

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage

La multidimensionalidad del interés situacional en el compromiso: las danzas folclóricas tradicionales filipinas como una forma sostenible de ejercicio y su preservación como patrimonio cultural inmaterial

Davidsol M. Mendoza ¹; Teejay D. Panganiban ¹; Joeven E. Santos ¹; Michael H. San Miguel¹; Miguel Alvin King A. Revuelta ¹; John Ian V. Cumal ¹; Marcelino M. Ona Jr ¹;
Joseph Lobo ²

¹ Batangas State University TNEU, Philippines

² College of Sports, Exercise and Recreation, Bulacan State University, Philippines

*Correspondence Author: Joseph Lobo joseph.lobo@bulsu.edu.ph

Editorial schedule: *Article received 15/01/2025 Accepted: 25/04/2025 Published: 01/07/2025*
<https://doi.org/10.17979/sportis.2025.11.3.11615>

To cite this article, use the following reference:

Mendoza, D.M.; Panganiban, T.D.; Santos, J.E.; San Miguel, M.H.; Revuelta, M.A.K.A.; Cumal, J.I.V.; Ona, M.M. Jr; Lobo, J. (2025). The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage. Sportis Sci J, 11 (3), 1-25
<https://doi.org/10.17979/sportis.2025.11.3.11615>

Authors' contributions: Conceptualization – D.M.M., T.D.P., J.E.S., M.H.S.M., M.A.K.A.R., J.I.V.C., M.M.O.J., and J.L.; Methodology – T.D.P., and J.L.; Software – J.L.; Validation – D.M.M., T.D.P., J.E.S., J.I.V.C., and J.L.; Formal Analysis – T.D.P., and J.L.; Investigation – D.M.M., T.D.P., J.E.S., M.H.S.M., M.A.K.A.R., J.I.V.C., M.M.O.J., and J.L.; Resources – D.M.M., T.D.P., J.E.S., M.H.S.M., M.A.K.A.R., J.I.V.C., M.M.O.J., and J.L.; Data Curation – D.M.M., J.E.S., M.H.S.M., M.A.K.A.R., J.I.V.C., and M.M.O.J.; Writing – Original Draft – D.M.M., T.D.P., J.E.S., M.H.S.M., M.A.K.A.R., J.I.V.C., M.M.O.J., and J.L.; Writing – Review and Editing – J D.M.M., T.D.P., J.E.S., M.H.S.M., M.A.K.A.R., J.I.V.C., M.M.O.J., and J.L.; Visualization – D.M.M., and T.D.P.; Supervision – D.M.M., and J.L.; Project Administration – D.M.M., T.D.P., and J.L.; Funding Acquisition – D.M.M., T.D.P., J.E.S., M.H.S.M., M.A.K.A.R., J.I.V.C., M.M.O.J., and J.L.

Funding: The study did not receive funding.

Conflicts of interest: The authors declare that they have no conflict of interest.

Ethical aspects: The study declares the ethical aspects.

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

Abstract

This study explored the link between situational interest and university engagement among undergraduates from five state universities in the Philippines. The present study used a quantitative predictive design to examine how situational interest dimensions influence engagement in learning Philippine traditional dances. Results indicated that situational interest significantly predicted university engagement, with a notable portion of the variance explained. Novelty and exploration intention positively influenced engagement by boosting motivation through innovative dance experiences, while attention quality negatively influenced engagement, implying that overly rigid learning methods may deter involvement. Instant enjoyment and challenge also enhanced engagement, highlighting the role of enjoyable and challenging elements in sustaining interest. These findings suggest that situational interest can promote deeper involvement in Philippine traditional dances, enhancing engagement in physical education and preserving cultural heritage. The study emphasizes the need for culturally relevant teaching strategies to increase student commitment to traditional dance learning and performance.

Keywords: heritage; engagement; strategies; education; motivation.

Resumen

Este estudio exploró el vínculo entre el interés situacional y el compromiso universitario entre estudiantes de pregrado de cinco universidades estatales en Filipinas. El presente estudio utilizó un diseño predictivo cuantitativo para examinar cómo las dimensiones del interés situacional influyen en el compromiso en el aprendizaje de danzas tradicionales filipinas. Los resultados indicaron que el interés situacional predijo significativamente el compromiso universitario, con una porción notable de la varianza explicada. La novedad y la intención de exploración influyeron positivamente en el compromiso al impulsar la motivación a través de experiencias de danza innovadoras, mientras que la calidad de la atención influyó negativamente en el compromiso, lo que implica que los métodos de aprendizaje demasiado rígidos pueden disuadir la participación. El disfrute instantáneo y el desafío también mejoraron el compromiso, destacando el papel de los elementos agradables y desafiantes en el mantenimiento del interés. Estos hallazgos sugieren que el interés situacional puede promover una participación más profunda en las danzas tradicionales filipinas, mejorando la participación en la educación física y preservando el patrimonio cultural. El estudio enfatiza la necesidad de estrategias de enseñanza culturalmente relevantes para aumentar el compromiso de los estudiantes con el aprendizaje y la interpretación de la danza tradicional.

Keywords: patrimonio; implicación; estrategias; educación; motivación.

Introduction

Interest is a central concept in educational psychology, serving as a key driver of learning and engagement. Hidi and Renninger (2006) defined it as a mental state that influences how individuals interact with learning content. Silvia (2006) distinguishes

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

between *situational interest*, triggered by immediate contexts, and *individual interest*, which is long-lasting and rooted in personal relevance. Krapp (2002) emphasized that aligning interest with personal goals enhances motivation and learning. Ainley et al. (2002) further showed that interest can evolve through curiosity-driven activities, while Renninger and Hidi (2011) noted that initial curiosity may grow into sustained engagement. Together, these perspectives underscore interest's multifaceted nature and its vital role in educational outcomes.

The concept of situational interest in the field of Physical Education

Interest plays a crucial role PE, boosting participation, perseverance, and enjoyment (Chen & Wang, 2017). When students find activities appealing, they engage more actively and develop lasting interest in being physically active. Integrating novel activities like parkour or ultimate frisbee and offering choices in lessons can increase situational interest and promote autonomy (S. Chen et al., 2021; Högman & Augustsson, 2023). Chen et al. (1999) identified five dimensions of situational interest in PE: novelty, challenge, exploration intention, attention quality, and instant enjoyment. Novelty introduces unique tasks that spark curiosity (Fierro-Suero et al., 2020), while challenge encourages growth by pushing students beyond their current skills (González-Cutre & Sicilia, 2019). Exploration intention supports autonomy through varied activity choices (Fernández-Espínola et al., 2020), and attention quality is linked to deeply engaging tasks like skill-based games (Aibar et al., 2021). Instant enjoyment, derived from fun and interactive sessions, fosters positive attitudes toward physical activity (Hsu et al., 2023).

Energizing minds and bodies: Exploring student engagement in university PE programs

University engagement in PE encompasses students' involvement in health-promoting activities (Li et al., 2021; Liu et al., 2021). Jaya and Ariyanto (2021) describe three components: vigor, dedication, and absorption. Vigor reflects energy and enthusiasm (Pulido-Martos et al., 2020), dedication represents persistence in maintaining physical well-being (Teuber et al., 2021), and absorption describes deep focus during activity (Koob et al., 2021). These components collectively support both physical and

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

intellectual development (Estévez et al., 2021). However, engagement in university PE remains low due to academic stress, scheduling conflicts, and undervaluing physical activity (Ferreira Silva et al., 2022; Moore et al., 2023). The COVID-19 pandemic further limited access to physical spaces and worsened inactivity (Frömel et al., 2023). Therefore, targeted strategies are needed to address disengagement and promote sustained student participation (Arık & Erturan, 2023).

Preserving culture, promoting fitness: The impact of Philippine dances in PE

Integrating Philippine traditional dances into PE leverages situational interest while preserving cultural heritage. Dances such as *Tinikling* and *Maglalatik* (Santos et al. 2019) offer a culturally rich form of physical activity that deepens students' engagement and pride in Filipino identity (Lobo, 2023). These dances, introduced in PE classes (Duggan, 1951; Figley, 1981; Stivaktaki et al., 2010), provide novelty and relevance, enhancing motivation (Zhu et al., 2009). Traditional dances also support inclusive participation, accommodating diverse abilities and promoting sustained physical activity (Bertills et al., 2019; Kico et al., 2018). As a form of intangible cultural heritage, they ensure intergenerational knowledge transfer and holistic well-being (Afolaranmi & Afolaranmi, 2024). When PE programs emphasize these practices, they not only enhance student health but also contribute to cultural sustainability (Pacheco et al., 2016).

Study objectives, hypotheses formulation and conceptual framework

Recent studies have highlighted that situational interest has a direct and immediate effect on academic engagement in Physical Education (Roure et al., 2019; Wang et al., 2022). However, most of this research has been conducted in educational institutions outside the Philippines, indicating a gap in Philippine's higher education.

Additionally, there needs to be more documentation on the direct influence of each dimension of situational interest on university engagement. This study addressed the gap by investigating the immediate influence of situational interest on the level of engagement among university students from various higher education institutions in the Philippines, with a focus on Philippine traditional dances as both a sustainable form of

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
 Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

exercise and a means of preserving intangible cultural heritage. In this regard, the present investigation tested the following hypotheses, which is also illustrated in Figure 1:

H₁: University engagement can be influenced by situational interest and its dimensions:

H_{1a}: Novelty;

H_{1b}: Challenge;

H_{1c}: Attention quality;

H_{1d}: Instant enjoyment; and

H_{1e}: Exploration intention

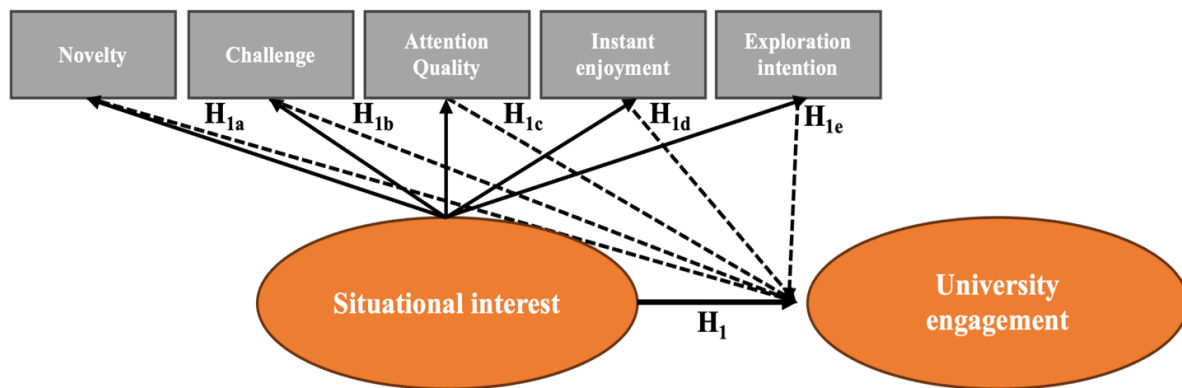


Figure 1. Conceptual framework of the study indicating that situational interest and its dimensions predict university engagement

Methods

Research Design

This study utilized a quantitative, predictive design to explore and forecast relationships between variables (van Witteloostuijn et al., 2022). It aimed to identify and measure the associations between different variables and predict outcomes based on these relationships. Specifically, the research examined how situational interest and its dimensions directly influenced study engagement in Philippine traditional dances.

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

Participants and Sampling Technique

The respondents in this study were second-year undergraduate students enrolled in the 1st Semester of the Academic Year 2023-2024 at five (5) selected State Universities in the Philippines. The focus on this year level was due to the availability of minor physical education classes on Philippine traditional dances exclusively during the second semester for second-year students. Respondents were selected through purposive sampling, targeting individuals with attributes relevant to the study objectives (Rahman et al., 2022). This approach ensured a precise sample to address the research questions effectively. Subsequently, the specified attributes will be used to choose the participants for the study:

1. Second-year students currently enrolled in Physical Education 3 (PATH-Fit 3) during the 1st Semester, Academic Year 2023-2024 with topics in Philippine traditional dance (any folk dances offered during the semester); and,
2. Ages 19 and above; and
3. Across all spectrums of gender.

Table 1 shows that females comprise the majority of students (57.8%), followed by males, LGBTQIAP+, and those who did not disclose gender. State University C has the highest student count, while University E has the lowest. Gender distribution appears consistent across all five institutions.

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

Table 1. Distribution of respondents based on institution and gender

Institution		Gender identity				Total
		Male	Female	LGBTQIAP+	Prefer not to disclose	
State University A	Count	283	449	45	17	794
	% within Institution	35.6%	56.5%	5.7%	2.1%	100.0%
	% within Gender	22.7%	21.3%	20.8%	21.8%	21.8%
	% of Total	7.8%	12.3%	1.2%	0.5%	21.8%
State University B	Count	257	391	45	14	707
	% within Institution	36.4%	55.3%	6.4%	2.0%	100.0%
	% within Gender	20.6%	18.6%	20.8%	17.9%	19.4%
	% of Total	7.1%	10.7%	1.2%	0.4%	19.4%
State University C	Count	328	588	59	24	999
	% within Institution	32.8%	58.9%	5.9%	2.4%	100.0%
	% within Gender	26.3%	27.9%	27.3%	30.8%	27.4%
	% of Total	9.0%	16.1%	1.6%	0.7%	27.4%
State University D	Count	198	354	36	12	600
	% within Institution	33.0%	59.0%	6.0%	2.0%	100.0%
	% within Gender	15.9%	16.8%	16.7%	15.4%	16.5%
	% of Total	5.4%	9.7%	1.0%	0.3%	16.5%
State University E	Count	179	324	31	11	545
	% within Institution	32.8%	59.4%	5.7%	2.0%	100.0%
	% within Gender	14.4%	15.4%	14.4%	14.1%	15.0%
	% of Total	4.9%	8.9%	0.9%	0.3%	15.0%
Total	Count	1245	2106	216	78	3645
	% within Institution	34.2%	57.8%	5.9%	2.1%	100.0%
	% within Gender	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	34.2%	57.8%	5.9%	2.1%	100.0%

Furthermore, the data in Table 2 shows a higher representation of females (57.8%) compared to males (34.2%) and LGBTQIAP+ individuals (5.9%) across various age groups. The respondents' age ranges from 19 to 28, with the mean ($\bar{x}$) age of 20.95 years old. Most respondents are 19 (47.9%) and 20 (17.1%), with a notable drop in numbers for older age groups. The percentages within each gender category vary significantly, with the highest proportion of LGBTQIAP+ individuals being among those aged 20 (8.5%) and the lowest among those aged 22 (23.0%).

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

Table 2. Distribution of respondents based on age and gender

		Gender				Total
		Male	Female	LGBTQIAP+	Prefer not to disclose	
Age 19	Count	589	1040	87	29	1745
	% within Age	33.8%	59.6%	5.0%	1.7%	100.0%
	% within Gender	47.3%	49.4%	40.3%	37.2%	47.9%
	% of Total	16.2%	28.5%	2.4%	0.8%	47.9%
20	Count	238	310	53	23	624
	% within Age	38.1%	49.7%	8.5%	3.7%	100.0%
	% within Gender	19.1%	14.7%	24.5%	29.5%	17.1%
	% of Total	6.5%	8.5%	1.5%	0.6%	17.1%
21	Count	24	148	3	3	178
	% within Age	13.5%	83.1%	1.7%	1.7%	100.0%
	% within Gender	1.9%	7.0%	1.4%	3.8%	4.9%
	% of Total	0.7%	4.1%	0.1%	0.1%	4.9%
22	Count	45	19	20	3	87
	% within Age	51.7%	21.8%	23.0%	3.4%	100.0%
	% within Gender	3.6%	0.9%	9.3%	3.8%	2.4%
	% of Total	1.2%	0.5%	0.5%	0.1%	2.4%
23	Count	145	195	7	1	348
	% within Age	41.7%	56.0%	2.0%	0.3%	100.0%
	% within Gender	11.6%	9.3%	3.2%	1.3%	9.5%
	% of Total	4.0%	5.3%	0.2%	0.0%	9.5%
24	Count	67	144	8	2	221
	% within Age	30.3%	65.2%	3.6%	0.9%	100.0%
	% within Gender	5.4%	6.8%	3.7%	2.6%	6.1%
	% of Total	1.8%	4.0%	0.2%	0.1%	6.1%
25	Count	30	36	21	0	87
	% within Age	34.5%	41.4%	24.1%	0.0%	100.0%
	% within Gender	2.4%	1.7%	9.7%	0.0%	2.4%
	% of Total	0.8%	1.0%	0.6%	0.0%	2.4%
26	Count	23	88	7	16	134
	% within Age	17.2%	65.7%	5.2%	11.9%	100.0%
	% within Gender	1.8%	4.2%	3.2%	20.5%	3.7%
	% of Total	0.6%	2.4%	0.2%	0.4%	3.7%
27	Count	48	35	4	0	87
	% within Age	55.2%	40.2%	4.6%	0.0%	100.0%
	% within Gender	3.9%	1.7%	1.9%	0.0%	2.4%
	% of Total	1.3%	1.0%	0.1%	0.0%	2.4%
28	Count	36	91	6	1	134
	% within Age	26.9%	67.9%	4.5%	0.7%	100.0%
	% within Gender	2.9%	4.3%	2.8%	1.3%	3.7%
	% of Total	1.0%	2.5%	0.2%	0.0%	3.7%
Total	Count	1245	2106	216	78	3645
	% within Age	34.2%	57.8%	5.9%	2.1%	100.0%
	% within Gender	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	34.2%	57.8%	5.9%	2.1%	100.0%

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

Instrument

The survey questionnaire that was used to obtain data from the respondents is subdivided into three parts:

1. The first part obtained data about respondents' demographic characteristics (i.e., gender identity, age and institution).
2. The second part consist of the Situational Interest Scale by Chen et al. (1999). It is a measurement tool designed to assess situational interest in physical education contexts. It consists of 19 items that capture various dimensions of situational interest, including novelty, challenge, attention quality, exploration intention, and instant enjoyment. Respondents rate each item to indicate the extent to which they experience interest or enjoyment in a specific activity or task during physical education classes. Responses can be recorded on a 5-point Likert scale ranging from 1 (very untrue) to 5 (very true).
3. The last part is the Utrecht Work Engagement Scale for Students (UWES-9S) by Carmona-Halty et al. (2019). This particular scale is a nine-item self-report instrument that measures overall university engagement in Physical Education classes. Also, this particular instrument is subdivided into three unique features: vigor, dedication, and absorption. A 6-point Likert scale ranging from 0 (never) to 6 (always) is used to evaluate each item. In this study, a composite score was obtained to test its relationship to situational interest.

Normality, reliability, and inter-variable correlations were assessed to ensure valid and consistent data analysis. As shown in Table 3, all constructs met acceptable skewness and kurtosis thresholds, indicating normal distribution. Reliability was high, with Cronbach's alpha values ranging from .86 to .95. Correlational analysis also showed significant relationships among all variables ($p < .05$).

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
 Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

Table 3. Normality estimates, reliability, and inter-variable correlational assessment

Variable	M ± SD	Skew	Kurt	1	2	3	4	5	6
NV	3.72 ± .87	-.281	-.217	(.91)					
CL	3.71 ± .79	-.418	.605	.87**	(.86)				
AQ	3.78 ± .85	-.518	.350	.79**	.89**	(.89)			
IE	3.86 ± .81	-.591	.648	.78**	.89**	.96**	(.89)		
EI	4.11 ± .82	-1.047	1.532	.64**	.76**	.78**	.83**	(.94)	
UE	3.82 ± .74	-.569	.898	.64**	.72**	.69**	.72**	.67**	(.95)

Note: Mean and Standard Deviation are indicated as M ± SD.

** . Correlation is significant at the 0.01 level (2-tailed).

Legend: NV- Novelty, CL- Challenge, AQ- Attention quality, IE- Instant enjoyment, EI- Exploration intention, UE- University engagement

Data analysis

The present study has used cross-tabulation analysis. It is a contingency table that displays the frequency of respondents in terms of gender, age and institution. Lastly, a predictive analysis specifically the multiple linear regression has been performed to determine the direct influence of situational interest to university engagement.

Ethical statement

Ethical considerations were strictly followed throughout the study. Data was gathered through an online survey via Google Forms, where the study's purpose, inclusion criteria, instruments, and measured variables were outlined. Respondents were informed of the study's benefits, voluntary participation, potential minor discomforts, absence of monetary compensation, and their right to withdraw at any time. Data was stored securely with password protection, accessible only to the researchers, and will be deleted after three months. Anonymity and confidentiality were maintained in line with the Data Privacy Act of 2012, and no data will be used for secondary research.

Results

Table 4 presents the correlations between situational interest's dimensions and university engagement, revealing significant positive relationships across all variables. Novelty [$r(3643) = .643, p < .05$], challenge [$r(3643) = .719, p < .05$], attention quality [$r(3643) = .685, p < .05$], instant enjoyment [$r(3643) = .721, p < .05$], and exploration intention [$r(3643) = .674, p < .05$] strongly correlate with university engagement. These findings highlight that dimensions of situational interest are closely linked to higher levels

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

of engagement among students. Correlation provides a preliminary understanding of the relationships between variables, allowing researchers to identify potential issues and validate that each predictor uniquely contributes to the outcome variable. This study's significant correlations among the situational interest dimensions and university engagement support the subsequent regression analysis by confirming that these variables are interrelated, thereby justifying their inclusion in the model.

Table 4. Association between situational interest and university engagement

University engagement		
Novelty	Pearson Correlation	.643**
	Sig. (2-tailed)	<.001
Challenge	Pearson Correlation	.719**
	Sig. (2-tailed)	<.001
Attention quality	Pearson Correlation	.685**
	Sig. (2-tailed)	<.001
Instant enjoyment	Pearson Correlation	.721**
	Sig. (2-tailed)	<.001
Exploration intention	Pearson Correlation	.674**
	Sig. (2-tailed)	<.001
N		3645

**. Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 5, situational interest significantly predicts university engagement, $F(5, 1090) = 163.219, p < .001$, with an $R^2 = .570$, indicating that 57.0% of the variance in university engagement is explained by the model. This suggests that increasing students' interest—particularly through engaging, culturally relevant experiences—can significantly enhance their participation in Philippine traditional dances. Furthermore, analyzing each dimension, novelty ($\beta = .091, t = 4.829, p < .001$) was a positive predictor, indicating that introducing unique or unconventional dance elements can increase student interest and motivation. Additionally, challenge ($\beta = .292, t = 9.991, p < .001$) also had a strong positive relationship, implying that moderately difficult routines can stimulate greater effort and persistence, thereby enhancing engagement. In contrast, attention quality ($\beta = -.228, t = -6.232, p < .001$) showed a negative relationship with engagement. This suggests that overly rigid or overly structured activities may suppress involvement, and a more flexible, creative approach may be beneficial. Meanwhile instant enjoyment ($\beta = .400, t = 9.659, p < .001$) emerged

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

as a key predictor. Students who find immediate pleasure in dancing are more likely to stay engaged, emphasizing the need for rewarding, fun experiences. Similarly, exploration intention ($\beta = .400$, $t = 10.177$, $p < .001$) showed the highest predictive strength. Allowing students to explore various dance forms and express creativity fosters deeper involvement and appreciation for traditional dances. Overall, instant enjoyment and exploration intention had the strongest positive association, while attention quality had a notable negative correlation. These findings highlight the value of enjoyable, exploratory, and student-centered approaches in promoting sustained engagement in Philippine traditional dances.

Table 5. Situational interest on university engagement

Hypothesis	Regression weights	Beta Coefficient	R^2	F	t-value	p-value	Decision
H_1	SI $\rightarrow$ UE	-	.570	965.010	-	<.001	Supported
H_{1a}	NV $\rightarrow$ UE	.091	-	-	4.829	<.001	Supported
H_{1b}	CL $\rightarrow$ UE	.292	-	-	9.991	<.001	Supported
H_{1c}	AQ $\rightarrow$ UE	-.228	-	-	-6.232	<.001	Supported
H_{1d}	IE $\rightarrow$ UE	.400	-	-	9.659	<.001	Supported
H_{1e}	EI $\rightarrow$ UE	.184	-	-	10.177	<.001	Supported

Legend: NV- Novelty, CL- Challenge, AQ- Attention quality, IE- Instant enjoyment, EI- Exploration intention, UE- University engagement.

Discussion

This study confirms a significant positive relationship between situational interest and university engagement, aligning with prior findings on the motivational impact of interest in physical activity (Chen & Darst, 2001; Roure & Pasco, 2018; Wang et al., 2022). This underscores the importance of culturally relevant and engaging experiences in promoting student involvement and commitment (Abdalla & Moussa, 2024; Ainley, 2012; Høgheim et al., 2023; Rovegno & Gregg, 2007; Tao et al., 2022).

Among the five dimensions, novelty plays a central role. Introducing unfamiliar or modernized elements into Philippine dances can capture students' interest and motivation (Fernández-Espínola et al., 2020; Fierro-Suero et al., 2020; Lakicevic et al., 2020). Technology-based innovations (McDiarmid & Zhao, 2023; Serdyukov, 2017; Walter, 2024) may also make learning more dynamic and appealing. Challenge also significantly influences engagement. Presenting intricate routines encourages students to exert effort

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

and stay focused, reinforcing earlier findings on the motivational role of moderately difficult tasks (Kuldas et al., 2014; Lavrijsen et al., 2021; Roure et al., 2019; Simón-Chico et al., 2023; M. Wang & Degol, 2014).

In contrast, attention quality showed a negative association with engagement, contrary to other studies (Burke & Ray, 2008; Le, 2021) that associate higher attention with better learning. This suggests that excessive focus on form or detail may overwhelm students, stifling creativity and enjoyment. A more adaptive and flexible approach that values student expression and cultural storytelling may help sustain motivation (Beni et al., 2023; Dimarucot et al., 2021; Payne & Costas, 2021).

Instant enjoyment emerged as one of the strongest predictors of engagement. Students who experience pleasure during dance are more likely to remain involved (Adank et al., 2024; Dismore & Bailey, 2011; Fairclough, 2003; Hernik & Jaworska, 2018; Mullen et al., 2011; Sierra-Díaz et al., 2019; Yli-Piipari et al., 2009). Activities offering quick rewards, like celebratory performances or immediate feedback (Z. Chen, 2023; Hellín et al., 2023), can enhance this aspect. Finally, exploration intention showed the strongest positive influence. Encouraging students to explore different dances, styles, and interpretations supports autonomy and curiosity (Zhu et al. 2009; Chen and Wang 2017; Roure and Pasco 2018). A learning environment that values inquiry and cultural reflection strengthens appreciation for tradition while deepening engagement (Hulme et al., 2013; Lobo, 2024; Spitzer et al., 2023; Vidler, 1980).

These insights offer practical implications for PE curriculum design in higher education. Instructors can rotate lesser-known regional dances to foster novelty and offer student choice to encourage exploration. Interactive sessions, like student-led showcases and cultural dance festivals, can boost enjoyment. Meanwhile, avoiding overly rigid or technique-heavy instruction can prevent disengagement. Instead, culturally responsive, expressive, and student-centered strategies should be emphasized to support both engagement and heritage preservation.

Conclusion

This study highlights the significant role of situational interest in promoting university engagement, particularly in the context of Philippine traditional dances. When

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

students find these cultural activities engaging, their involvement increases, demonstrating the value of integrating meaningful and relevant content into physical education. Enhancing situational interest through traditional dances not only supports students' physical development but also contributes to the preservation of cultural heritage. Furthermore, the results underscore the importance of novelty and challenge in sustaining engagement. Introducing creative and stimulating dance elements can enhance enjoyment, while challenging routines foster dedication and motivation. These strategies reaffirm the role of traditional dance as both a form of physical activity and a culturally rich learning experience. Conversely, the negative influence of attention quality suggests that overly structured instruction may limit engagement. Flexible, student-centered teaching that encourages exploration and self-expression can better support sustained interest. By applying these insights, physical education programs can help traditional dances flourish as a vibrant, engaging, and culturally significant practice, fostering both student well-being and heritage conservation.

Recommendations for teaching Philippine traditional dances in Physical Education in the higher education landscape

To effectively teach Philippine traditional dances in higher education, it is crucial to apply strategies that enhance situational interest and engagement. First, educators should introduce innovative and novel elements to the curriculum. Modern interpretations and cross-cultural collaborations, while preserving authenticity, can stimulate interest and deepen cultural appreciation. Interactive tools like virtual workshops and multimedia platforms can further enhance engagement and understanding.

Second, a balanced yet challenging environment is key to maintaining student motivation. Designing routines that are both demanding and achievable fosters a sense of accomplishment. Opportunities for tackling complex steps or participating in high-stakes performances can boost commitment and enthusiasm, provided that the difficulty aligns with students' skill levels. This promotes not only physical development but also artistic and cultural appreciation.

Lastly, flexible and adaptive teaching methods are essential. Encouraging student-led projects, personalized feedback, and creative exploration ensures inclusivity and

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

prevents disengagement. Allowing students to interpret dances in ways that reflect their identity and interests enhances their connection to the tradition. Implementing these practices can effectively promote cultural heritage while sustaining engagement in physical education.

Limitations of the Study

This study relied on self-report measures to assess students' interest and engagement, which can introduce biases such as social desirability or inaccurate self-perception. As a result, the findings may not fully reflect the depth of students' actual experiences. Future studies could incorporate objective or observational methods for a more comprehensive view. Another limitation is the study's focus on only five state universities in the Philippines. The narrow geographic and institutional scope may limit the generalizability of findings. Future research should consider a broader, more diverse sample to reflect varying cultural and institutional contexts and enhance applicability across the country.

Potential Research Directions

Future studies should expand to other educational settings, such as private universities or institutions in different regions, to examine how various environments affect student engagement with traditional dances. This can reveal how factors like institutional culture or regional diversity influence interest and participation. Furthermore, adopting mixed-methods approaches (i.e., interviews, focus groups, or observations) can enrich insights into students' motivations, challenges, and experiences. These methods provide a deeper understanding beyond what quantitative data alone can capture. Lastly, longitudinal studies could explore how continued engagement with traditional dances impacts cultural appreciation and physical well-being. Investigating these outcomes can inform the development of more sustainable and meaningful educational programs that foster lasting interest in cultural heritage and support student health.

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

Bridging Cultures through Research: The global significance of Philippine scholarly works to Educational and Cultural Studies

Philippine-based research offers valuable contributions to the global discourse on cultural and educational integration. By exploring traditional dances in the context of physical education and cultural preservation, Filipino scholarly works provide insight into how localized cultural practices can enrich modern education systems. These studies emphasize the value of culturally contextualized pedagogy, showing how national identity and tradition can coexist with global learning frameworks. Including Filipino perspectives in international literature helps close the gap in understanding how culture influences educational engagement, highlighting the role of intangible heritage in contemporary learning. Ultimately, this research promotes inclusive education and strengthens international appreciation for cultural diversity, positioning Philippine scholarship as a vital part of global educational and cultural studies.

References

- Abdalla, H., & Moussa, A. (2024). Culturally Responsive Teaching: Navigating Models and Implementing Effective Strategies. *Acta Pedagogica Asiana*, 3(2), 91–100. <https://doi.org/10.53623/apga.v3i2.432>
- Adank, A. M., Van Kann, D. H. H., Borghouts, L. B., Kremers, S. P. J., & Vos, S. B. (2024). That's what I like! Fostering enjoyment in primary physical education. *European Physical Education Review*, 30(2), 283–301. <https://doi.org/10.1177/1356336X231205686>
- Afolaranmi, V. B., & Afolaranmi, A. O. (2024). Cultural revitalization through dance as a panacea for peacebuilding. *Advanced Journal of Theatre and Film Studies*, 2(1), 39–45.
- Aibar, A., Abós, Á., García-González, L., González-Cutre, D., & Sevil-Serrano, J. (2021). Understanding students' novelty satisfaction in physical education: Associations with need-supportive teaching style and physical activity intention. *European Physical Education Review*, 27(4), 779–797. <https://doi.org/10.1177/1356336X21992791>

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

- Ainley, M. (2012). Students' Interest and Engagement in Classroom Activities. In *Handbook of Research on Student Engagement* (pp. 283–302). Springer US. https://doi.org/10.1007/978-1-4614-2018-7_13
- Ainley, M., Hidi, S., & Berndorff, D. (2002). Interest, learning, and the psychological processes that mediate their relationship. *Journal of Educational Psychology*, 94(3), 545–561. <https://doi.org/10.1037/0022-0663.94.3.545>
- Arik, A., & Erturan, A. G. (2023). Autonomy Support and Motivation in Physical Education: A Comparison of Teacher and Student Perspectives. *International Journal of Contemporary Educational Research*, 10(3), 649–657. <https://doi.org/10.52380/ijcer.2023.10.3.470>
- Beni, S., Ní Chróinín, D., Fletcher, T., Bailey, J., Cariño Fraisse, L., Down, M., Hamada, M., Riddick, T., Trojanovic, M., & Gross, K. (2023). Teachers' sensemaking in implementation of Meaningful Physical Education. *Physical Education and Sport Pedagogy*, 1–14. <https://doi.org/10.1080/17408989.2023.2260388>
- Bertills, K., Granlund, M., & Augustine, L. (2019). Inclusive Teaching Skills and Student Engagement in Physical Education. *Frontiers in Education*, 4(August), 1–13. <https://doi.org/10.3389/feduc.2019.00074>
- Burke, L. A., & Ray, R. (2008). Re-setting the concentration levels of students in higher education: an exploratory study. *Teaching in Higher Education*, 13(5), 571–582. <https://doi.org/10.1080/13562510802334905>
- Carmona-Halty, M. A., Schaufeli, W. B., & Salanova, M. (2019). The Utrecht Work Engagement Scale for Students (UWES–9S): Factorial Validity, Reliability, and Measurement Invariance in a Chilean Sample of Undergraduate University Students. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.01017>
- Chen, A., & Darst, P. W. (2001). Situational Interest in Physical Education: A Function of Learning Task Design. *Research Quarterly for Exercise and Sport*, 72(2), 150–164. <https://doi.org/10.1080/02701367.2001.10608945>
- Chen, A., Darst, P. W., & Pangrazi, R. P. (1999). What Constitutes Situational Interest? Validating a Construct in Physical Education. *Measurement in Physical Education and Exercise Science*, 3(3), 157–180. https://doi.org/10.1207/s15327841mpee0303_3

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

- Chen, A., & Wang, Y. (2017). The Role of Interest in Physical Education: A Review of Research Evidence. *Journal of Teaching in Physical Education*, 36(3), 313–322. <https://doi.org/10.1123/jtpe.2017-0033>
- Chen, S., Sun, H., Zhu, X., Chen, A., & Ennis (Posthumous), C. D. (2021). Learners' motivational response to the Science, PE, & Me! curriculum: A situational interest perspective. *Journal of Sport and Health Science*, 10(2), 243–251. <https://doi.org/10.1016/j.jshs.2019.11.001>
- Chen, Z. (2023). The Influence of School's Reward Systems on Students' Development. *Journal of Education, Humanities and Social Sciences*, 8, 1822–1827. <https://doi.org/10.54097/ehss.v8i.4591>
- Dimarucot, H. C., Aguinaldo, J. C., & Andres, E. C. A. (2021). Flexible Learning in College Physical Education in the Time of a Global Health Crisis and Beyond. *International Journal of Human Movement and Sports Sciences*, 9(5), 1058–1066. <https://doi.org/10.13189/saj.2021.090528>
- Dismore, H., & Bailey, R. (2011). Fun and enjoyment in physical education: young people's attitudes. *Research Papers in Education*, 26(4), 499–516. <https://doi.org/10.1080/02671522.2010.484866>
- Duggan, A. S. (1951). The Place of Dance in the School Physical Education Program. *Journal of the American Association for Health, Physical Education, and Recreation*, 22(3), 26–29. <https://doi.org/10.1080/23267232.1951.10629848>
- Estévez, I., Rodríguez-Llorente, C., Piñeiro, I., González-Suárez, R., & Valle, A. (2021). School Engagement, Academic Achievement, and Self-Regulated Learning. *Sustainability*, 13(6), 3011. <https://doi.org/10.3390/su13063011>
- Fairclough, S. (2003). Physical Activity, Perceived Competence and Enjoyment During High School Physical Education. *European Journal of Physical Education*, 8(1), 5–18. <https://doi.org/10.1080/1740898030080102>
- Fernández-Espínola, C., Almagro, B. J., Tamayo-Fajardo, J. A., & Sáenz-López, P. (2020). Complementing the Self-Determination Theory With the Need for Novelty: Motivation and Intention to Be Physically Active in Physical Education Students. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.01535>

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

- Ferreira Silva, R. M., Mendonça, C. R., Azevedo, V. D., Raoof Memon, A., Noll, P. R. E. S., & Noll, M. (2022). Barriers to high school and university students' physical activity: A systematic review. *PLOS ONE*, 17(4), e0265913. <https://doi.org/10.1371/journal.pone.0265913>
- Fierro-Suero, S., Almagro, B. J., Sáenz-López, P., & Carmona-Márquez, J. (2020). Perceived Novelty Support and Psychological Needs Satisfaction in Physical Education. *International Journal of Environmental Research and Public Health*, 17(11), 4169. <https://doi.org/10.3390/ijerph17114169>
- Figley, G. (1981). A Movement Approach to Teaching Folk Dance. *Journal of Physical Education and Recreation*, 52(6), 54–57. <https://doi.org/10.1080/07303084.1981.10629205>
- Frömel, K., Groffik, D., & Mitáš, J. (2023). Adolescents' Participation in School Physical Activity before and during the COVID-19 Pandemic: An Educational Priority. *Education Sciences*, 13(3), 304. <https://doi.org/10.3390/educsci13030304>
- González-Cutre, D., & Sicilia, Á. (2019). The importance of novelty satisfaction for multiple positive outcomes in physical education. *European Physical Education Review*, 25(3), 859–875. <https://doi.org/10.1177/1356336X18783980>
- Hellín, C. J., Calles-Esteban, F., Valledor, A., Gómez, J., Otón-Tortosa, S., & Tayebi, A. (2023). Enhancing Student Motivation and Engagement through a Gamified Learning Environment. *Sustainability*, 15(19), 14119. <https://doi.org/10.3390/su151914119>
- Hernik, J., & Jaworska, E. (2018). The effect of enjoyment on learning. *12th International Technology, Education and Development Conference*, 508–514. <https://doi.org/10.21125/inted.2018.1087>
- Hidi, S., & Renninger, K. A. (2006). The Four-Phase Model of Interest Development. *Educational Psychologist*, 41(2), 111–127. https://doi.org/10.1207/s15326985ep4102_4
- Høgheim, S., Jenssen, E. S., & Federici, R. A. (2023). Do lectures matter? Exploring students' situational interest in two learning arenas in teacher education. *Scandinavian Journal of Educational Research*, 67(7), 1027–1040. <https://doi.org/10.1080/00313831.2022.2115131>

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

- Högman, J., & Augustsson, C. (2023). Children's experiences of development in alternative sports programmes. *Health Education Journal*, 82(4), 403–414. <https://doi.org/10.1177/00178969231163405>
- Hsu, W.-T., Lin, A., & Shang, I.-W. (2023). The Role of Novelty Satisfaction in Distance Physical Education During the COVID-19 Pandemic: A Self-Determination Theory Perspective. *Psychological Reports*, 126(6), 2924–2939. <https://doi.org/10.1177/00332941221092655>
- Hulme, E., Green, D. T., & Ladd, K. S. (2013). Fostering Student Engagement by Cultivating Curiosity. *New Directions for Student Services*, 2013(143), 53–64. <https://doi.org/10.1002/ss.20060>
- Jaya, L. H. S., & Ariyanto, E. (2021). The Effect of Vigor, Dedication and Absorption on the Employee Performance of PT Garuda Indonesia Cargo. *European Journal of Business and Management Research*, 6(4), 311–316. <https://doi.org/10.24018/ejbmr.2021.6.4.1006>
- Kico, I., Grammalidis, N., Christidis, Y., & Liarokapis, F. (2018). Digitization and Visualization of Folk Dances in Cultural Heritage: A Review. *Inventions*, 3(4), 72. <https://doi.org/10.3390/inventions3040072>
- Koob, C., Schröpfer, K., Coenen, M., Kus, S., & Schmidt, N. (2021). Factors influencing study engagement during the COVID-19 pandemic: A cross-sectional study among health and social professions students. *PLOS ONE*, 16(7), e0255191. <https://doi.org/10.1371/journal.pone.0255191>
- Krapp, A. (2002). An educational-psychological theory of interest and its relation to SDT. In E. L. Deci & R. M. Ryan (Eds.), *Handbook of self-determination research* (pp. 405–427). University of Rochester Press.
- Kuldass, S., Satyen, L., Ismail, H. N., & Hashim, S. (2014). Greater Cognitive Effort for Better Learning: Tailoring an Instructional Design for Learners with Different Levels of Knowledge and Motivation. *Psychologica Belgica*, 54(4), 350–373. <https://doi.org/10.5334/pb.aw>
- Lakicevic, N., Gentile, A., Mehrabi, S., Cassar, S., Parker, K., Roklicer, R., Bianco, A., & Drid, P. (2020). Make Fitness Fun: Could Novelty Be the Key Determinant for

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

- Physical Activity Adherence? *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.577522>
- Lavrijsen, J., Preckel, F., Verachtert, P., Vansteenkiste, M., & Verschueren, K. (2021). Are motivational benefits of adequately challenging schoolwork related to students' need for cognition, cognitive ability, or both? *Personality and Individual Differences*, 171, 110558. <https://doi.org/10.1016/j.paid.2020.110558>
- Le, H. V. (2021). An Investigation into Factors Affecting Concentration of University Students. *Journal of English Language Teaching and Applied Linguistics*, 3(6), 07–12. <https://doi.org/10.32996/jeltal.2021.3.6.2>
- Li, Y., Qiu, L., & Sun, B. (2021). School engagement as a mediator in students' social relationships and academic performance: a survey based on CiteSpace. *International Journal of Crowd Science*, 5(1), 17–30. <https://doi.org/10.1108/IJCS-02-2020-0005>
- Liu, F., Gai, X., Xu, L., Wu, X., & Wang, H. (2021). School Engagement and Context: A Multilevel Analysis of Adolescents in 31 Provincial-Level Regions in China. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.724819>
- Lobo, J. (2023). Protecting Philippine Dance Traditions via Education of Tomorrow's Pedagogues: The Role of Individual Interest and School Engagement. *Journal of Ethnic and Cultural Studies*, 10(1), 98–124. <https://doi.org/10.29333/ejecs/1527>
- Lobo, J. (2024). The role of Curiosity to Study Engagement of Students in Gymnastics: Extrapolating Reciprocity. *Science of Gymnastics Journal*, 16(1), 77–91. <https://doi.org/10.52165/sjg.16.1.77-91>
- McDiarmid, W. G., & Zhao, Y. (2023). Time to Rethink: Educating for a Technology-Transformed World. *ECNU Review of Education*, 6(2), 189–214. <https://doi.org/10.1177/20965311221076493>
- Moore, R., Edmondson, L., Gregory, M., Griffiths, K., & Freeman, E. (2023). Barriers and facilitators to physical activity and further digital exercise intervention among inactive British adolescents in secondary schools: a qualitative study with physical education teachers. *Frontiers in Public Health*, 11. <https://doi.org/10.3389/fpubh.2023.1193669>

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

- Mullen, S. P., Olson, E. A., Phillips, S. M., Szabo, A. N., Wójcicki, T. R., Mailey, E. L., Gothe, N. P., Fanning, J. T., Kramer, A. F., & McAuley, E. (2011). Measuring enjoyment of physical activity in older adults: invariance of the physical activity enjoyment scale (paces) across groups and time. *International Journal of Behavioral Nutrition and Physical Activity*, 8(1), 103. <https://doi.org/10.1186/1479-5868-8-103>
- Pacheco, E., Hoyos, D. P., Watts, W. J., Lema, L., & Arango, C. M. (2016). Feasibility Study: Colombian Caribbean Folk Dances to Increase Physical Fitness and Health-Related Quality of Life in Older Women. *Journal of Aging and Physical Activity*, 24(2), 284–289. <https://doi.org/10.1123/japa.2015-0012>
- Payne, H., & Costas, B. (2021). Creative Dance as Experiential Learning in State Primary Education: The Potential Benefits for Children. *Journal of Experiential Education*, 44(3), 277–292. <https://doi.org/10.1177/1053825920968587>
- Pulido-Martos, M., Cortés-Denia, D., de la Rosa-Blanca, J. J., & Lopez-Zafra, E. (2020). The Shirom-Melamed Vigor Measure for Students: Factorial Analysis and Construct Validity in Spanish Undergraduate University Students. *International Journal of Environmental Research and Public Health*, 17(24), 9590. <https://doi.org/10.3390/ijerph17249590>
- Rahman, Md. M., Tabash, M. I., Salamzadeh, A., Abduli, S., & Rahaman, Md. S. (2022). Sampling Techniques (Probability) for Quantitative Social Science Researchers: A Conceptual Guidelines with Examples. *SEEU Review*, 17(1), 42–51. <https://doi.org/10.2478/seeur-2022-0023>
- Renninger, K. A., & Hidi, S. (2011). Revisiting the Conceptualization, Measurement, and Generation of Interest. *Educational Psychologist*, 46(3), 168–184. <https://doi.org/10.1080/00461520.2011.587723>
- Roure, C., Kermarrec, G., & Pasco, D. (2019). Effects of situational interest dimensions on students' learning strategies in physical education. *European Physical Education Review*, 25(2), 327–340. <https://doi.org/10.1177/1356336X17732964>
- Roure, C., & Pasco, D. (2018). Exploring situational interest sources in the French physical education context. *European Physical Education Review*, 24(1), 3–20. <https://doi.org/10.1177/1356336X16662289>

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

- Rovegno, I., & Gregg, M. (2007). Using folk dance and geography to teach interdisciplinary, multicultural subject matter: a school-based study. *Physical Education & Sport Pedagogy*, 12(3), 205–223. <https://doi.org/10.1080/17408980701610151>
- Santos, M. E., Martin, J. T., Salas, J. V., Soriano, M. R., Manlutac, C. T., & Sanchez, J. C. (2019). Movement Analysis of Philippine Folk Dance Tinikling. *Asian Journal of Interdisciplinary Research*, 30–34. <https://doi.org/10.34256/ajir1913>
- Serdyukov, P. (2017). Innovation in education: what works, what doesn't, and what to do about it? *Journal of Research in Innovative Teaching & Learning*, 10(1), 4–33. <https://doi.org/10.1108/JRIT-10-2016-0007>
- Sierra-Díaz, M. J., González-Víllora, S., Pastor-Vicedo, J. C., & López-Sánchez, G. F. (2019). Can We Motivate Students to Practice Physical Activities and Sports Through Models-Based Practice? A Systematic Review and Meta-Analysis of Psychosocial Factors Related to Physical Education. *Frontiers in Psychology*, 10(October). <https://doi.org/10.3389/fpsyg.2019.02115>
- Silvia, P. J. (2006). *Exploring the Psychology of Interest*. Oxford University Press New York. <https://doi.org/10.1093/acprof:oso/9780195158557.001.0001>
- Simón-Chico, L., González-Peño, A., Hernández-Cuadrado, E., & Franco, E. (2023). The Impact of a Challenge-Based Learning Experience in Physical Education on Students' Motivation and Engagement. *European Journal of Investigation in Health, Psychology and Education*, 13(4), 684–700. <https://doi.org/10.3390/ejihpe13040052>
- Spitzer, M. W. H., Janz, J., Nie, M., & Kiesel, A. (2023). On the interplay of curiosity, confidence, and importance in knowing information. *Psychological Research*. <https://doi.org/10.1007/s00426-023-01841-9>
- Stivaktaki, C., Mountakis, C., & Bournelli, P. (2010). The effect of a cross-curricular study programme in physical education on the attitudes and perceptions of Greek children towards traditional (folk) dance in the first year of secondary school. *Research in Dance Education*, 11(3), 193–211. <https://doi.org/10.1080/14647893.2010.532868>

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

- Tao, D., Gao, Y., Li, F., Liang, W., Jiao, J., Huang, W., Supriya, R., & Baker, J. (2022). Physical Education Provision in Schools. A Role for Dance. *Physical Activity and Health*, 6(1), 38–41. <https://doi.org/10.5334/paah.137>
- Teuber, Z., Tang, X., Salmela-Aro, K., & Wild, E. (2021). Assessing Engagement in Chinese Upper Secondary School Students Using the Chinese Version of the Schoolwork Engagement Inventory: Energy, Dedication, and Absorption (CEDA). *Frontiers in Psychology*, 12, 638189. <https://doi.org/10.3389/fpsyg.2021.638189>
- van Witteloostuijn, A., Vanderstraeten, J., Slabbinck, H., Dejardin, M., Hermans, J., & Coreynen, W. (2022). From explanation of the past to prediction of the future: A comparative and predictive research design in the Social Sciences. *Social Sciences & Humanities Open*, 6(1), 100269. <https://doi.org/10.1016/j.ssaho.2022.100269>
- Vidler, D. C. (1980). Curiosity, Academic Performance, and Class Attendance. *Psychological Reports*, 47(2), 589–590. <https://doi.org/10.2466/pr0.1980.47.2.589>
- Walter, Y. (2024). Embracing the future of Artificial Intelligence in the classroom: the relevance of AI literacy, prompt engineering, and critical thinking in modern education. *International Journal of Educational Technology in Higher Education*, 21(1), 15. <https://doi.org/10.1186/s41239-024-00448-3>
- Wang, H., Shen, B., & Bo, J. (2022). Examining Situational Interest in Physical Education: A New Inventory. *Journal of Teaching in Physical Education*, 41(2), 270–277. <https://doi.org/10.1123/jtpe.2020-0218>
- Wang, M., & Degol, J. (2014). Staying Engaged: Knowledge and Research Needs in Student Engagement. *Child Development Perspectives*, 8(3), 137–143. <https://doi.org/10.1111/cdep.12073>
- Yli-Piipari, S., Watt, A., Jaakkola, T., Liukkonen, J., & Nurmi, J.-E. (2009). Relationships between physical education students' motivational profiles, enjoyment, state anxiety, and self-reported physical activity. *Journal of Sports Science & Medicine*, 8(3), 327–336.
- Zhu, X., Chen, A., Ennis, C., Sun, H., Hopple, C., Bonello, M., Bae, M., & Kim, S. (2009). Situational interest, cognitive engagement, and achievement in physical

Original article. The multidimensionality of situational interest on engagement: Philippine traditional folk dances as a sustainable form of exercise and its preservation as an intangible cultural heritage
Vol. 11, n. ° 3; p. 1-25, July 2025. <https://doi.org/10.17979/sportis.2025.11.3.11615>

education. *Contemporary Educational Psychology*, 34(3), 221–229.
<https://doi.org/10.1016/j.cedpsych.2009.05.002>