

RELATIONSHIP AND ENGAGEMENT OF JUNIOR HIGH SCHOOL STUDENTS IN PHYSICAL EDUCATION CLASSES

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ABSTRACT

Relationship and engagement of Junior High School students in Physical Education classes cover the social well-being that is characterized by the interpersonal relationship between teacher and students. This study focused on determining the relationship and engagement of junior high school students in physical education classes, specifically the peer and teacher relationship. This study addressed the following questions: (a) what is the level of physical education activities engagement of the junior high school students? and (b) What is the level of peer relation and teacher relation that junior high school students develop among themselves and their teachers? The study employed a quantitative method in identifying the relationship and engagement of junior high school students in physical education classes. The total population was composed of two hundred (200) students. There were fifty (50) participants per grade level, grade seven (7) to grade ten (10). A questionnaire composed of the Physical Activities and the attributes about peer relation and teacher relation was used. The proper way of involving junior high school students to physical education activities should be conducted carefully to ensure and maintain good relationship of junior high school students among their peers and their teachers. Anent this, the study recommends future research to explore on the Impact of Physical Education activities on the social relations adjustment of Junior High School students. The study also suggests to conduct pre and post- test to the Junior High School students in finding the impact of Physical Education activities to their social relations adjustment.

Keywords: *Peer relation, teacher relation, social relationship, physical activities.*

1. INTRODUCTION

Junior High School includes grades 7 to 10 around the ages of 12-15. Students on these levels are passing through early adolescence, a period of transition and change. This process requires the student to move from a small and comfortable environment to a bigger and unfamiliar educational setting. It also implies they have to set up new friendships when peer acknowledgment is critical (Dillon, 2008). Secondary school is a vital timeframe in an adolescent's life. It is at this time that students are making decisions about their course taking and future educational and career plans. It is also the time when parental authority is being challenged by peer pressure. Adolescents' decisions to engage in physical activities are affected by the social aspects of the activity, including the opportunity for affiliation, being part of a team, and the social status it offers (Mohammad, Abraham, & Singh, 2011; Wallhead, 2013).

Baumeister and Leary (1995) recognize the "need to belong" as an essential human inspiration significant to cognitive processes and positive impact. Regular physical activity and active play during childhood and adolescence is associated with several physical and psychological benefits (Byers & Walker, 1995; Calfas & Taylor, 1994; Janz et al, 2006; Mohammad et al., 2011). Peer relationships offer essential opportunities for camaraderie and recreation (Bukowski, Hoza, & Boivin, 1994) and may set the occurrence for physically dynamic alternatives to intake and inactive behavior. Connell and Wellborn (1991) allotted a focal part to social prosperity in inspiring academic performance. They set that people have crucial necessities for structure, independence, and relatedness and that the degree to which they can satisfy these necessities inside a certain setting will foresee their commitment in that situation, and at last, their performance. Adolescents are also likely to look for peers with states of mind and behaviors comparative and diverse from themselves (Kupersmidt, Griesler, DeRosier, Patterson, & Davis, 1995). According to Wang, Haertel, and Walberg (1998), companions can encourage the improvement of individual versatility

by securing against burden and giving a steady, strong wellspring of concern. Since peers apply important impact on the daily conduct of young people, they can likewise add to great developmental results.

According to Bandura, Barbaranelli, Caprara, and Pastorelli, (1996), companions with positive attitudes and behaviors toward education will permit and show each other to set objectives that incorporate chances to learn and accomplish. In a situation, which companion models don't pass on uplifting states of mind toward adopting, at that point the students observing these models will not prioritize learning in their own lives. They will figure out how to organize different objectives.

Social well-being is characterized by the improvement and upkeep of important interpersonal relationships (Powers, Dodd, & Jackson, 2011). Various research studies bear witness to the significance of strong connections in the family, school and associated settings to effective prosperity and academic achievement, especially amid puberty (Han et al., 2012; Woolley & Grogan-Kaylor, 2006). Gutman, Sameroff, and Eccles (2002) defined social help as information driving an individual to accept that he or she is cared for, cherished, regarded, and valued. Junior high school students are normally at an intersection with their social development at this transitional age, however, when the genuine progress to another school is included in with the general confusion, the troubles turn out to be more unpredictable. In phase II of a longitudinal study (Akos, 2002), the study comes about showed numerous students saw keeping up and associating with companions as a positive part of a junior high school. Furthermore, Social Determination Theory (Ryan & Deci, 2000) sets relativity yearning to high-quality social connections, as a mental need key to educational inspiration and prosperity. Wormeli (2011) expressed how having a place is one of the essential worries for junior high school students; tending to it is critical for an effective progress. In any case, fitting in or being acknowledged by peers isn't generally simple. Moreover, decreased levels of peer exploitation, increased levels of peer acceptance and having more companions are related with less depressive and incorporating indications. (Bauman, 2008; Klima & Repetti, 2008). Sarason, Levine, Basham, and Sarason (1983) noted that social support infers the availability of individuals to whom a person can depend, and who certifies that they are cared for and valued.

There is a thorough list of dissimilarities that can be found between schools - specifically, in terms of its education system, the administration, the teachers, the students and others involved - the association or the relationship however, that the teacher and the students have been the same. Pianta (2004) delineated the positive teacher-student relationship as an open communication and also as emotional and academic provision that occurs between teachers and students. Although the parent-child relationship plays a large role in a student's social-emotional competence in the years (Ranson & Urichuk, 2008). After the start of schooling, interpersonal relationships made an impact to teacher-student development, especially in relation to self-concept (Pianta, Hamre, & Stuhlman, 2003). Interpersonal relationship may change student's behavior because of the impact made by the strong association that is built. Research confirms that the teachers and students envision the quality of their relationships differently because of the internal representations of relationships that reflect both specific appraisals and more stable individual perceptions about self and others (Hughes, 2011). Students and teachers' perception differs based on how they interpret each other's actions and treatments.

One of the most powerful and important component within the learning environment is the Teacher-student relationship. A major factor influencing students' progress, school involvement and educational motivation, teacher-student bond creates the foundation of the social context in which knowledge takes place (Hughes, & Chen, 2011; Spilt, Koomen, & Thijs, 2011). The teacher-student relationship is a good foundation to start good communication and a better exchange of learnings. Harter (1999) suggested that student's relationships with their teachers can affect their self-concept and explained that when teachers are affectionate, supportive, and inclusive, students will do again and adopt these positive features of the relationship by developing positive self-evaluations. These positive features involve the support of the teacher to the students and of the students to the teacher, the way students show respect to the teacher and the way the teacher show appreciation to his or her students.

Understanding and affirmative relationships between the teacher and the students eventually promote a sense of school belonging and motivate students to participate cooperatively in classroom activities (Hughes & Chen, 2011). These impacts change the students' point of view and can ultimately increase their knowledge not just in the academic aspect but also in outside school scenarios.

Physical Education is the area of training that educates on the cognitive, affective, psychomotor, and health-related aspects of physical movement concepts and motor skill development (Greory, 2006). A well-planned physical education program offers students with social and emotional benefits (National Association for Sport and Physical Education, 2001). There was a study about why students chose to participate in a physical education class wherein they found that high school students agreed that they enjoyed getting out and moving, they are interested in competitive team sports, that physical education class made them healthier, and they had fun (Chepko & Coughlin, 2005; Mohammad et al., 2011). Physical

activities influence many factors positively such as self-construction, social adjustment (İlhan, 2007), attention level (Baron & Faubert, 2005), hyperactivity and enjoyment level, motor behaviors and social capacities (Erdem, 2005), and communication skills (Krebs, 2005). The NASPE (2004) suggests that middle and high school students take part in at least 225 minutes of physical activity every week or 45 minutes every day. Routine physical activity plays a significant part in helping in the support of one's physical, physiological and psychological welfare (Bonomi & Westerterp, 2012).

At the present there seem to be no studies to show the integration of the different literatures on the physical education relationship and engagement of junior high school students. Hence, this study was address the questions: (a) What is the level of physical education activities engagement of the junior high school students? and (b) What is the level of peer relation and teacher relation that junior high school students develop among themselves and their teachers?

2. METHODS AND MATERIALS

2.1 Research Design

The study employed a quantitative method in identifying the relationship and engagement of junior high school students in physical education classes. This study employed a descriptive design to understand the subject's taught on the relationship and engagement of junior high school students in physical education classes. The descriptive design allowed observing and describing the behavior of the subject without influencing it. It also focused on the current status of the subject.

2.2 Participants and Setting

The respondents were the junior high school students of Saint Louis University - Laboratory High School (SLU-LHS) of the academic year 2017-2018. This study employed a stratified random sampling wherein the population was divided according to their grade level and each section per grade level has an equal and independent chance of being included in the sample.

The total population was composed of two hundred (200) students, there were fifty (50) participants per grade level, grade seven (7) to grade ten (10). To be eligible as subjects, the participants met the following standard: (a) enrolled as junior high school student of SLU-LHS, (c) must be at the age of twelve (12) to fifteen (15), and (d) must be enrolled in physical education subject of the school.

2.3 Data Gathering Materials and Procedures

The study used a questionnaire as its main gathering data tool that was administered to the respondents. All of the Physical Education activities of the junior high school students that were based on the K to 12 curriculum guide was specified. Physical education activities, structured activities considered physical fitness (e.g. aerobic exercise programs), games and sports (e.g. individual and dual sports, team sports, sports officiating, active recreation - indoor and outdoor), rhythms and dance (e.g. folk/indigenous, ethnic, traditional/festival dances, hip-hop, street dance, cheer dance, contemporary, social, ballroom dances, and etc.). Students responded if they practiced any of those activities. They also answered 20 items which indicated their experiences with their peers and with their P.E teacher which identified the relationship and engagement of junior high school students in physical education classes. The 20 items were divided into two parts (10 for peer relation and 10 for teacher relation) and were measured using the Likert Scale.

A 4-point Likert Scale was used to measure the impact of physical education activities to the social-relations adjustment of junior high school students. For the reliability test the instrument was tested with the Junior High School students of University of Baguio. The Cronbach Alpha was utilized to compute for its reliability coefficient that yielded an r value of 0.95 indicating the instrument was very high reliable. In order to ensure that the items of the questionnaire were valid and appropriate, the instrument was presented for review to the panel members comprising the STELA's Associate Dean, Department Head, selected Supervising Instructors and Professional Educators. The instrument is finalized by incorporating all comments and suggestions given by the panel members.

First, the researchers sent a formal letter addressed to the Principal of Saint Louis University Laboratory High School asking permission for the administration of the questionnaire. Second, a preliminary profile survey was done to identify the number of respondents who participated in the study. Third, researchers introduced themselves and their topic to the participants. Lastly, they were given their consent, the researchers administered the questionnaire and instructed the participant of what they should do. The participation of the student respondents were voluntary. The respondents were permitted to decline

should they wish not to participate. In case they decided to participate then later withdraw, they may inform the researcher and be asked to return the questionnaire.

2.4 Data Analysis

The study employed the descriptive statistics to summarize the data in identifying the relationship and engagement of junior high school students in physical education classes. Specifically, the frequency count, ranking and weighted mean were used to identify the relationship and engagement of junior high school students in physical education classes.

2.5 Ethics of Research

The junior high school students enrolled in Physical Education (P.E) who were willing to participate were the respondents of the study. To identify these students and for the administration of the questionnaire, a letter of permission was sent to the Principal of Saint Louis University Laboratory High School (SLU-LHS).

All etiquettes regarding the conduct of data collection from the junior high school students were strictly followed. Consideration was given for the safety, privacy and confidentiality of all information and data gathered. The information that was gained from the findings of the study was disseminated to Saint Louis University Laboratory High School (SLU-LHS).

3. RESULTS AND DISCUSSION

Table 1: Level of physical education activities engagement

Physical Education Activities	Percentage of Engagement	Interpretation
A. Aerobic Exercise	44.5	Average
B. Individual and Dual Sports	82.5	Very high
C. Team Sports	72.0	High
D. Sports Officiating	49.0	Average
E. Rhythmic Dances	66.0	High
F. Active Recreation- Indoor and Outdoor games.	82.5	Very High

For table 1, which indicates the results for the level of engagement of junior high school students in physical education activities, the following are the discussions:

Aerobic Exercise. A percentage of 44.5 indicates that the level of physical education activities engagement of the junior high school students is average. Since the respondents are millennial, they are more into technology and something that is very interesting. Carlson (1995) stated that students would lose interest in physical activity in case the subject lacks challenges or the teachers repeat the same class activities without conveying enjoyable to the students. According to Robinson, Segal & Smith (2018), exercise also has the ability to reduce stress, improve a person's mood and create a calming effect because of the release of norepinephrine and endorphins to the brain. Coakley and White (1992) revealed that the shift from childhood to adulthood was a crucial risk time for drop-out. Teens did not desire to be linked with activities which they defined as 'childish' and as an alternative they picked activities that were independent and deliberated a more mature distinctiveness upon them.

Individual and Dual Sports. Having 82.5%, the study found that Junior High School students have very high level of engagement in Individual and Dual Sports. According to Lo (2017), dual sports cultivate relationships among their team mates. It also develops sense of selflessness, teamwork and community. Whitney Kraft, director of tennis at the National Tennis Center stated that individual sports such as tennis (and golf, track, swimming, etc.) have many unique benefits for kids that aren't as prominent in team sports. Apart from encouraging the development of fine and gross motor skills, agility, endurance, and hand-eye coordination, as almost all sports do, individual sports combine physical fitness with mental development.

Team Sports. A percentage of 72.0 means that it has a high level of engagement. According to Van Tassel (2015), Team Sports develops relationship among their peers which is a great way to expand their social skills and understand expectations. Team sports are said to reinforce the five C's: competence, confidence, connections, character, and caring. At the core of this is confidence – an improved sense of self because of better social connections, more grounded relationships, and higher academic performance (Maslen, 2015). Team sports push to individuals to completely confide in others. Regardless of the level of capacity of your teammates, team sports will push you to depend on another person and that is serious for the improvement of healthy relationships. Another important point is that team sports inspire students to appreciate a sense of community and be less egotistic, which is more significant than ever in the period of social media. Team

sports require communication, an idea of what is going on to others, and the appreciation that individual performances don't ensure anything. According to Gleason (2007), **this generation – Millennial is** team-oriented. They want to be part of the group, like to come together and fear being seen as an individual who habitually does things contrary from the majority of people, not for the sake of being completely diverse and special, but for the reason that they favor to do so.

Sports Officiating. A percentage of 49.0 showed that it has an average level of engagement. Students prefer more to play than to officiate a sport. In this physical education activity, learners will learn the rules, game play, and guidelines for a variety of sports, including soccer, baseball, softball, basketball, volleyball, football, and tennis. Moreover, they will learn the officiating calls and hand signals for each sport, as well as the role a sport official plays in maintaining fair play. However, students are more interested of playing than officiating a game.

Rhythmic Dances. A percentage of 49.0 indicated that it has a high average level of engagement. Based on Giguere (2011), rhythmic dances allow exploration and awareness and encourage autonomy. Genette (2016) stated that dance is a fantastic physical activity. It can involve many different genres of music while incorporating whole-body movements. Still, students may reject the thought of participating in dance during physical education, whether it is due to lack of perceived confidence, the fear of embarrassment, or the irrelevant dances they think they will have to learn. Conventionally, square and country line dancing to “older folkly music” have been the emphasis of most P.E. programs. Unluckily, these are not the dances many learners recognize with or want to practice outside of physical education. Millennial learners have a shorter attention span, prefer interactive, experiential and collaborative learning, are very comfortable with technology, and like informal and stimulating environments (Sanchez, 2016).

Active Recreation- Indoor and Outdoor Games. A percentage of 82.5 is a clear indication that it has a very high level of engagement. According to Manitoba (2017), active recreation games turn strangers into neighbors bringing people together where friendships and abilities can grow in a positive environment. According to Stephenson (2002), the outdoors can be defined as an exposed and continually changing environment, where it has the potential to experience freedom, uncultured and energetic movements, and connection with natural elements. As stated by Maynard and Waters (2007), during the time that they play outside, teenagers benefit from being exposed to sunlight, natural elements, and open air, which contributes to bones development, stronger immune system and physical activity. Active recreation activities help people to relax and provide a calming effect to the nerves. These will also help them release the pressure and sustain stability.

Table 2: Level of peer relation

Indicator	Mean (n=200)	Interpretation
A. I am comfortable interacting with my classmates in P.E. activities.	3.270	Always
B. I feel confident with my group mates during P.E. activities.	3.055	Often
C. I can get along with other students easily during P.E. activities.	3.110	Often
D. I feel accepted every time I play with my classmates.	3.155	Often
E. My group mates recognize my contribution to the group.	3.165	Often
F. I feel I'm not alone when my classmates are there to support and play with me.	3.300	Always
G. I take my friends' criticisms positively during and after P.E activities.	3.165	Often
H. P.E. activities help me to communicate with my classmates.	3.235	Often
I. My group mates include my inputs and suggestions.	3.160	Often
J. I can help others who are having difficulty in doing P.E activities.	2.935	Often
Overall	3.155	Often

For table 2, which indicates the results for the level of engagement of junior high school students in physical education activities, the following are the discussions:

A. I am comfortable interacting with my classmates in P.E. activities. The mean of 3.270 indicates that the attribute is always evident. *In line with contemporary constructivist pedagogies, students are frequently expected to learn through interaction in physical education (PE).*

B. I feel confident with my group mates during P.E. activities. The mean of 3.055 indicates that the attribute is often evident. According to the study at the University of Sheffield (2018), working as a group allows more hands-on tasks to support the academic learning experience, and gives you the chance to motivate and build student confidence. According to Solomon (1996), students feel comfortable with their peers that results to more willingness in actively participating to P.E. activities even if they are not as skilled as their peers.

C.I can get along with other students easily during P.E. activities. The mean of 3.110 indicates that the attribute is often evident.

D. I feel accepted every time I play with my classmates. The mean of 3.155 indicates that the attribute is often evident.

E. My group mates recognize my contribution to the group. The mean of 3.165 indicates that the attribute is often evident.

F. I feel I'm not alone when my classmates are there to support and play with me. The mean of 3.300 indicates that the attribute is always evident. According to Cox and Williams, (2008) and Cox, Smith, and Williams (2008), peer-derived emotional support results to self-determined motivation and establish affective P.E outcomes such as it can reduce the level of anxiety of the students. Moreover, the support gained from their peers will increase the level of engagement of the students in Physical Education activities.

G. I take my friends' criticisms positively during and after P.E activities. The mean of 3.165 indicates that the attribute is often evident.

H. P.E. activities help me to communicate with my classmates. The mean of 3.235 indicates that the attribute is often evident.

I. My group mates include my inputs and suggestions. The mean of 3.160 indicates that the attribute is often evident.

J. I can help others who are having difficulty in doing P.E activities. The mean of 2.935 indicates that the attribute is often evident. This attribute got the lowest mean. According to Allport (1954), contact theory where it highlighted four major components of favorable interactions: (a) equal status principle between participants involved in interactions, (b) significant others must promote and support equal status interactions, (c) no competition between the group participants, and (d) common goals and interests. These four components might be the cause why student are not inclined in helping their peers in P.E activities. Maybe they are do not have equal status principle, they compete with each other or they do not have the same common goals and interests.

The study found out that physical education activities are very helpful in building and developing students' relationship with their peers. The table shows that indicator A and indicator F are the attributes that are evident all the time when Junior High School students have their physical education activities with their peers. On the other hand, indicators B,C,D,E,G,H,I, and J are the attributes that Junior high school students experience with their peers most of the time.

Table 3: Level of teacher relation

Indicator	Mean (n=200)	Interpretation
A. I seek the help of my teacher in the P.E. activities I find difficulty with.	2.730	Often
B. My teacher motivates me when we do P.E. activities.	2.905	Often
C.I don't feel comfortable with my teacher's physical contact.	2.350	Often
D. My teacher pushes our limits to explore P.E. activities.	2.770	Often
E. My teacher guide us during P.E. activities.	3.380	Always
F. My teacher encourages us by giving compliments.	3.035	Often
G. My teacher is approachable whenever we have questions in a certain P.E. activities.	3.175	Often
H. Through P.E. activities my bond with my teacher become stronger.	2.925	Often
I. My teacher makes sure that he or she includes me in P.E. activities.	3.265	Always
J. I find comfort with my teacher whenever I find difficulty in doing P.E. activities.	3.000	Often
Overall	2.954	Often

For table 3, which indicates the results for the level of teacher relation of junior high school students in physical education activities, the following are the discussions:

A. I seek the help of my teacher in the P.E. activities I find difficulty with. The mean of 2.730 shows that the attribute is often evident. According to Karabenick and Newman (2006), students seek help when they get positive information about help opportunities- for example, how attending a review session will benefit their performance on an exam. First experiences in getting help are predictive of follow-up requests for help. Sometimes cultural background and gender are factors- for example, students not part of a majority group may be less likely to seek help, especially if they feel isolated and "different." The possibilities that students don't need to communicate with a teacher directly and can co-construct meaning with their peers have evident real-world consequences and the stability of peer relations in this process has up to this point got little consideration (Wallhead & O'Sullivan, 2005). According to the study of Rigby and Johnson (2016), in approximately 70% of cases – where students looked for assistance from a teacher – the

bullying sustained, however in some circumstances at a reduced rate. As indicated by the students, telling a parent or a friend has less potential downsides.

B. My teacher motivates me when we do P.E. activities. The mean of 2.905 shows that the attribute is often evident. Students in a physical education class will, as reported by the authors, feel comfortable and more willing to try what is taught in class, even if they feel they are not as skilled as their classmates (Solomon, 1996; Mohammad et al., 2011). Once again, teachers set the stage for students to feel comfortable with whom they are and what the class is doing based on the perceived responses of their classmates. Nugent (2009) suggests that by building strong connections, teachers can motivate students during the learning process, which is one of the main goals in a teacher's practice.

C. I don't feel comfortable with my teacher's physical contact. The mean of 2.350 shows that the attribute is often evident. According to Appleton (2005), a group of academics at Manchester Metropolitan University's Institute of Education stated that there is a growing panic among childcare professionals about touching young children in their care which is causing concern and uncertainty about what is ok and what is not when it comes to innocent physical contact with youngsters. That is why most of the teachers are very careful when it comes to physical contact among the students to avoid misunderstandings, particularly, most of the P.E teachers are male. Several authors have problematized this notion of hegemonic masculinity in PE (Braham, 2003; Brown, 1999; Flintoff & Scraton, 2001; MacDonald, 1997). The gender order in PE is such that girls are generally marginalized and absent because boys are at its centre. Sports, and games in particular, celebrate male space, male physicality and male dominance. Teachers must act professionally at all times in their relationships with students.

D. My teacher pushes our limits to explore P.E. activities. The mean of 2.770 shows that the attribute is often evident. According to Margolies (2016), teens are fixed in a culture driven by rivalry or competition and perfectionism, where achievement is characterized by status, performance and appearance. These ideals are conveyed to youngsters nonverbally through our emotional state and through what we see, are overwhelmed with, and compliment or discourage in them. Some teachers might consider pushing the limits of the student to explore as the same with pressuring them. Several teenagers are able to be submissive under pressure, but compliance replaces critical thinking, judgment and self-governing reasoning – limits required for independence, courage and achievement. Without the space to locate their own specific manner, teenagers neglect to build up an inward guided feeling of self to anchor them (Levine, 2006).

E. My teacher guides us during P.E. activities. The mean of 3.380 shows that the attribute is always evident. According to Barney and Christenson (2012), teachers who are sensitive to the needs of these children and are persistent in their endeavors to make, support and keep up a positive environment in the class, make it possible for every individual or at least most of students, to take part without dread or anger in activities during their physical education class. Making and keeping up a positive learning condition in middle school physical education takes organization, preparation, continuous exertion and reflection, with a carefulness to even the smallest detail to make it to work. Muntner (2008) defined **teacher sensitivity** as teachers' awareness to students' educational and emotional necessities.

F. My teacher encourages us by giving compliments. The mean of 3.035 shows that the attribute is often evident. Students may feel more at ease and driven to learn when educators make a few kind of additional exertion to compensate and energize them, and illustrate persistence when giving clarifications and overseeing the behavior inside the classroom. At last, instructors ought to appear they accept in a student's capacity e.g. in case a student feels certain conjointly believes in what the instructor is doing, this will offer assistance to students for them to learn more (Hawk, Cowley, Hill, & Sutherland, 2000).

G. My teacher is approachable whenever we have questions in a certain P.E. activities. The mean of 3.175 shows that the attribute is often evident. This result might indicate that some teachers want to encourage independence. For instances, the teacher may demonstrate or show the problem solving process instead of just giving students the answer. Then, have students work through problems on their own. Moreover, let the students ask guiding questions or give helpful recommendations, but offer only negligible assistance and only when necessary to overcome difficulties. Furthermore, it would promote team work wherein students can frequently help each other, and talking about a problem helps them think more critically about the steps needed to solve the problem. Additionally, group work helps students realize that problems often have multiple solution strategies, some that might be more effective than others.

H. Through P.E. activities, my bond with my teacher become stronger. The mean of 2.925 shows that the attribute is often evident.

I. My teacher makes sure that he or she includes me in P.E. activities. The mean of 3.265 shows that the attribute is always evident. This result might indicate that the teacher give importance on the student engagement in learning activities. It is often convenient to understand engagement with an activity as being represented by good behavior, positive feelings, and student thinking (Fredricks, Blumenfeld, & Paris, 2004). This is because students may be behaviorally and/or emotionally devoted in a given activity without

really applying the necessary intellectual effort to understand and master the knowledge or skill that the activity stimulates.

J. I find comfort with my teacher whenever I find difficulty in doing P.E. activities. The mean of 3.000 shows that the attribute is often evident.

The study found that there is a positive effect of the attributes given by the teacher in developing a good relationship with the Junior High School Students. The table shows that indicator E and indicator I are the attributes that ALL the time is being experienced by the junior high school students from their teacher. On the other hand, indicators A,B,C,D,F,G,H, and J are the attributes that junior high school students are getting MOST of the time from their teacher..

4. CONCLUSION

Junior high students have a good level of engagement in doing physical education activities. Hence, these physical education activities had an impact on the relationship of the Junior High School students among their peers and their teachers. They play a vital role in developing and building good relationship towards their peers and their teachers. The study showed the significance of junior high school student's relationship with their peers and their teachers by actively engaging themselves to physical education activities.

Physical education activities have an effect in developing the social aspect of Junior High School students. These physical activities serve as ways for Junior High school students to get a chance to bond and develop good peer and teacher relation. Proper way of involving junior high school students to physical education activities should be conducted carefully to ensure and maintain good relationship of junior high school students among their peers and their teachers.

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