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Dropped Interest: Generation Z Students' Demotivating Reasons on Gradual Dislike on Sports and Recreation

Descenso de interés: las razones desmotivadoras de los estudiantes de la Generación Z sobre la aversión gradual a los deportes y la recreación

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Abstract

Gen Zs are different from older generations because they are the first consumers to have grown up wholly in the digital era. They're tech-savvy and mobile-first—and they have high standards for how they spend their time online. Scholars have identified a decreasing involvement of Gen Zs in sports and recreation. This problem was worsened by the huge influence of social media and other platforms, which made them get distracted and lose interest in sports and recreation. Some scholars revealed few explanations on this problem; however, there is no concrete evidence scrutinizing the reasons behind this phenomenon to the generation z students. Hence, this study was conducted primarily to investigate the demotivating reasons of generation z students' gradual dislike of sports and recreation. Using a phenomenology approach, gen zs in Southern Philippines who are identified as not interested in sports and recreation served as primary participants of this study. The triangulation of results revealed six significant concerns from research participants. These include the inadequate childhood exposure to sports and recreation, influence of technological advancements, reduced physical interaction due to the pandemic, and health difficulties. The data were then used to generate conclusions and recommendations to help generation z students boost their interests to participate in sports and recreational activities.

Keywords

Motivation; sports practice reasons; sport recreation; Generation Z; Phenomenology.

Resumen

Los Gen Z son diferentes de las generaciones anteriores porque son los primeros consumidores que crecieron completamente en la era digital. Son expertos en tecnología y primero en dispositivos móviles, y tienen altos estándares sobre cómo pasan su tiempo en línea. Los académicos han identificado una participación decreciente de la Generación Z en los deportes y la recreación. Este problema se vio agravado por la enorme influencia de las redes sociales y otras plataformas, que les hizo distraerse y perder interés en los deportes y la recreación. Algunos estudiosos revelaron pocas explicaciones sobre este problema; sin embargo, no existe evidencia concreta que escrute las razones detrás de este fenómeno para los estudiantes de la generación z. Por lo tanto, este estudio se realizó principalmente para investigar las razones desmotivadoras de la aversión gradual de los estudiantes de la generación z hacia los deportes y la recreación. Utilizando un enfoque fenomenológico, las personas de la generación z en el sur de Filipinas que se identificaron como no interesadas en los deportes y la recreación sirvieron como participantes principales de este estudio. La triangulación de los resultados reveló seis preocupaciones importantes de los participantes de la investigación. Estos incluyen la exposición infantil inadecuada a los deportes y la recreación, la influencia de los avances tecnológicos, la interacción física reducida debido a la

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pandemia y las dificultades de salud. Luego, los datos se usaron para generar conclusiones y recomendaciones para ayudar a los estudiantes de la generación z a impulsar sus intereses para participar en deportes y actividades recreativas.

Palabras clave

Motivación; motivos de práctica deportiva; Deportes y Recreación; Generación Z; Fenomenología.

Introduction

It has become important to pay more focus to generation z, which is also known as the new generation for as they get older, they need even more attention. Generation z has many things in common with millennials, but their early years were shaped by a very different environment, which led to major differences in their ideas, inclination, value, and outlook (Seemiller and Grace, 2016).

"Digital Natives": This is one of the things about generation z that makes them very tech-savvy. Generation z was born in a time when technology was at its peak and social media was becoming more and more popular. Millennials, on the other hand, are called "digital pioneers" because they were able to see the rise of technology and social media. Gen zs as digital natives, have a forward-thinking mindset. They think about making something that will help them achieve anything they want. However, technology has had both good and bad effects on this generation, which could change how they think about participating in or being interested in sports and recreation, even if they are not active (Casey, 2021a).

This generation has been in a stage where there are many factors that contribute to their mental health problems (Casey, 2021b). They have dubbed as the "loneliest generation" because of the mental pressures that they are going through as a result of spending so much time on the internet instead of doing physical activities like sports and recreation. Less time spent on physical activities and meaningful relationships means more time on phones, Netflix, and online games. Many young people also fall into the "compare and despair" trap that social media has set up (Tagare and Villaluz, 2021). Because of the negative influences of society that generation z are experiencing such as hardships, fear, and tiredness, they would not be excited about physical education class, especially about playing sports and having fun with

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recreational activities. They were afraid of the sun, the cold wind, and the dirt. So, students are tired when they have to do physical activities or practices (Jin, 2016).

One of the problems that teachers have these days is that generation z students don't want to do sports and recreations anymore. This problem was worsen by the huge influence of social media and other platforms, which made gen z students get distracted and lose interest in these areas. These students didn't want to play sports or go on vacation, which made them think of it as a bad thing instead of a good thing (Rickes, 2016). Hence, there is really a need to conduct this in-depth investigation to answer why generation z students are developing a decreasing interest in sports and recreation these days (Rue, 2018).

The goal of this study was to figure out why generation z has become less interested in sports and recreational activities over time, especially when the world is changing and people are meeting, doing, and experiencing new things.

Methodology

Research Design and Procedures

This study used a qualitative design specifically applying a phenomenological approach in seeking the causes behind generation z's gradual dislike of sports and recreation activities over time. A phenomenological study would aid this type of research since it aimed to highlight or identify a phenomenon in which people are well aware of.

The researchers secured an approval letter from different research environments to conduct this investigation. The research participants and their parents were given an informed consent contract to manifest their permissions. They were scheduled for an interview at times that were convenient for them. Gathering of data were done by conducting focus group discussions and in-depth-interviews. Focus group discussions allow persons with comparable experience and backgrounds in a given subject to be grouped, making data collecting more efficient. In contrast, in-depth-interview was a cornerstone of qualitative research and the original traditional setting for all sorts of market research: extensive interviews, usually with one person respondent (Rabiee, 2004).

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Validation and triangulation are the next steps, with validation simply implying that the researchers believe the instrument measures what it was designed to measure. To put it another way, legitimacy is merely the judgment of a professional. On the other hand, triangulation refers to using and combining several research approaches to study the same issues, making the study more relevant and revealing the themes more clearly. Finally, after ensuring participants that their responses would be kept confidential, the researchers have gathered data through interviews. The raw data were recorded and transcribed in verbatim then analyzed thoroughly to produce the significant themes.

Researcher Participants and Materials

The research participants were the selected Grade 12 senior high school students in one of the leading senior high schools in Southern Philippines. The researchers chose this school because it was discovered that the students at this school lacked interest in sports and recreation based on preliminary survey conducted to all students. Only those who answered that they do not want physical education as a subject were selected to be the participants for this research.

Further, physical education and health in the Philippine senior high school curriculum is a core subject with two (2) hours per week time allocation. It comprises of fitness, dance, sports, and recreational activities. Students have to move from one topic and the other as the semesters pass by. Hence, they do not have the choice to choose what activities they would like to take since physical education and health in the senior high school has only one curriculum guide. Students have to participate in all graded practicum even if it is not in-line with their interest because they don't have the freedom to choose. Students are required to attend their physical education classes as grades and graduation are at stake.

Furthermore, the information used by a researcher was obtained through the conduct of interviews and exploited through the use of guide questions.

Data Analysis and Interpretation

This study utilized the framework developed by Miles and Huberman (2002) to analyze and interpret the qualitative data - data reduction, data display, and conclusion drawing and verification. The method of coding and reducing the codes and converting the

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derived data into figures, tables, or discussions was known as data reduction. Data reduction gathered the required information by categorizing the participants' replies and extracting the essential and relevant information. The resulting data is next transformed into figures, tables, or discussions. Thematic analysis was a method of data sorting. And it was used to categorize qualitative data.

On the other hand, data display was the presentation of organized data. This step facilitated the flow of information to the point where conclusions were drawn. After the replies to the questions had been analyzed, a conclusion drawing and verification were done to describe the primary inputs found in the study. Verification strengthened the conclusion by reexamining the data as many times as necessary until the desired confirmation level was achieved.

The experiential-theoretic transition model proposed by Piantanida and Garman (2009) was used to ensure rigor and artistry in this qualitative study. At the start of the interpretation, the participants' real-life experiences were narrated based on their context. Iterative interpretation based on the participants' responses was given after a thorough discussion of their experiences. Finally, theories and studies were used to bolster the data's interpretation. To preserve the genuineness of the participants' thoughts and feelings, personal bias was limited.

Ethical Clearance

The researchers guaranteed that this study strictly followed the necessary ethical standards and the establishment of conformity throughout the process. Furthermore, the involvement of human subjects should strictly adhere to the three (3) principles relevant to research ethics as mentioned in the 1979 Belmont report. These principles are respect to person, beneficence, and justice.

In relation to respect to person, the generation z students involved in this study were treated with the highest respect. Their participation in this study is voluntary, as proven in the signed consent form. They will be granted the discretion to withdraw their involvement at any time without any demands of explanation. Aside from that, the privacy and confidentiality of

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the research participants will be assured. The responses of the participants will be treated with utmost anonymity.

Beneficence is an ethical standard that protects the research participants from any harm. The researchers ensured that the guide questions used in data gathering do not contain derogatory, discriminating, or unacceptable language that could be offensive to the research participants. The researchers did not undergo any activities that would expose them to any physical nor psychological dangers.

Finally, in promoting justice, the researchers conducted orientations to explain the objectives and all undertakings of this research before gathering data.

Results

Table 1

Themes and Core Ideas of Generation Z Students' Reasons for Disliking Sports and Recreation.

Major Themes	Frequency of Responses	Core Ideas
No Exposure to Sports and Recreation Since Childhood	General	- Not participative since elementary
	Typical	- Do things that are not related to Sports and recreation
	Typical	- Having a shy personality
The Growth of Technology and the Internet have made Sports and Recreation Less Appealing	General	- More focus on technology
	Typical	- Social media as prevalent in this generation
	Typical	- Participating in e-sports that actual physical sports and recreation
	Variant	- Less attracted to the sport
The Reduced Physical Interaction Brought by the Pandemic Further Limits	General	- The pandemic experienced by the students.
	Typical	- Pandemic affect sports and

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their Ability to Participate in Sports and Physical Activities		recreational activities.
Misperceptions about the Health Advantages of Sports and Recreation	General	- Participating in sports and recreation are very tiring.
	Typical	
	Variant	- Disadvantage of participating because of being asthmatic.
	Typical	- Experiencing Shortness of breathing - Quickly get tired and have a skin problem.
Participation in Sports and Recreation is Exhausting	General	- Getting nervous and don't like things that make our body tired.
	Typical	
	Typical	- Not forcing myself to participate.
	Typical	- Being a weak and lazy person.
	Variant	- Not well suited in this field.
	Variant	- Weak immune system - It consumes energy

Table 2

Themes and Core Ideas of Gen Z Student's difficulties learning and performing Sports and Recreation that will affect their feelings.

Major Themes	Frequency of Responses	Core Ideas
Gen Zs Place a Higher Premium on Other Academic Subjects than on Sports and Recreation.	Typical	- Not good at managing time
	Typical	- Prioritizing academic than sports and recreation
	Typical	
	Variant	- Refuse to participate because of some essential things to do - It's natural to feel difficulty

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Students Found Difficulties in Acquiring Basic Skills of Sports	Typical	- Not Physically active
	Typical	- Hard time playing basketball and badminton
	Variant	- Lack of learning the basics
	Variant	- Difficulty in learning skills
Students lack the necessary fitness and flexibility.	Typical	- The difficulty of having proper fitness
	Typical	- Not physically healthy
	Variant	- Lack of flexibility

Table 3

Themes and Core Ideas of Gen Z Students' Possible Ways to Boost their Confidence and Interest in Engaging Sports and Recreation

Major Themes	Frequency of Responses	Core Ideas
Peer mentoring in Sports and Recreation	General	- Someone will encourage and motivate
	Typical	- Mix with people that are more passionate in this field
	Typical	- A partner to play and participate with
	Variant	- Participating with friends
	Variant	- Someone to guide and teach
Limit the Time Spent on Devices and Social Media	Typical	- Minimizing the amount of time spent using phones
	Typical	- Take time to relax with gadgets
Increase Awareness on the Benefits of Sports and Recreation Participation	General	- Find ways to research on the internet about sports and recreation
	Typical	- Expanding knowledge about sports and recreation
	Variant	- Reading articles and books about sports and recreation

Legend:

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General – response mentioned by 50% or more of the participants

Typical – response mentioned by at least 25% but less than 50%

Variant – response mentioned by less than 25% of the participants

Discussions

Generation Z Students' Reasons for Disliking Sports and Recreation

Theme 1: No Exposure to Sports and Recreation Since Childhood

The first significant theme shows the consolidated emerging responses that discussed why grade 12 senior high school students had no childhood exposure to sports and recreation. Some students are lack sports skills and have no exposure to participating in recreational activities due to lack of experience dating back to their primary school days. Generation z students are the digital natives who grown-up along sides developing technologies. This generation evolved in a different relationship with sports, exercise, and fitness than previous generations. People's attitudes about physical activity are frequently influenced by memories of their childhood experiences and non-experience in physical education sport. Powell and Dysinger (2017) say that participation in school sports and physical education during childhood and adolescence is widely cited as a factor that encourages adults to have more active lives. If this is the case, public policy should encourage more students to participate in sports and physical education in school. But on the other hand, many adults, especially in this generation, remember negative experiences in engaging in physical activity like sports and recreation, which affect their desire to maintain either a physically active or inactive lifestyle (Cardinal et al., 2013).

When the participants asked why they are not into sports and recreational activities, students honestly expressed their reason for disliking sports and recreation, with some students mentioning that they have a shy personality and have not engaged in sports and recreation since elementary school, and preferring to stay at home, as evidence by the response of grade 12 Students # 1 and # 15, who stated that:

"...One of my reasons is, I haven't gotten used to participating in sports activities at school since I was in elementary school." -(G12-7)

"...Maybe I got used to it as a child. I don't like sports and recreation anymore because it's natural for me to be shy, and I don't want to mix

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with people I don't know." -(G12-15)

In addition, the participants also started being a stay at home and doing things that are not unrelated to sports and recreation, and it was confirmed by the answer of grade 12 Student # 1:

"... After all, as I was growing up, I didn't really participate in various games and activities at P.E, and I just really stayed at home, and I often did things that were not related to sports and recreation." –

(G12-1)

Theme 2: The Growth of Technology and the Internet have made Sports and Recreation Less Appealing

The second theme discussed the consolidated responses of grade 12 senior high school students about what impact technology will have on students learning in sports and recreation. According to Hiremath (2019), sports are losing their momentum due to the increasing number of children and teenagers who use electronic devices like cell phones. Gadgets harm children, as evidenced by research showing delays in learning and social skills, in which sedentary behavior has evolved as a result of technological advancements. As it was stated by Johnson (2020), technology has adverse physical health effects, increasing the chance of physical difficulties such as eyestrain, bad posture, and less physical activity, all of which can lead to disease. Goins (2020) further claims that technology influences generation z's perceptions of leisure restriction for school campus participation.

The participants were asked why they dislike sports and recreation, and they stated the existence of technology and the internet, which made Sports and recreation less appealing. The answer of the grade 12 Student # 3 was supported this statement saying that:

"...As part of generation Z, we're surrounded by technology, so whether we like it or not, most of our day-to-day work is really around what we call technology, so I know a lot of millennials have realized that in what I do always focus and scroll on my cell phone, that I engage myself in a

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different medium of technology rather than going out of the house and playing or moving because with technology there is no time to participate in sports and recreational activities". – (G12-3)

Furthermore, as most mentioned by the participants as technology influence them primarily social media and playing e-sports or online game, in which they belong to gen z, they are the generation who wants to sit back and relax, and that makes a student more destructed and lazier than engaging their self in sports and recreation especially in this generation, grade 12 student # 9 and # 20 elaborated it:

"...Because sports are sports and recreation, it consumes energy especially in the physical and mental aspects compared to playing with gadgets, because I play sports and participate in recreational activities, I need to move my whole body compared to playing. the gadget that we use as a hobby, we can just lie down and sit on our bed or bench all day." -(G12-20)

"...For me, we are less attracted to sports and recreation because we have become accustomed to modern technologies, such as social media." -(G12-9)

Theme 3: The Reduced Physical Interaction Brought by the Pandemic Further Limits their Ability to Participate in Sports and Physical Activities

The third theme narrates the reduced physical interaction of generation students of gen z students, limiting their ability and capacity to participate in sports and recreation due to this pandemic. The COVID-19 pandemic has closed non-essential businesses, altering individuals' leisure behaviors. Consequently, physical activity may be negatively impacted as many fitness and recreational centers have been closed (Barkley et al., 2020). The unexpected coronavirus has changed many people's lives. The educational system has adopted regular changes in which everyone in this pandemic, particularly students, is demanded to use electronics such as cellphones and laptops. The government has mandated that online classes be implemented in protection to avoid spreading the deadly virus. Due to this pandemic, the

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physical activity and interaction level decreased due to social distancing measures, and homestay is the primary strategy adopted to tackle the COVID-19 spread. Closing schools and suspending any sports and physical activity facilities are implemented (Caputo and Reichert 2020).

The participants, perspective on the pandemic led to their responses to why students are less engaged in sports and recreation. Grade 12 student # 5 and # 18 stated:

"...Not to say that I dislike sports and recreation activity, but to the pandemic we have experienced where it is mandatory and unprecedented that has caused the global closure of facilities, schools, and other things that we are accustomed to if where it has a huge impact especially on the sports activity and especially on the lifestyle that has changed, become more complex and much needed." – (G12-5)
"Because of this time, more is happening in our lives, which for me I can no longer imagine focusing myself on enjoying sports and recreation." -(G12-18)

Theme 4: Misperceptions about the Health Advantages of Sports and Recreation

This theme detailed the misunderstanding about the health advantages in engaging or participating in sports and recreation. As stated by (Brusseu et al., 2011), studies over several decades and from across the world have shown that children have misconceptions and misunderstandings about health, movement, and fitness. A student's health is always vital, and having a bad health state might lead to mishaps, especially when participating in sports and recreational activities that use their energy. It is one of the reasons why other research participants do not participate in sports and leisure activities, preferring instead to engage in online games and social media platforms owing to health issues such as asthma and skin disorders, which prevent them from participating in sports and recreation. As Allison et al. (2019) said, there is an internal barrier in which those are related to personal/individual issues like having a lack of energy and some health problems that were found to be associated with participation in unstructured physical activity.

The participants mentioned having difficulty dealing with sports and recreation due to skin asthma and skin problems caused by experiencing shortness of breathing, dizziness, and

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nausea. The statement of Grade 12 Student # 6 and # 11 were corroborated by their testimonies which stated:

"...One of the reasons why I don't want to participate in sports and recreation is because of my asthma and my lifeless body. I feel dizzy, nausea, shortness of breath, or difficulty breathing." – (G12-6)

"...As part of Generation Z, the reason why I don't like sports is that I get tired easily and I have skin problems." -(G12-11)

Theme 5: Participation in Sports and Recreation is Exhausting

The fifth theme talks about the participants' exhaustion from participating in sports and recreation activities. As stated in a study, in the multivariable analysis, dislike of exercising, feeling too tired, and lack of time in which are some of the most frequently reported barriers in developing sports skills as it represented lack of motivation, were some reasons associated with a person physical inactivity. Despite having excellent and well-organized benefits that physical activity promotes and provides, millions of people are physically inactive, in which the prevalence of physical inactivity is growing. In a recent review regarding correlates of physical activity in adults, perceiving either environmental or personal constraints was inversely related to physical activity level (Reichert et al., 2017).

Having no interest in anything, students cannot be forced to do it in this generation since it will just annoy and make them drained. According to what Carroll and Alexandris (2017) discovered in their study, students who participate in recreational sports have a negative perception of being too tired of engaging in recreational sports because they are afraid of getting hurt. Also, some are not good at dealing with social situations and are not skilled as other student-athletes.

The participants' response on this theme is being exhausted from participating in sports and recreation, like feeling tired and having no time to participate. It was supported by their answer based on what they think about their experience engaging and participating in sports and recreation. Grade 12 Students # 1 and # 18 stated that:

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"...I'm not saying I don't like sports and recreation, but I just really don't want to participate in that thing, especially in sports because my immune system is weak, and I can't handle myself, and I don't like things that make myself tired." -(G12-1)

"...The reason why I don't like sports and recreation is that I don't like it and I don't have time for it because I'm not interested in such activities." -(G12-18)

Moreover, the participants also shared their thoughts of not being interested in engaging their self to sports and recreation, which in the article of Coalter (2016) stated that sports involvement somehow is generally inexpensive. The participation barriers are more likely due to cultural beliefs underpinning lack of interest or lifestyle circumstances limiting the free time for sports and physical recreation. With that, it was then rooted by the answer of the participant grade 12 student # 2 and # 14:

"...I believe that it takes a lot of time and interest to participate or engage in a certain thing or activity, for me I am not interested, why would I bother to participate in something like sports and recreation that is not I'm interested." -(G12-2)

"...It's not that I don't want to, but I'm just not used to such things, and it's already imprinted in my mind that he's not really for me, so I'm not forcing myself." -(G12-14)

Gen Z Student's Difficulties Learning and Performing Sports and Recreation that affect their Feelings

Theme 1: Gen Zs Place a Higher Premium on Other Academic Subjects than on Sports and Recreation

Academic over sports participation has been a challenge and experience difficulties this generation faces in learning and performing sports and recreation. Some students prioritize academic subjects rather than participating in sports and recreational activities. Sirin (2011) states that procrastination is a more common phenomenon among students. They have a lot of things to do but have limited time. Also, general procrastination is defined as one of

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the students' behaviors described as difficulties in performing tasks due to incapability to effectively organize time and management (Ferrari et al., 2015). Being a student-athlete also affects many doings in their lives. As Miller (2019) stated, one of the six distinct challenges students face is balancing athletic participation and academic responsibilities and balancing social activities and academic responsibilities. When the student's participants asked about what are the difficulties and challenges they are facing in learning Sports and recreation, some of their answers are in the thought of choosing to prioritize either sports or academics, and these are the answer of grade 12 students # 2 and # 15 saying that:

"...One of the difficulties or challenges that affects me is because I'm not good at managing my time and I'm not focused on various categories like sports and academics, so there is a possibility I choose which one I should prioritize and which is more important, so I can say that I would rather focus on academics than the sports field." - (G12-2)

"...According to my observation, there are students like me; who are more focused on academics, but there are those who spend more on sports and recreation where academic grades are neglected, and yes, it affects my feelings. which is where I dislike sports and recreation." - (G12-15)

Furthermore, the participants were asked if it affects their feelings or moods when they encounter difficulties and challenges that lead to them disliking Sports and Recreation when they participate, and some responded that it does. Grade 12 Student # 15 prove her answer in the statement:

"...According to my observation, there are students like me; who are more focused on academics, but there are those who spend more on sports and recreation where academic grades are neglected, and yes, it affects my feelings. which is where I dislike sports and recreation." - (G12-15)

Theme 2: Students Found Difficulties in Acquiring Basic Skills of Sports

Essential ability is difficult to acquire for students new to sports and recreation. Students have never participated before in sports and recreational activities. According to Wall (2014), the developmental skill-learning contends that as children with movement

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difficulties grow older, the skill-learning gap between them and their more physically proficient peers widens across instructional, practice, and competitive settings, based on the evidence found the activity deficit hypothesis and knowledge-based differences as they relate to children with movement difficulties in physical activity settings such as sports and recreation.

The essential skills are the basic skills in which it gives people, especially students, the opportunity to participate in sports and activities for the rest of their life. But before learning fundamental sports skills, students must develop essential movement skills first. Students should learn movement skills before sports skills because it may injure them and they become discouraged and quickly give up. According to Ericsson (2011), poor skilled students who cannot learn the skills of the program's success are one of the least spoken and concealed aspects of Physical Education and sports.

When the participants were asked about the difficulties and challenges they face when learning sports and recreation, the researcher discovered that some of their responses are why gen z students are not getting enough exercise through sports and recreation because they are having trouble learning the fundamental skills. Grade 12 Student # 7 and # 10 agree with the following statement:

"...I'm not physically active, so when we played basketball, I had a hard time running, and I was short of breath so I couldn't do it well and also in badminton I don't know how or where to start what are the tricks even I don't know how to serve, so it affects me as if I don't know anything, even the basics." -(G12-7)

"...My challenges and difficulties in learning and practicing sports and recreation are just like playing basketball, I can't do dribbling and shooting, which makes it difficult for me even when I try to practice, I still can't do well, and yes, it affects my feeling of disliking the subject which causes me to fail myself. I am also sure I will get a low mark or grade." - (G12-10)

Moreover, some of the respondents faced difficulties but, in the end, they were just motivated and enjoyed their self-learning sports and recreation in which does not affect their

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feelings towards the challenges they've encountered, the Grade 12 Student # 5 and d# 9 prove that:

"...Some of the difficulties and challenges that I face while learning and studying sports and recreation are the lack or difficulty I have in sports and recreation skills, but that doesn't mean it affects my emotions; instead, I train hard until I learn well." -(G12-5)

"...As a generation z student, the difficulties I face in studying or knowing the subject are in how I can properly perform sports and recreation activities, and it does not affect my emotions daily. even if I can't handle it well, and even if I'm having a hard time, I still prefer to enjoy it." -(G12-9)

Theme 3: Students Lack the Necessary Fitness and Flexibility

Students' lack of interest in sports and recreation might be attributed to a lack of fitness and flexibility. Because generation z is growing up alongside technology, they tend to do things without moving their body too much. As a result, some of them dislike sports and recreation, and their lack of flexibility and fitness makes it difficult for them to participate in sports and recreation activities. Many variables affect the loss of normal joint flexibility, and one of these is if the body of a person is inactive and lacks stretching or exercise. Corbin and Noble (2020) said that flexibility has long been a critical component of physical fitness and overall health. Students who lack fitness and flexibility are engaged in poor nutrition and lack exercise, which has proven to be very difficult to change. Ignoring physical activity and refusing to exercise regularly are two consequences of being inflexible and lacking sufficient fitness, which addressed one of the problems by engaging in an unhealthy behavior pattern that develops into a lifelong (harmful) habit (Anshel, 2015).

The participants' testimonies about their responses to the challenges and difficulties they've encountered in learning and performing with the impediments to participation in sports and recreation are lack of sufficient fitness and flexibility are summarized here as reasons. Grade 12 Students # 12 and # 20 says that:

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"...As a student who is part of Generation Z, my challenges and difficulties in learning and performing sports and recreation, first is the lack of proper fitness, second is the difficulty in skill development, third is lack of knowledge of sports and recreation activities, and finally I have no interest in it, and yes it affects my feelings of dislike of the subject. " -(G12-12)
"...The challenges and difficulties I face are that I lack flexibility because I am not used to moving the whole body in a day or exhausting myself, so I lose my appetite, and yes, it affects my feelings that hate these things." -
(G12-20)

Gen Z Student' Possible Ways to Boost their Confidence and Interest in Engaging Sports and Recreation

Theme 1: Peer Mentoring in Sports and Recreation

Engaging in sports and recreation is enjoyable. It also has health benefits, such as making the body more substantial and more flexible, which will lead to a more balanced and healthier lifestyle. It is more even fun if someone encourages them to participate in sports and leisure activities in the presence of a companion who also enjoys doing so. As Fitzgerald et al. (2012) stated, peers and friends, play an essential part in sports and recreation. It has been discovered that conducting physical activity as a symbol of motivation, support of presence, and relationship building can motivate peers/friends to do so. Peer mentoring in sports and leisure can assist students who are not interested in sports to develop the confidence to participate in such games and recreational activities. Behzadnia et al. (2018) state that teachers, coaches, and parents promote and encourage children and adults to participate in an active physical health lifestyle.

The participants were asked what they might do to rekindle their interest in sports and recreation, even though it takes time to engage and participate in sports and leisure. Grade 12 Student # 9, #18 and # 19 answered that:

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"...Maybe for me you will be more enticed to join me. I have people with me and someone to teach me or guide me in learning it." -(G12-9)

"Maybe in a way that someone will encourage me to join sports and recreation" – (G12-18)

"...As part of generation Z, yes, there is a possible way for me to regain my interest in this field in a way that I have with someone to do it with, whether friend or family where I will enjoy more to participate in this thing especially when the support is overflowing. " -(G12-19)

Theme 2: Limit the Time Spent on Devices and Social Media

In this generation, they are much less enthusiastic about sports, being addicted to technologies and other forms of new trends that make them more not interested in sports and recreation. Limiting spending time exploring social media and using devices or gadgets is one way to divert children or students' attention on doing healthy things like exercising and engaging in sports and other recreational activities because too much time spent in technology causes children not to do this enough physical exercises. A little restriction spent on social media may increase well-being significantly, and moderately active engagement may be the most adaptive (Hunt et al., 2021). But on the other side, limited use of gadgets and scrolling over social media can improve student's physical ability and skills and reduce behavior problems. Sihura (2018) said that using devices like gadgets can benefit students, but in some other ways, it has a negative way that affects this generation lead to addiction. Therefore, the role of the parents is an essential thing to educate their children to limit the use of gadgets so that children and adults of this generation can develop their talent well and become more active, intelligent, and interactive with others.

This generation is one of the unstoppable users of devices, owing to technological advancements that have resulted in various behaviors. However, it can practice self-control and discipline by limiting time spent on electronics and social media. These are the following responses of grade 12 Student # 11 and # 15 are some possible ways they will do to boost their interest in sports and recreation:

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“...I will take the time to relax first by using gadgets, and do things related to sports and recreation activities even little by little so that somehow I can also learn something else in this field.” -(G12-11)

“...As a Generation Z student, some of us are more focused on our gadgets and not on sports and recreation-related activities, and maybe the only possible way for me to rekindle my interest in this matter is to I will reduce my time focusing on the gadgets I use and instead I would rather go out and be forced to enjoy activities that make me sweat. ” -(G12-15)

Theme 3: Increase Awareness on the Benefits of Sports and Recreation Participation

Researching through books, articles, and browsing the internet benefits everyone, especially students in generation z. They are experts on researching things on the internet to provide them the opportunity to learn more about something they are passionate about. Students with little learning and knowledge about sports and recreation activities can research to explore this field in a way they will not be left behind. According to Healey (2015), undergraduates' students benefit from the research in terms of depth of learning and knowledge when actively participating, primarily through various forms of inquiry-based learning. Also, everyone will benefit from researching since it will help them comprehend the importance of sports and recreation and help them be more productive in this field. Building and improving character traits towards sports and recreation an increased awareness of the benefits of sports and recreation. Chelladurai (2018) stated that human resources management in sport and leisure provides a solid foundation in researching and applying human resource management in the sports and recreation industries.

The majority of the participants said that doing research first and exploring unfamiliar things linked to this field, and learning about the benefits of engaging in sports and recreation is the best approach to rekindle their interest in learning and engaging in sports and recreation. Following are the responses of the participants' Grade 12 Students # 12 and # 14 support this statement:

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Conclusions

The study on the generation z students' demotivating reasons in disliking sports and recreation influenced by the phenomenon experiences, technology advancements, health issues, interest, and students' priorities. These were gathered from the student's reasons for participating and engaging in sports and recreation. The study concludes that nearly 40% of the students lack interest in learning and participating in sports and recreation; the problem arises due to students' low participation and other priorities. Some of them are eagerly want to learn and engage in sports and recreation, but the health issues like having asthma and a weak immune system make them stop and choose not to risk their health. The study also concluded that technology and social media influence students to be physically inactive due to the addicting online games; it is preventable but not as highly rated to change this Generation's interest. In this experienced generation pandemic, they are not tending to enjoy engaging in sports and recreation as they imply the professional, they have in the past years without this pandemic that lessens their physical interaction and interest. The participants also reported their negative experiences in sports and recreation because it makes them tired, exhausted, and afraid to feel physical pain or injury.

On the other side, the study concluded that students are trying to boost their interest in participating in sports and recreation. As mentioned by the participants' majority reasons, researching and digging information of sports and entertainment will help them learn slowly but surely and acquire skills in a proper manner as what sports and recreation provide as benefits. The participants reported their point of view on reducing gadget usage to give half of their attention to learning and enjoying sports and recreation as they gained active physical spirit. Also, the study revealed that peer mentoring could help them enjoy sports and entertainment as they engage themselves with a peer like with friends and family that can support and encourage them to play.

Additionally, problems arise through an unexpected and unpreventable habit of this generation experienced. Facing challenges and difficulties in learning can provoke students' attitudes that affect their feelings towards sports and recreation. It also revealed that students'

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interests would not be controlled and forced, which will lead them to be unattentively active in this field.

Finally, this research shows the demotivating factors for gen z students' dislike of sports and recreation generates considerable problems and difficulties in studying sports and recreation. This is partly due to a lack of interest and technological improvements that make sports and recreation less appealing and cause conflicts with the active participation of gen z students. As a result of this study, gen z students have strong reasons to dislike sports and recreation, resulting in being physically inactive in sports and recreation.

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