do not Reject Ho	Not significant
Coherence skill	0.080	Negligible	0.235	Do not Reject Ho	Not significant

Table 6.6.1 presents the test of relationship between the students' study habits on time management and bodily-kinesthetic intelligence. The Table shows that the computed p-values of study habits in terms of basic skill (0.285), complex skill (0.581) and coherence skill (0.235) are greater than the 0.05 level of significance thereby accepting the null hypothesis which states that there is no significant relationship between the respondents' bodily kinesthetic intelligence and their study habits in terms of basic skill, complex skill and coherence skill.

Therefore, regardless of the grade 12 students' manner of studying, they possess and make use of their basic skills, complex skill and coherence skill to complete tasks in their physical education subject.

Table 6.6.2: Respondents' Study Habits on Study Environment and Kinesthetic Intelligence

Variables	Pearson-r	Degree of correlation	p-value	Decision on Ho	Interpretation
Basic skill level	-0.012	Negligible	0.863	Do not Reject Ho	Not significant
Complex skill	0.017	Negligible	0.803	Do not Reject Ho	Not significant
Coherence skill	0.044	Negligible	0.513	Do not Reject Ho	Not significant

Table 6.6.2 presents the test of relationship between the respondents' study habits on study environment and bodily kinesthetic intelligence showing computed p-values (0.863, 0.803 and 0.513) that are greater than the 0.05 level of significance which led to the acceptance of the null hypothesis; hence, there is not significant relationship between the respondents' bodily kinesthetic intelligence and their study habits in terms of basic, complex and coherence skills.

Therefore, regardless of the respondents' manner of studying based in terms of their study environment, they possess and make use of their basic skills, complex skill and coherence skill to complete tasks in their physical education subject.

Table 6.6.3: Respondents' Study Habits on Test Taking Skills and Kinesthetic Intelligence

Variables	Pearson-r	Degree of correlation	p-value	Decision on Ho	Interpretation
Basic skill level	0.106	Very low	0.116	Do not Reject Ho	Not significant
Complex skill	0.103	Very low	0.129	Do not Reject Ho	Not significant
Coherence skill	0.66	Negligible	0.333	Do not Reject Ho	Not significant

Table 6.6.3 presents the test of relationship between the respondents' study habits on test taking skills and bodily kinesthetic intelligence. It is shown that all the computed p-values of 0.116, 0.129 and 0.333 respectively for basic, complex and coherence skills are greater than the 0.05 level of significance; thus, the null hypothesis stating that there is no significant relationship between the respondents' study habits in terms of test taking skills and bodily kinesthetic intelligence is accepted.

Therefore, regardless of the respondents' manner of studying based in terms of their test taking skill, they possess and make use of their basic skills, complex skill and coherence skill to complete tasks in their physical education subject.

Table 6.6.4: Respondents' Study Habits on Note Taking Skills and Kinesthetic Intelligence

Variables	Pearson-r	Degree of correlation	p-value	Decision on Ho	Interpretation
Basic skill level	0.065	Negligible	0.336	Do not Reject Ho	Not significant
Complex skill	0.126	Very low	0.063	Do not Reject Ho	Not significant
Coherence skill	0.041	Negligible	0.544	Do not Reject Ho	Not significant

Table 6.6.4 presents the test of relationship between the respondents' study habits in terms of note taking skills and bodily kinesthetic intelligence showing that basic skill and study habits computed a p-value of 0.336; complex skill and study habits, 0.063; and coherence skill and study habits, 0.544. These p-values are greater than the 0.05 level of significance; therefore, the null hypothesis that there is no significant relationship between the respondents' study habits in terms of note taking and their bodily kinesthetic intelligence is accepted.

Therefore, regardless of the respondents' manner of studying based in terms of note taking, they possess and make use of their basic skills, complex skill and coherence skill to complete tasks in their Physical Education subject.

Table 6.7: Respondents' Study Habits and Academic Performance

Variables	Pearson-r	Degree of correlation	p-value	Decision on Ho	Interpretation
Time management	-0.008	No correlation	0.905	Do not Reject Ho	Not significant
Study environment	0.057	Negligible	0.403	Do not Reject Ho	Not significant
Test taking skills	0.092	Negligible	0.175	Do not Reject Ho	Not significant
Note taking skills	0.178	Low correlation	0.039*	Reject Ho	Significant

Table 6.7 presents the test of relationship between the respondents' study habits and academic performance revealing that among the indicators of study habits, it is with note taking skills that a significant relationship is noted because the p-value of 0.038 is less than the 0.05 level of significance, hence, rejecting the null hypothesis. A significant relationship is noted between the respondents' study habits in term of note taking and their academic performance.

Therefore, the respondents' note taking skills to a certain extent affect their academic performance. Some students who practiced note taking are likely to have higher grades compared to those who do not practice.

Carlson (2015) showed that understudies would lose enthusiasm for physical action if the topic needs challenges or the educators rehash a similar class exercises without carrying enjoyable to the youngsters. Siedentop (2004) additionally contended that a multi-action educational program with a progression of transient units would contrarily impact the perspectives of understudies toward physical training. Conversely, found that it is hard for understudies to keep up interests in customary group activities than in singular games or exercises. Also, Tannehill et al. (2014) found that, if physical

instruction in school educational plans turns into a peripheral status, it would negatively affect understudies' mentalities (Subramaniam and Silverman, 2007).

Table 6.8: Respondents' Attitude towards P.E. and Bodily-Kinesthetic Intelligence

Variables	Pearson-r	Degree of correlation	p-value	Decision on Ho	Interpretation
Basic skill level	0.190	Low correlation	0.005**	Reject Ho	Significant
Complex skill	0.207	Low correlation	0.002**	Reject Ho	Significant
Coherence skill	0.215	Low correlation	0.001**	Reject Ho	Significant

Table 6.8 presents the test of relationship between the students' attitude towards P.E and bodily-kinesthetic intelligence. The table reveals that the respondents' attitude towards PE is significantly associated with their bodily kinesthetic intelligence in terms of the basic, complex and coherence skills. The computed p-values of 0.005, 0.002 and 0.001 are less than the 0.05 level of significance thereby rejecting the null hypothesis which states that there is no significant relationship between the respondents' attitude towards PE as a subject and their bodily kinesthetic intelligence.

Therefore, students who have positive attitude towards PE subject are likely to possess high level of basic skill, complex skill and coherence skill.

Sensation learning is in like manner a way a couple of teachers are interfacing with at danger understudies. This indicating method keeps understudies included and dynamic which keeps understudies attracted, thusly taking in the material (Garland, 2010).

Table 6.9: Respondents' Attitude towards P.E. and Academic Performance

Variables	Pearson-r	Degree of correlation	p-value	Decision on Ho	Interpretation
attitude towards PE and academic performance	-0.008	No correlation	0.905	Do not Reject Ho	Not significant

Table 6.9 presents the test of relationship between the respondents' attitude towards P.E and academic performance revealing a computed p-value of 0.905 which is greater than the 0.05 level of significance. Therefore, the null hypothesis is accepted. There is no significant relationship between the respondents' attitude towards P.E. and their academic performance.

Therefore, regardless of their attitude towards the subject they perform very satisfactorily or excellently in the subjects. Students who may have shown not so good attitude towards P.E subject may perform satisfactorily in some physical tasks.

As indicated by an audit of the writing on youngsters' Attitudes toward Physical Education/Activity (ATPEA) by Solmon (2013), kids' attributes and logical elements are two central point that are identified with kids' perspectives. Youngsters' qualities allude to kids' age, sexual orientation and athletic ability.

Table 6.10: Respondents' Bodily-Kinesthetic Intelligence and Academic Performance

Variables	Pearson-r	Degree of correlation	p-value	Decision on Ho	Interpretation
Basic skill	-0.179	Inverse Very low	0.050*	Reject Ho	Significant
Complex skill	-0.053	Inverse negligible	0.435	Do not Reject Ho	Not significant
Coherence skill	-0.047	Inverse negligible	0.489	Do not Reject Ho	Not significant

Table 6.10 presents the test of relationship between the respondents' bodily-kinesthetic intelligence and academic performance. Results reveal that among the indicators of bodily kinesthetic intelligence, it is with the basic skill that an association with academic performance is established because its computed p-value of 0.050 is less than the 0.05 level of significance. The p-values of other bodily kinesthetic intelligence indicators (0.435 and 0.489) are greater than the set significance level, hence, no relationship.

Therefore, students with higher level of basic skill are more likely to have lower academic performance in physical education.

Further, dancing activities, drama, carpentry works, electrical works, molding, sculpting, games and sports have pre-occupied the students in their P.E time and free time that have adversely affected their academic ratings.

Scientists in the field of Physical Education (PE) demonstrated that distinguishing and understanding the elements that are related with youngsters' physical movement cooperation are basic to the advancement of present and long-lasting physical action investment (Ding et al., 2006). Among numerous variables, the youngsters' demeanor is viewed as a key factor that impacts physical action support (Ding et al., 2006).

Summary Table for Indicators with the lowest Mean

TIME MANAGEMENT		Mean	SD	Interpretation	
Do you update it weekly/daily?			2.30	0.89	Fair
	Mean	2.65	0.45	Good	
STUDY ENVIRONMENT					
Do you use your time between classes to study?			2.39	0.95	Fair
	Mean	2.61	0.48	Good	
TEST TAKING SKILLS					
Do you attend extra help sessions or office hours provided by the instructor?			2.42	0.84	Fair
	Mean	2.67	0.41	Good	
NOTE TAKING SKILLS					
In addition to highlighting, do you make notes as you read class materials?			2.63	0.79	Good
	Mean	2.77	0.50	Good	
Degree of the Students' Attitudes towards Physical Education as a Subject					
I am interested in PE because I am naturally inclined to dancing.			2.28	1.06	Negative
	Mean	2.99	0.24	Positive	
BASIC SKILL LEVEL					
Performance in a drama is my passion.			2.45	0.93	PCKC
	Mean	2.77	0.49	CKC	
COMPLEX SKILL LEVEL					
I imitate moments and performances in musicales.			2.20	0.92	PCKC
	Mean	2.71	0.42	CKC	
COHERENCE SKILLS LEVEL					
3. I find time to be part in theatrical performances.			2.36	0.96	PCKC
	Mean	2.76	0.45	CKC	

The table presents the summary of indicators with the lowest mean. This is taken consideration in designing the proposed enhanced program.

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