

Protecting Philippine Dance Traditions via Education of Tomorrow's Pedagogues: The Role of Individual Interest and School Engagement

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Abstract: One of the primary purposes of higher education is to shape future educators into preservationists of the Philippines' intangible cultural heritage, such as folk dances. As a result, it is critical to evaluate students' individual interests in Philippine traditional dances as well as their school engagement. This guarantees that knowledge is adequately transmitted for these future educators to fulfill their role in strengthening the country's national identity. In this regard, the purpose of this research is to examine the differences between gender, age groups, and school/campus in terms of their individual interest and school engagement. More importantly, its primary goal was to investigate the relationship between individual interest on school engagement. After collecting data from 408 undergraduate students pursuing a Bachelor of Physical Education at the three Higher Education Institutions that offer the program in the Philippines, it was determined that there is no substantial variance in terms of individual interest between gender, age group, and school/campus. Surprisingly, there was a significant difference in students' school engagement among schools/campuses. Most importantly, a strong and positive link between individual interest and school engagement was observed. Finally, individual interest, along with its three factors, has a direct influence on school engagement and its three dimensions. This examination to effectively train future educators as agents on the safeguarding of Philippine dances yielded recommendations for future research direction and proposals in enhancing students' individual interest and engagement, as well as proposals for teacher professional development.

Keywords: Individual interest, intangible cultural heritage, Philippine dances, pedagogues, preservationists, school engagement.

The Current Status of Philippine Folk Dances in the Academe

Philippine Folk Dances are dances that emerged naturally and spontaneously in conjunction with the day-to-day activities and experiences of our Filipino forefathers (Şuşu, 2018). These dances are also called "traditional dances," "ethnic dance," or "folk choreography" (Egorov et al., 2019). It is also believed that among the many different sources of a nation's cultural tradition, folk dances are considered to be one of the best (Patterson et al., 2018). These dances symbolize and exemplify the fusion of several cultural traditions that characterize the Philippines (Namiki, 2011).

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These dances are representations of the dispositions and social lives of our Filipino ancestors before, during, and after the rule of colonists for hundreds of years (Acuña, 2018; Cruz & Tullao, 2015; Uhrinová et al., 2016). These dances have been passed down from generation to generation. It is also believed to be the heartbeat of the people of the Philippines, and it incorporates dances that came from a wide variety of different religions and cultures (X. Chen, 2019). Therefore, these dances are not only an essential flavor and component that contributes to who we are as a whole, but they are also the heart and soul of our culture (Yin, 2015). Everyone who takes part in this activity develops a connection with one another as well as with our customs, which contributes to the formation of togetherness and an understanding of one another (Lobo, 2022).

Sadly, in the Philippines, a variety of dancing styles that originated in other countries have evolved and acquired popularity among Filipinos of all ages and generations. These well-known dances from other countries are in high demand on social media platforms and in stage performances. Regrettably, it has been observed that as a result of modernization, students have a tendency to learn easier and faster in other styles of dance (Buedron, 2017), and they begin to lose interest in folk dance. As a consequence of this, students are more interested in watching and participating in popular dances than they are in traditional dances. In addition, as a result of the rapid rise in popularity of contemporary culture in the country, particularly hip-hop, young people in the Philippines disrespect and put at risk the country's rich cultural heritage and longstanding customs (Reyes et al., 2020). This issue could be related to the decreased amount of exposure that is being given to students, who place a strong emphasis on the traditional dances of the Philippines (Lobo, 2022). Also, the rapid evolution in economic, social, and technological sectors have contributed to the steady decline of cultural aspects, culminating in the shrinking and deterioration of dance heritage. This has led to the gradual collapse of dance as a form of cultural expression (Georgios, 2017; Villones, 2020). Students' interest in the traditional dances of the country appears to be dwindling, given the evidence presented here. It is the primary reason that the majority of educators experience such issues when dealing with students when teaching these diverse dances, which is highly vital to disseminate and conserve the intangible cultural heritage of the country by handing it onto the next generation. Folk dances have been incorporated into the curricula of higher education institutions in the Philippines, specifically for students working toward the Bachelor of Physical Education degree. Despite this, it is sometimes necessary to include additional material in order to cover all of the important ideas. In addition, because the dance routines are so complicated, the instructors will need additional time to teach these dances to their students. It's possible that this is another factor contributing to the students' decreased interest in our traditional dances (Lobo, 2022). According to Dacanay et al. (2021), the primary responsibility of the educators of today is to ensure the continuity of Philippine culture by ensuring that the current cultural experiences, traditions, and practices are passed down from one generation to the next. Students are shaped into one society with a unified national identity and are prepared for their future duties as citizens through the efforts of the educational system (Ohanyere & Ohanyere, 2022). In this age of rapid modernization, it is of the utmost importance to give students the chance to participate in cultural activities and gain exposure to different cultures. This is because students will be the next generation to continue the preservation of the exceptional, spectacular, and stunning dances that represent the lives and personalities of our Filipino ancestors.

Individual Interest in Philippine Folk Dance and School Engagement

To preserve cultural traditions like the Philippine Folk Dances, education and training have long been a focal point of cultural preservation efforts (Achille & Fiorillo, 2022). On the other side, it is the educators themselves who hold the key to passing on the Philippines' intangible cultural heritage to the next generation of educators. According to Zajedova and Riiütel (2014), educators play a key role in passing on our rich cultural history to the future generation. Most Physical Education professors at universities and colleges in the Philippines have the training and experience to teach students about Philippine dances (Babiera II, 2014). In most cases, the Bachelor of Physical Education curriculum is handed down from one cohort of teacher education students to the next. Physical education teachers are responsible for providing their students with a wide range of learning opportunities that incorporate preservation concepts. By doing so, it can assist students in comprehending the need of preserving our intangible cultural heritage, which is essential to our national identity (Potočnik, 2020). Most importantly, this guarantees that future teachers will be able to effectively pass on their knowledge to the next generation and play a vital role in society.

Over the course of the past several years, interest has solidified its position as a strong prognosticator of school engagement (Chen & Wang, 2017). It is a process that motivates students to study more, provides direction in their studies, and is essential to achieving success in school (Harackiewicz et al., 2016). All human activities are prompted by interest, which is a powerful and influential motivator (Renninger & Hidi, 2022). In a more in-depth explanation, interest is described as a construct that possesses three significant qualities (Roure et al., 2021): (1) a psychological *compared* with a continuous trait; (2) specific in terms of content; and (3) a structure with numerous dimensions. In terms of trait, there are two well-known types: *situational interest* is the increased attention toward content and is typically described as a student who is willing to learn with a constructive feeling about it in a particular moment (Fastrich & Murayama, 2020; Schmidt & Rotgans, 2021; Wong et al., 2020), while *individual interest* is associated to a continuing propensity to reengage with a specific content over time (Hong et al., 2019; Knekta et al., 2020; Quinlan & Renninger, 2022). In addition, this construct is always intellectualized as being content-specific (Kang et al., 2021; Wild, 2022), which proposes that a student may be interested in a particular subject but not in the other way around, or vice versa. Also, interest has been characterized as a complex construct that encompasses two domains: the affective (e.g., positive feeling) and cognitive (e.g., perceived importance) domains (Aslan et al., 2021; Svenningsson et al., 2022). Concerning this particular concept, educational researchers have concentrated their attention on the study of situational interest, establishing it as superior to individual interest in terms of both its level and the amount of motivational potential it possesses. This is due to the fact that teachers are able to easily manipulate the learning environment by utilizing a wide variety of learning tasks (Roure & Pasco, 2018). This is the reason why a great number of empirical research have been undertaken about the direct influence of situational interest and school engagement, such as Physical Education (Allard-Latour et al., 2022; Roure et al., 2019), and more specifically physical activities (Pasco & Roure, 2022).

Concerning *individual interest*, there are three unique factors that represent this specific trait (Roure et al., 2021): (1) *positive affect and willingness to reengage* (PAWR), (2) *stored utility value* (SUV), and (3) *stored attainment value and knowledge-seeking intentions* (SAVKSI). PAWR refers to the positive attitude and thrill that students have when interacting with certain content, such as the Philippine Folk Dance. When students have an encounter with the material that is extremely positive and satisfying to them, this factor suggests that they will continue to reengage with it over and over again (Renninger & Hidi, 2022). The degree to which a certain piece of

content links to the students' near-term objectives is being taken into consideration for the SUV. It is possible to say that students will place a high value on Philippine Folk Dance due to the many benefits it provides to their bodies, their health, and their lives in general, as well as the significance it holds for their cultural identities. Last but not least, SAVKSI are defined as the degree to which the subject matter is pertinent to the students' understanding of their self-schemas and primary personal objectives. For instance, students may have a great deal of interest in the material, such as Philippine Folk Dance, because it reflects who they are and how these dances are abstracted based on the previous experiences of our Filipino ancestors and how they should respond in the present circumstance.

Meanwhile, *school engagement* is a multifaceted notion comprising cognitive, affective, and behavioral aspects of a student's involvement in their educational experience (Benito Mundet et al., 2021). On the basis of these three elements, the concept of school engagement may be broken down into three distinct characteristics: (1) *vigor* (VI), (2) *dedication* (DE), and (3) *absorption* (AB) (Jaya & Ariyanto, 2021). To begin, a student with “*vigor*” is one who has a high level of energy, is psychologically resilient, and is flexible within the framework of the academic environment (Demirbatır, 2020; Pulido-Martos et al., 2020). This particular component serves as a descriptor for the upbeat, productive, and spirited demeanor that students bring to the classroom (Cortés-Denia et al., 2022). Second, “*dedication*” is used to describe students who approach their academic pursuits with a great deal of zeal and concentration (Rautanen et al., 2021). Students who are really interested and involved in the material have a favorable impression of the course and think it is relevant, significant, and inspirational (Teuber et al., 2021). When students are intensely focused and completely engaged in a variety of academic pursuits, they are said to be “*absorbed*” in those experiences (Koob et al., 2021). This component provides an explanation of how enjoyment and attention might be brought together while working on school-related tasks (Maroco et al., 2016). These three aspects of student engagement in school are rather separate from one another, but they have a strong connection to one another (Estévez et al., 2021).

As was discussed earlier, situational interest is what enables individual interest to be amplified, which ultimately results in increased levels of school engagement (Hong et al., 2019; Palmer, 2019). According to these pieces of data, there is a notion that situational interest helps to enhance individual interest, which ultimately results in improved student engagement scores and increased appreciation of the content. Students have a greater chance of perceiving higher situational interest if the setting they are in is tied in some way to their own individual interests. Despite this, there is a demand for more research works to be produced on the topic of individual interest in Philippine Folk Dances, how it ties to and can directly affect school engagement. According to Roure et al. (2021), even if there are hundreds of pieces of data that have previously been amassed about situational interest and its motivating potential, there is very little that is known about individual interest. Surprisingly, there is only one study that focused on individual interest. Ghasemi et al. (2018) conducted the only research on the topic, and their findings showed that individual interest is strongly related to and contributes to students' school engagement. The above-mentioned finding, on the other hand, was based on data collected from undergraduate nursing students and has no bearing on Philippine Folk Dances. There were multiple attempts made to explore for published papers that were relevant to this investigation; however, no studies were located. This leads one to hypothesize that studies are limited addressing the relationship between individual interest in Philippine Folk Dances and school engagement. This may be one explanation for why educational academics have a strong interest in focusing more on dealing with situational interest, whereas topics relating to individual interest are given a lower priority in their work. More importantly, this investigation has been carried out because the

researcher wants to get an understanding of how individual interest and school engagement play a vital role in shaping future educators to be agents of the preservation of the intangible cultural heritage of the country. In addition, the researcher is focused on how these constructs may be of great aid once these new teachers start out to accomplish their goals as an instrument in promoting the Philippines' cultural identity. In light of these considerations, the purpose of the present research was to provide a practical intervention that would be of great assistance to educators working in higher education institutions in providing the maximum experience that will help shape future educators and train them to be ready to fulfill their goals as a medium for cultural preservation while they are still enrolled in academic institutions. This current study strongly coincides with what Villaruz (n.d.) from the National Commission for Culture and the Arts (NCCA) of the Philippines has indicated, that dance research only occupies a narrow sector in the scholarly work being done in the Philippines, and even on a global scale.

Aims and Hypotheses Formulation

This present study is focused on the following goals:

1. Determine the variance between gender, age group, and school/campus relating to individual interest and school engagement;
2. Assess the relationship between Individual interest and School Engagement;
3. Evaluate the direct influence of overall individual interest on overall school engagement;
4. Examine the direct influence of the three factors of individual interest on school engagement;
5. Assess the direct influence of the three factors of individual interest on the three dimensions of school engagement.

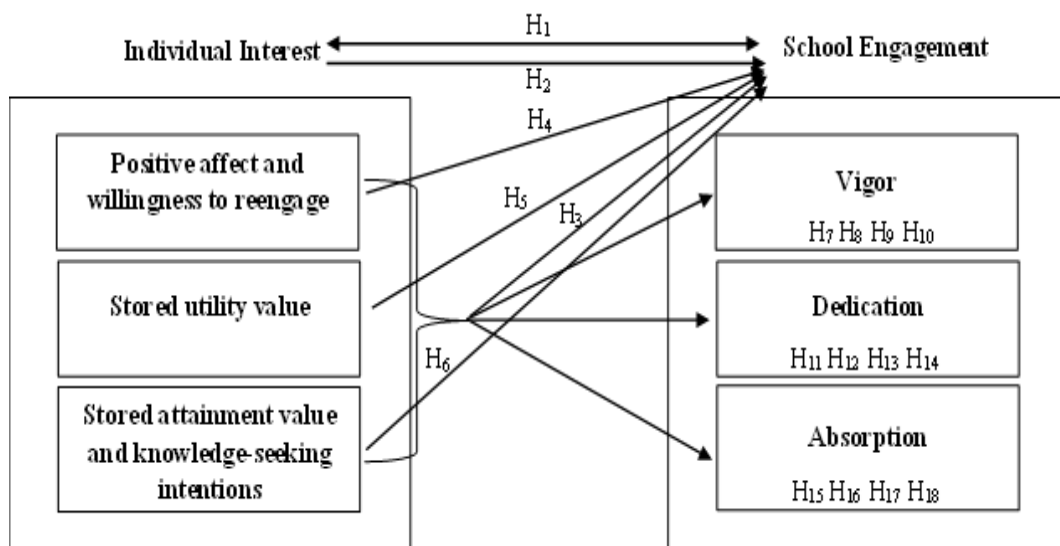
In this regard, the study aimed to answer the following research questions:

1. Is there a significant association between individual interest and school engagement?
2. Does overall individual interest predict school engagement?
3. Does individual interest alongside its three factors predict school engagement?
 - 3.1 Does PAWR influence school engagement?
 - 3.2 Does SUV affect school engagement?
 - 3.3 Does SAVKSI leverage school engagement?
4. Does individual interest alongside its three factors predict vigor?
 - 4.1 Does PAWR influence vigor?
 - 4.2 Does SUV affect vigor?
 - 4.3 Does SAVKSI leverage vigor?
5. Does individual interest alongside its three factors predict dedication?
 - 5.1 Does PAWR influence dedication?
 - 5.2 Does SUV affect dedication?
 - 5.3 Does SAVKSI leverage dedication?
6. Does individual interest alongside its three factors predict absorption?
 - 6.1 Does PAWR influence absorption?
 - 6.2 Does SUV affect absorption?
 - 6.3 Does SAVKSI leverage absorption?

As can be seen above, aside from identifying any significant differences in the individual interest in Philippine Folk Dance and school engagement by gender, age, and school/campus, the primary goals of this study are to examine the relationship between the two variables and to determine the direct influence that individual interest in Philippine Folk Dance, along with its three contributing factors, has on school engagement. In addition, it seeks to identify the direct influence of the aforementioned three factors of individual interest across all dimensions of student engagement. Consequently, the following hypotheses were evaluated in this investigation (the conceptual framework is depicted in Figure 1):

- H₁:** There is no significant relationship between Individual Interest and School Engagement
- H₂:** Overall Individual Interest does not predict School Engagement
- H₃:** Individual Interest does not influence School Engagement
- H₄:** PAWR has no significant impact on School Engagement
- H₅:** SUV has no significant effect on School Engagement
- H₆:** SAVKSI has no significant influence on School Engagement
- H₇:** Individual Interest does not influence Vigor
- H₈:** PAWR has no significant impact on Vigor
- H₉:** SUV has no significant effect on Vigor
- H₁₀:** SAVKSI has no significant influence on Vigor
- H₁₁:** Individual Interest does not leverage Dedication
- H₁₂:** PAWR has no significant effect on Dedication
- H₁₃:** SUV Interest has no significant impact on Dedication
- H₁₄:** SAVKSI has no significant influence on Dedication
- H₁₅:** Individual Interest does not influence Absorption
- H₁₆:** PAWR has no significant impact on Absorption
- H₁₇:** SUV has no significant effect on Absorption
- H₁₈:** SAVKSI has no significant influence on Absorption

Figure 1
Conceptual Framework



Methods and Materials

Participants and Sampling Technique

The respondents for the study are undergraduate students who are enrolled in a Teacher Education program leading to the degree of Bachelor of Physical Education (BPEd). These students are currently enrolled in one of the following three higher education institutions in the province of Pampanga in the Philippines that offer the Bachelor of Physical Education (BPEd) degree: City College of Angeles (CCA), Mabalacat City College (MCC), and Pampanga State Agricultural University (PSAU). Both the City College of Angeles (CCA) and the Mabalacat City College (MCC) are examples of higher learning institutions in the Philippines that fall under the category of the Local Colleges and Universities (LCUs). These colleges may be found in the cities of Angeles and Mabalacat, respectively. The Pampanga State Agricultural University, also known as PSAU and located in Magalang, is an educational establishment that belongs to the State Universities and Colleges (SUCs) sector. The *Purposeful Sampling Technique*, a non-probability sampling method in which the researcher deliberately chooses the respondents for the study based on qualities that fit in the area of interest of the investigation, was used to identify the respondents who participated in the study (Andrade, 2021). Specifically, the *Homogenous Sampling* methodology was applied throughout this research. It is a method of sampling that is done on purpose and tries to gather respondents that have the same characteristics or features (Bhardwaj, 2019). In this regard, the study has formulated selection criteria to obtain the maximum data reliability from the respondents: (a) Must be a student pursuing a degree in Bachelor of Physical Education, (b) currently in the 1st-4th year, (c) age range from 18 and above, (d) male or female, and (e) residing in the province of Pampanga and enrolled in the three identified HEI for the study. Table 1 typifies the demographic characteristics of the respondents in terms of gender [$N_{\text{Male}} = 146(35.8\%)$, $N_{\text{Female}} = 262(64.2\%)$], Age group [$N_{18-21 \text{ years old}} = 356(87.3\%)$, $N_{22-25 \text{ years old}} = 44(10.8\%)$, and $N_{26 \text{ years old and above}} = 8(2.0\%)$], and School/Campus [$N_{\text{City College of Angeles}} = 116(28.4\%)$, $N_{\text{Mabalacat City College}} = 178(43.6\%)$, and $N_{\text{Pampanga State Agricultural University}} = 114(27.9\%)$]. Overall, there are four hundred eight (408) undergraduate students pursuing Bachelor of Physical Education degree voluntarily participated in the study, and all responses were accepted after data cleaning.

Table 1
Demographic Characteristics

Values	Items	N(%)
Gender	Male	146(35.8%)
	Female	262(64.2%)
Age group	18-21 years old	356(87.3%)
	22-25 years old	44(10.8%)
	26 years old and above	8(2.0%)
School/Campus	City College of Angeles	116(28.4%)
	Mabalacat City College	178(43.6%)
	Pampanga State Agricultural University	114(27.9%)

Instruments and Data Gathering

The data were collected through an online survey by utilizing Google Forms. Collecting data through online has the potential to amass large amount of data in an efficient way, cost-effective, and can be finished in short period of time (Regmi et al., 2017). In this study, two instruments were utilized. First, a relatively new instrument developed and validated by Roure et al. (2021) which is the *Students' Individual Interest in Physical Education questionnaire* was adapted. It is a 14-item multidimensional questionnaire which measures students' individual interest based on three factors: *Positive affect and Willingness to reengage* (e.g., "If Philippine Folk Dance lessons could be longer, I would be happy"), *Stored utility value* (e.g., "After school, I want to continue doing Philippine Folk Dance that I've discovered"), and *stored attainment value and knowledge-seeking intentions* (e.g., "I like to challenge myself and learn new things in Philippine Folk Dances"). Responses are recorded in a 5-point Likert Scale from 1- "strongly disagree" to 5- "strongly agree." In this particular instrument, there are other statements that were modified such as adding words like "Philippine Folk Dance" in order to tailor-fit the questions for this particular investigation. Lastly, the *Utrecht Work Engagement Scale for Students* improved version by Carmona-Halty et al. (2019) was also adapted. This particular scale measures the overall engagement of students and is segmented into three features: *Vigor* (e.g., "I feel energetic and capable when I'm studying or going to class"), *Dedication* (e.g., "I get carried when I am studying"), and *Absorption* (e.g., "I feel happy when I am studying immensely"). Responses are also recorded in a 5-point Likert Scale from 0- "never" to 6- "always." The items for the instruments used are illustrated in Table 2.

Data Analysis

Normality, reliability test, and bivariate correlation for subscale are performed, as indicated in Table 3. Concerning the normality test, most scales are distributed non-normally, except for PAWR and SUV, which obtained the threshold value [-2, 2], indicating a normal data distribution (Romano et al., 2021). Additionally, the results on the reliability test display a high-reliability score indicating that the instruments can be used for the study with Cronbach's Alpha (CA) value ranging from .81 to .95 (Taber, 2018). Lastly, a test of association across all subscales demonstrated positive interrelatedness ($p < .01$) (Robinson, 2018). Moreover, the same was performed in the overall individual interest and school engagement, illustrated in Table 4. Both instruments were calculated by obtaining composite scores. Based on the findings, data from both scales are distributed non-normally. Hence, a non-parametric test can be performed to test the variance between groups of gender, age range, and school/campus concerning individual interest and school engagement and the relationship between the two variables. The reliability test of both instruments yielded high scores with Cronbach's Alpha (CA) values of .96 and .94, respectively. A significant and positive association was also observed between the two scales ($p < .01$).

Table 2

Items of the Students' Individual Interest in Physical Education Questionnaire and Utrecht Work Engagement Scale for Students

Instrument	Construct	Item	Source		
Students' Individual Interest in Physical Education questionnaire	Positive Affect and Willingness to Reengage	<i>If I could choose my topics in Physical Education, I would like to do more Philippine Folk Dances</i>	(Roure et al., 2021)		
		<i>Philippine Folk Dance is my favorite topic/course</i>			
		<i>If I could choose additional topic in Physical Education, I would choose to do Philippine Folk Dancing</i>			
		<i>If Philippine Folk Dance lessons could be longer, I would be happy</i>			
		<i>If I could choose an optional topic in Physical Education, I would choose Philippine Folk Dance</i>			
		Stored Value		Utility	<i>When I have free time, I like to practice activities that I've done in Philippine Folk Dances</i>
					<i>What I learn in Philippine Folk Dance is useful for what I do outside of school</i>
		Stored attainment value and knowledge-seeking intentions			<i>After school, I want to continue doing Philippine Folk Dance that I've discovered</i>
					<i>I do Philippine Folk Dances learned as soon as I have free time</i>
					<i>It's important for me to succeed in Physical Education degree, most especially in Philippine Folk Dancing</i>
<i>I like to discover new things in Philippine Folk Dances</i>					
<i>I find it important to do well in Physical Education, most importantly in Philippine Folk Dances</i>					
Utrecht Work Engagement Scale for Students	Vigor	<i>I like to challenge myself and learn new things in Philippine Folk Dances</i>	(Carmona-Halty et al., 2019)		
		<i>I always want to improve in Physical Education, most especially in Philippine Folk Dance</i>			
		<i>When I am doing my work as a BPEd student, I feel bursting with energy</i>			
	Dedication	<i>I feel energetic and capable when I'm studying or going to class</i>			
		<i>When I get up in the morning, I feel like going to class</i>			
		<i>I am enthusiastic about my studies</i>			
	Absorption			<i>My studies inspire me</i>	
				<i>I am proud of my studies</i>	
				<i>I feel happy when I am studying intensely</i>	
				<i>I am immersed in my studies</i>	
		<i>I get carried away when I am studying</i>			

Table 3

Descriptive Statistics, Normality Estimates, Internal Consistency Coefficients, and Bivariate Correlations for Each Subscale of Individual Interest and School Engagement

	<i>M</i> ± <i>SD</i>	<i>Skew</i>	<i>Kurt</i>	1	2	3	4	5	6
PAWR	3.59 ± .90	-1.933	-0.937	(.94)					
SUV	3.37 ± .90	-1.272	-0.763	.78**	(.91)				
SAVKSI	3.85 ± .98	-5.743	-0.344	.80**	.72**	(.95)			
VI	3.84 ± .83	-7.495	4.539	.55**	.54**	.67**	(.81)		
DE	4.06 ± .89	-9.504	4.975	.55**	.49**	.66**	.84**	(.89)	
AB	3.71 ± .84	-2.181	0.012	.48**	.51**	.57**	.80**	.80**	(.84)

* Statistically significant at $p < .05$.

** Statistically significant at $p < .01$.

Table 4

Descriptive Statistics, Normality Estimates, Internal Consistency Coefficients, and Bivariate Correlations for Individual Interest and School Engagement

	<i>M</i> ± <i>SD</i>	<i>Skew</i>	<i>Kurt</i>	1	2
Individual Interest	3.62 ± .85	-3.661	-0.253	(.96)	
School Engagement	3.87 ± .80	-7.347	4.804	.66**	(.94)

* Statistically significant at $p < .05$.

** Statistically significant at $p < .01$.

Furthermore, the *Kolmogorov-Smirnov* and *Shapiro-Wilk tests* are performed to test further the distribution of data and statistical treatment to be used. As displayed in Table 5, most of the p -values of Individual Interest and School Engagement for gender, age group, and school/campus are $< .05$, positing that the data are not normally distributed (Mishra et al., 2019). This confirms that the study may use a non-parametric test to test the variance between groups of gender, age range, and school/campus concerning individual interest and school engagement and the association between the two variables.

Moreover, *Mann-Whitney U* and *Kruskal-Wallis H* are presumed to be used to determine the significant variance between groups concerning individual interest and school engagement. *Mann-Whitney U* is a non-parametric test comparing the means between two independent groups with the assumption that the data are not normally distributed (Meléndez et al., 2020), while *Kruskal-Wallis H* is a rank-based non-parametric test comparing variances between two or more groups (Ramachandran & Tsokos, 2021). To further determine if these two statistical treatments are applicable to the set of data of this study, a non-parametric version of *Levene's test of Homogeneity of Variances* was performed with the assumption that the p -values should be $> .05$ (Sharma & Kibria, 2013; Sritan & Phuenaree, 2021). From the findings indicated in Table 6, most of the p -values are $> .05$, except for Individual Interest (gender) with a p -value of $< .05$, indicating that assumption of homogeneity of variance is violated. In this regard, the *Independent Samples T-Test* may be utilized since the number of responses is relatively large. It is a parametric test that compares the means of two independent groups (Kim, 2015).

Table 5
Kolmogorov-Smirnov and Shapiro-Wilk Test

		df	Kolmogorov-Smirnov		Shapiro-Wilk	
			Statistics	p-value	Statistics	p-value
Gender						
Individual Interest	Male	146	.077	.035	.982	.049
	Female	262	.081	.000	.959	.000
School Engagement	Male	146	.102	.001	.941	.000
	Female	262	.112	.000	.932	.000
Age group						
Individual Interest	18-21 years old	356	.073	.000	.973	.000
	22-25 years old	44	.165	.004	.919	.004
	26 years old and above	8	.270	.089	.883	.203
School Engagement	18-21 years old	356	.098	.000	.937	.000
	22-25 years old	44	.156	.009	.908	.002
	26 years old and above	8	.230	.200*	.795	.026
School/Campus						
Individual Interest	City College of Angeles	116	.065	.200*	.980	.083
	Mabalacat City College	178	.086	.003	.961	.000
	Pampanga State Agricultural University	114	.088	.032	.959	.002
School Engagement	City College of Angeles	116	.082	.052	.948	.000
	Mabalacat City College	178	.078	.010	.954	.000
	Pampanga State Agricultural University	114	.144	.000	.863	.000

Note. p-value <.05 indicates non-normal distribution of data, >.05 normally distributed data.

Table 6
A Non-Parametric Version of Levene's Test of Homogeneity of Variances Results

	Levene Statistic	df1	df2	Sig.
Individual Interest (gender)	4.936	1	397.846	.027
School Engagement (gender)	3.235	1	400.890	.073
Individual Interest (age group)	.760	2	402.469	.469
School Engagement (age group)	.520	2	403.211	.595
Individual Interest (school/campus)	1.501	2	392.427	.224
School Engagement (school/campus)	.318	2	392.878	.728

Note. Mann-Whitney *U* and Kruskal-Wallis *H* assumption Sig. value of >.05.

Since the data are not normally distributed, *Spearman Rho's* (r_s) analysis was used to test the association between the two variables. It is a non-parametric test that measures the correlation between the two variables using ranks to calculate (Prestes et al., 2021). In this particular analysis, a composite score of the two instruments was obtained to test the two variables' association. Likewise, *Linear Regression* was performed by using the identical composite scores for the two variables to test the direct influence of Individual Interest on School Engagement. It is a modeling technique where a dependent variable is predicted based on a single predictor (Li & Yuan, 2021). Lastly, *Multiple Regression* was executed to predict the direct influence of Individual Interest taking into account its three dimensions (PAWR, SUV, and SAVKSI) as a whole model for each feature of School Engagement (VI, DE, and AB). It is a modeling technique where a dependent variable is predicted based on two or more independent variables (Kang & Zhao, 2020).

Ethical Considerations

Respondents were well-versed in the study's aims, methods, and the constructs that will be examined. The study's contributions to higher education institutions and the field of science were also detailed. It was also mentioned that there were some minor risks involved, such as feeling uneasy about answering personal and sensitive survey questions or receiving no financial remuneration for participating. Respondents were obligated to give their approval by checking a box in the Google forms that contained a consent agreement.

Results and Discussion

Variance in the Individual Interest and School Engagement with Respect to Gender

After performing the Independent Sample T-Test in the variable individual interest (gender), Table 7 illustrated that no significant difference was observed in terms of gender [$t(406) = -1.784, p = .075$], even female undergraduate students ($3.67 \pm .90$) are higher in mean score compared to males ($3.52 \pm .76$). Additionally, no significant variance was observed concerning the groups concerning school engagement [Male ($Mdn = 3.89$) and Female ($Mdn = 4.00$), $U(N_{Male} = 146, N_{Female} = 262) = 17817.000, z = -1.148, p = .251, r = -.056$] after performing the Mann-Whitney U test. Based on the findings, it can be concluded that regardless of gender, all students in City College of Angeles, Mabalacat City College, and Pampanga State Agricultural University yielded a high individual interest in Philippine Folk Dance and school engagement scores.

Table 7

Independent Sample T-Test Result

	N	M \pm SD	SE	df	t-test	Sig.	Decision
<i>Individual Interest (gender)</i>							
Male	146	3.52 \pm .76	.063	406	-	.075	Not significant
Female	262	3.67 \pm .90	.056		1.784		

Variance in the Individual Interest and School Engagement with Respect to Age Group

After performing the Kruskal-Wallis H test in the variables individual interest and school engagement with respect to age group, the findings have unraveled that there is no significant difference observed in the individual interest of students from various age groups [$H(2) = 4.171, p = .124$], even those 22-25 years old has higher mean score (238.77) compared to those in the age group of 18-21 (200.35) and 26 years old and above (200.50). Likewise, no significant variances observed in the school engagement of students from various age groups [$H(2) = 2.257, p = .324$], even those 22-25 years old has higher mean score (229.67), compared to those in the age group of 18-21 (201.41) and 26 years old and above (203.56). In light with the findings as illustrated in Table 8, it can be postulated that regardless of students' age from the three higher education institutions, they are highly interested in Philippine Folk Dance and has a higher score in terms of school engagement.

Variance in the Individual Interest and School Engagement with Respect to School/Campus

Based on the findings after performing Kruskal-Wallis H concerning the difference of individual interest and school engagement in terms of school/campus, the results in Table 8 yielded that there is no significant variance observed in the individual interest of students from the three schools [$H(2) = 4.490, p = .106$], even though that Pampanga State Agricultural University (221.42) has a higher mean score, compared to Mabalacat City College (204.09) and City College of Angeles (188.50). Surprisingly, a significant difference was observed concerning the school engagement from the three higher education institutions [$H(2) = 11.955, p = .003$], yielding that students from Pampanga State Agricultural University (236.14) are more engaged compared to Mabalacat City College (196.25) and City College of Angeles (186.06). Based on the findings, it can be construed that regardless of institution, all students from the three schools have a higher individual interest in Philippine Folk Dances. Additionally, the findings hypothesizes that there is difference in terms of level of school engagement across various educational institutions.

Overall, this study would like to emphasize that there have been no empirical accounts determining the difference in various groups such as gender, age groups, and school/campus concerning students' individual interest and school engagement in the higher education context. Therefore, this study highly proposed performing a similar comparative study to examine if these two variables vary from school to school.

Table 8

Kruskal-Wallis H Results

	Age group		School/Campus	
	Individual Interest	School Engagement	Individual Interest	School Engagement
Kruskal-Wallis H	4.171	2.257	4.490	11.955
df	2	2	2	2
Asymp. Sig.	.124	.324	.106	.003

The association between Individual Interest and School Engagement was scrutinized by performing Spearman Rho's analysis. After performing the said statistical analysis, a strong relationship between the two variables has been observed [$r(406) = .619, p < .05$], as proved in Table 9. Based on this finding, it can be assumed that as the individual interest of students in

Philippine Folk Dances upsurges, their engagement in school will also be increased. Additionally, it can be explained that when students are highly interested in the content presented, their willingness to engage in the learning process is bolstered (Harackiewicz et al., 2016; Murayama, 2022; Rotgans & Schmidt, 2017). There are other studies that were able to determine other factors that are highly related to interest in Philippine folk dances. Such as the findings of Reyes et al. (2020) and Lobo (2022) uncovered that students' personal experience is highly associated with their interest in Philippine folk dances. Moreover, the dance steps, music, costume, and dance history of Philippine folk dances are also associated with interest (Javiña, 2021; Reyes et al., 2020). Other studies also identified that teacher factors (e.g., teacher's characteristics/personality, communication skills, credentials) are also associated with the interest of students in a concept (González-Peño et al., 2021; Malinauskas et al., 2018), as well as activities relative to Philippine folk dances (Sağın, 2022; Tagare & Villaluz, 2021). However, these empirical studies are not dealing on either situational or individual interest, but in general. In this regard, future researchers may find curiosity in dealing with the following variables mentioned above. More importantly, the aforementioned specific finding is considered inconclusive as no studies were conducted on this present investigation. In order to deepen the relationship between these two variables, a similar study should be conducted. In this regard, **H₁** has been **rejected**.

Table 9*Association Between Individual Interest and School Engagement*

			Individual Interest	School Engagement
Spearman's rho	Individual Interest	Correlation Coefficient	1.000	.619**
		Sig. (2-tailed)	.	.000
		N	408	408
	School Engagement	Correlation Coefficient	.619**	1.000
		Sig. (2-tailed)	.000	.
		N	408	408

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

Linear and Multiple Regression Analysis Results

Overall Individual Interest on School Engagement

Table 10 typifies the findings of the Linear and Multiple Regression analysis. Concerning linear regression, the dependent variable (individual interest) was regressed on the independent variable (school engagement). It was found that individual interest predicts school engagement [$F(1, 407) = 305.044, p < .001$], suggesting that IE has a direct and significant effect to SE. Also, the $R^2 = .429$ displayed that the model explains 42.9% of the variance in school engagement. In this regard, it can be explained that students with higher individual interest toward Philippine Folk Dance can result to high engagement scores. This specific finding was supported by the study of Ghasemi et al. (2018), which uncovered that individual interest affect school engagement. However, this study is not related to the topic being explored. Published scholarly papers relative to this current study are not yet been conducted, therefore, performing a similar investigation is

highly advised to further strengthen the relationship of these two variables. In light with the finding, **H₂** has been **rejected**.

The Three Factors of Individual Interest on School Engagement

The overall School Engagement was regressed to the three latent factors of Individual Interest. Based on the findings, it was found that the three latent factors predict school engagement [$F(1, 404) = 118.464, p < .001$], positing that these three factors have a significant impact to students' school engagement. The $R^2 = .468$ displayed that the model explains 46.8% of the variance in school engagement. After assessing various published papers in relation to individual interest and school engagement from various disciplines, there have been no studies conducted yet. In this regard, studying these variables and developing its relationship by conducting a similar study is highly suggested. Ergo, **H₃** has been **rejected**.

In addition, coefficients were analyzed to establish the degree to which each factor contributes directly to school engagement. The fourth hypothesis assessed the relation of PAWR to SE, and the data revealed that PAWR does not leverage SE ($\beta = -.015, t = -.245, p = .806$). PAWR refers to a student's attached desire to certain subject, such as Philippine Folk Dances, and was defined earlier on in this article. On the basis of the findings, one can get the conclusion that the engagement of students in their academic work will not be affected, despite the fact that students may have positive experiences with regard to the material being studied. This particular conclusion ran counter to what a number of other researchers had discovered, namely, that enjoyment and a sense of anticipation are the emotions that had the greatest capacity to accurately predict students' level of engagement (Fierro-Suero et al., 2022; Leisterer & Jekauc, 2019; Powell & Ceaser-White, 2017). It has been determined that **H₄** is **accepted**.

Second, the fifth hypothesis investigated whether or not SUV have an effect on SE, and the findings showed that SUV have a positive impact on SE ($\beta = .123, t = 2.308, p = .022$). As was discussed earlier, the term SUV refers to the manner in which a certain topic, such as Philippine Folk Dance, corresponds to the present and future eminent goals of the students. The more the students believe that learning Philippine Folk Dance will help them in their future careers as educators, the more invested they get in the activity. This is in line with the research of other academics; if students are satisfied with the many different activities that are associated with Philippine Folk Dance, it may result in higher levels of school engagement on their part, and they may go on to continue practicing the dance outside of the classroom. In the long run, these students may be in a position to pass on the skills and information that they have gained to subsequent generations (Curran & Standage, 2017; Polet et al., 2019; Rojo-Ramos et al., 2022). Studies in the discipline of Physical Education, which includes Philippine Folk Dance as a required component of its coursework, are the ones that provide the evidence that was just mentioned earlier. The hypothesis **H₅** has been **rejected**.

Last but not least, the sixth hypothesis investigated the effect that SAVKSI has on SE, and the results showed that SAVKSI has a multiplicative effect on SE ($\beta = .483, t = 9.567, p < .001$). The term SAVKSI refers to the students' perception of the importance of a particular piece of content, such as Philippine Folk Dance, on a more personal level. This perception may likely result in a deeper understanding of a piece of content that is highly pertinent to the students' perception of themselves and their primary personal objectives. On the basis of the data, it is possible to draw the conclusion that higher levels of student engagement are possible so long as it is reflected that Philippine Folk Dance is important to the students' perceptions of themselves and their primary personal goals. The attainment value based on the expectancy-value theory (EVT) amplifies

motivation (Wang & Xue, 2022), which may further result in students' participation in studying Philippine Folk Dance. This finding is consistent with other scholarly works that have been published (Shang et al., 2022). **H₆** has been **rejected**. In conclusion, the findings suggested that Individual Interest (II) has a direct and substantial influence on school engagement, and that all of the factors of II are highly accountable to the concerned relationship. However, the majority of the supporting empirical accounts that were mentioned are related to Physical Education and other fields of study. Therefore, future researchers may find it interesting to investigate a similar study to different sets of population in order to extend their understanding on these variables in the field of intangible cultural heritage, such as Philippine Folk Dances. Table 10 presents the findings of the investigation.

The Three Factors of Individual Interest on Vigor

In addition to this, each facet of school engagement was regressed to the three underlying components of individual interest. First, it was found that the three latent components of Individual Interest predict Vigor [$F(3, 404) = 115.532, p < .001$]. This suggests that these three characteristics have a significant and direct impact on the students' vigor. Because the R^2 value was .462, it was determined that the model adequately explains 46.2% of the variation in vigor. This can be explained by the fact that a student who has a higher individual interest in Philippine Folk Dance can positively increase their engagement by demonstrating high levels of enthusiasm, resiliency, and adaptability in the classroom. **H₇** has been **rejected**. In addition, the coefficients were investigated further in order to determine the influence that each independent variable had on the factors that contributed to its formation. The direct influence of PAWR on VI was the subject of the eighth hypothesis. According to the findings, PAWR does not have a significant impact on VI ($\beta = -.053, t = -.826, p = .409$). It is possible to draw the conclusion, on the basis of the data that was described earlier, that regardless of the level of enjoyment that the students have had in the material, this will not have an effect on their vitality. As a result, **H₈** has been **accepted**. Additionally, the ninth hypothesis investigated the possibility of a direct relationship between SUV and VI. It was discovered that SUV is a good predictor of VI ($\beta = .135, t = 2.410, p = .016$) based on the findings. If a student believes that Philippine Folk Dance will be really helpful to them in their future job, they will be more likely to participate in the activity, which will have a positive impact on their vitality. Therefore, **H₉** is rejected. The direct influence of SAVKSI on VI was the focus of the eleventh and final hypothesis, which investigated its validity. It was discovered that SAVKSI is able to forecast VI ($\beta = .525, t = 9.876, p < .001$) in accordance with the findings. On the basis of the finding, a hypothesis may be formulated to the effect that students' vigor is increased so long as they view the content reflecting both their self and their own aspirations. The hypothesis **H₁₀** has been **rejected**. In the grand scheme of things, not all of the aspects of Individual Interest have a direct influence on vigor. On the one hand, if all of these factors were considered to be part of a single model, this might be able to account for the relationship that exists between the two variables. The establishment of a connection between these factors is a highly proposed research endeavor. Table 10 displays the results of the investigation.

The Three Factors of Individual Interest on Dedication

Second, dedication was regressed to the three latent factors of individual interest. It was found that the three factors predict students' dedication [$F(3, 404) = 105.155, p < .001$]. The $R^2 = .438$ displayed that the model elucidates 43.8% of the variance in dedication. This can be described

that a student with a higher individual interest can positively affect their engrossment in studying Philippine Folk Dance. Based on the result, **H₁₁** has been **rejected**. The coefficients were also assessed to determine the impact of the three factors to dedication. The twelfth hypothesis tested the influence of PAWR to DE, and the results displayed that PAWR has no significant effect to DE ($\beta = .042, t = .611, p = .541$). This can be construed that the satisfaction provided by the content may not affect students' dedication in class. In this, **H₁₂** has been **accepted**. Also, the thirteenth hypothesis inspected the influence of SUV to DE, and the results yielded no significant impact ($\beta = .026, t = .421, p = .674$). This can be posited that students' perceived benefits of the content, such as Philippine Folk Dance, may not directly influence their dedication in class. **H₁₃** has been **accepted**. Lastly, the fourteenth hypothesis scrutinized the effect of SAVKSI to DE, and the findings displayed that SAVKSI has a direct effect to DE ($\beta = .551, t = 9.551, p < .001$). This can be hypothesized that students' perception of the content reflecting their perception of their self and personal goals can greatly influence their dedication in class. In this regard, **H₁₄** has been **rejected**. Generally, two out of three factors of individual interest do not directly influence students' dedication. But, if these three factors are treated as one model, it can directly and positively strengthen the dedication of students. Given these findings, this study highly proposed conducting a similar study to further examine the relationship between these variables. Results are illustrated in Table 10.

The Three Factors of Individual Interest on Absorption

Finally, absorption was regressed to the three factors. It was discovered that the three factors significantly and positively bolster students' absorption [$F(3, 404) = 69.934, p < .001$], where the $R^2 = .342$ displayed that the model explains 34.2% of the variance in absorption. It can be expounded that students' level of individual interest can significantly increase and affect their focus and immersion in various academic activities about Philippine Folk Dances. Hence, **H₁₅** has been **rejected**. Also, the coefficients were investigated, determining the direct influence of each factor on absorption. The sixteenth hypothesis examined the direct influence of PAWR on AB, and the findings have revealed that PAWR has no significant effect on AB ($\beta = -.034, t = -.485, p = .628$). This can be explained by the fact that even though students experienced pleasurable involvement in the content, that does not guarantee their absorption can be heightened. **H₁₆** has been **accepted**. Additionally, the seventeenth hypothesis explored the directivity of SUV to AB, and the result uncovered that SUV has a significant influence on AB ($\beta = .208, t = 3.348, p < .001$). This can be construed that the relativeness of the contents introduced in Philippine Folk Dances to students can amplify their absorption in studying. In this regard, **H₁₇** has been **rejected**. Lastly, the eighteenth hypothesis studied the influence of SAVKSI on AB, and the result revealed that SAVKSI has a significant and positive relationship on AB ($\beta = .374, t = 6.340, p < .001$). This can be postulated that the content that mirrors their perception of self-schema and core goals boosts their absorption in class. Ergo, **H₁₈** has been **rejected**. Most factors of individual interest significantly affect absorption, except for PAWR. Nevertheless, taking all of these factors as one model, its direct relationship can be accounted for. Given the circumstance of this study of searching for previously conducted studies, to which no published papers were found, investigating a similar study is highly advisable. Results are displayed in Table 10.

This study followed Salmela-Aro and Upadyaya (2017) and Widlund et al. (2021). These scholarly studies imply school engagement may be employed as a global construct for younger students at the elementary or secondary level; however, young adolescents, such as college students, may differentiate these three domains. In this regard, the study examined the relationship

and influence of individual interest and its three factors to the three dimensions of school engagement. This study advises undertaking a comparable study to see if its findings differ in other populations or can support its claims.

Table 10*Linear and Multiple Regression Results and Hypotheses Testing*

Hypothesis	Regression weights	Beta Coefficient	R ²	F	t-value	p-value	Decision
<i>Composited score (Linear regression)</i>							
H ₂	II → SE	.613	.429	305.044	-	.000	Rejected
<i>Three factors of II to SE</i>							
H ₃	II → SE	-	.468	118.464	-	.000	Rejected
H ₄	PAWR → SE	-.015	-	-	-.245	.806	Accepted
H ₅	SUV → SE	.123	-	-	2.308	.022	Rejected
H ₆	SAVKSI → SE	.483	-	-	9.567	.000	Rejected
<i>Three factors of II to dimensions of SE</i>							
H ₇	II → VI	-	.462	115.532	-	.000	Rejected
H ₈	PAWR → VI	-.053	-	-	-.826	.409	Accepted
H ₉	SUV → VI	.135	-	-	2.410	.016	Rejected
H ₁₀	SAVKSI → VI	.525	-	-	9.876	.000	Rejected
H ₁₁	II → DE	-	.438	105.155	-	.000	Rejected
H ₁₂	PAWR → DE	.042	-	-	.611	.541	Accepted
H ₁₃	SUV → DE	.026	-	-	.421	.674	Accepted
H ₁₄	SAVKSI → DE	.551	-	-	9.551	.000	Rejected
H ₁₅	II → AB	-	.342	69.934	-	.000	Rejected
H ₁₆	PAWR → AB	-.034	-	-	-.485	.628	Accepted
H ₁₇	SUV → AB	.208	-	-	3.348	.001	Rejected
H ₁₈	SAVKSI → AB	.374	-	-	6.340	.000	Rejected

Note. *p <.05. II- Individual Interest, SE- School Engagement, PAWR- Positive affect and willingness to reengage, SUV- Stored utility value, SAVKSI - Stored attainment value, and knowledge-seeking attentions; VI- Vigor, DE- Dedication, AB- Absorption.

Conclusion

This investigation examined gender, age, and school/campus variances in individual interest and school engagement. Importantly, this study evaluated the link and direct influence of individual interest in Philippine folk dance on school engagement among undergraduate students pursuing a Bachelor of Physical Education degree at the aforementioned three institutions of higher education in the Philippines. Since no empirical research has been conducted, the majority of the hypotheses that were evaluated were rejected. On the basis of the results, it is plausible to hypothesize that students' individual interest in Philippine folk dance is closely correlated with their school engagement. Individual interest, as well as its three factors, has a direct influence on

students' student engagement, as well as its three aspects, according to the findings of this study. More intriguingly, the study indicated that individual interest, independent of situational interest, plays a significant influence on students' school engagement. Assessing individual interest and school engagement is only essential in order to impart the nation's intangible cultural heritage to the homeland's future educators. Notably, how these two constructs will play a crucial role in shaping these future educators, culminating in their active engagement in the preservation of Philippine dances after they are sent outside the academe and playing an important role in the promotion of the nation's cultural identity.

Recommendations

As was mentioned earlier, the study's findings could provide novel insights into practical implications that various colleges and universities could use to aid these prospective educators. The following suggestions are organized:

Physical Education Teachers in the Higher Education

1. Physical Education instructors in the higher education should consider about including activities and exercises that appeal to a wide range of age and gender demographics and are genuinely enjoyable to participate in. Their engagement can be boosted by encouraging students' enthusiasm, commitment, and concentration;
2. As future keepers of the Philippines' intangible cultural heritage, physical education teachers should consider how to impart cultural, societal, and global values in all activities, as well as how doing so will help them succeed in their chosen professions;
3. To address the need to strengthen students' individual interest in folk dances while increasing school engagement, the current study strongly recommended that administrations from various higher education institutions in the Philippines provide extensive training and seminars to all physical education teachers. In this regard, policymakers and practitioners should provide, but are not limited to, the following activities and experiences:
 - selecting appropriate topics about Philippine folk dance that are enjoyable, valuable, and highly related to students' personal lives and their perspective of self-schemas and core personal goals; and
 - pieces of training that are linked to various teaching techniques and strategies that physical education teachers can use to foster learner engagement.

Institutional Projects and Collaborations

1. Cultural offices and schools can work together to develop dance programs that teach students about the history, significance, and beauty of Philippine dances while also preserving our unique tradition. Students may be inspired by these cultural activities, developing a sense of patrimony that is essential for the preservation of cultural traditions for future generations. These activities include, but are not limited to:
 - yearly traditional exhibitions;
 - folk dance training and seminars;
 - educational field excursions to diverse indigenous communities;

- student-initiated activities; and
- establishing external linkages with other culture and arts-based organizations.

This study underlines that this is not limited to the Philippine context, as intangible cultural heritage such as folk dances may be found in other countries as well. Readers and academics all over the world can utilize this study as a springboard for similar investigations that might considerably aid educational institutions in the preservation of their cultural heritages, thereby strengthening their own national identity.

Limitations and Future Research Directions

1. The inclusion of other exogenous and predicting variables not included in this study is highly recommended in order to gain a better understanding of what other factors, aside from situational interest, may influence students' individual interest in Philippine folk dances and their school engagement. It was previously said that there are other factors that may considerably influence students' individual interests and hence their school engagement.
2. Future researchers may consider using a multi-informant approach by collecting reports from physical education teachers, as they may provide more profound scholarly information concerning their students' individual interests and school engagement, resulting in a more cohesive and factual information regarding the critical role of teachers in molding these soon-to-be teachers as preservationists of the nation's intangible cultural heritage. Most significantly, gathering critical data from these influential academics will aid in the development of a more precise practical intervention that may be of great assistance in the preservation and promotion of these dances in various schools or institutions.
3. Respondents are limited to undergraduate students from the three higher education institutions offering Bachelor of Physical Education programs in the Philippines. As a result, the findings of this inquiry can only be applied to a subset of all students and do not generalize to those from other Higher Education Institutions (HEIs) and the primary education sector in the country or on a global scale. Future scholars may be interested in performing a similar study from other HEIs or perhaps a multi-national approach (include other HEIs from other countries) to assess whether the conclusions of this study are supported or rejected.
4. As stated by the original authors in their published work underlying the newly developed and validated instrument used for this investigation (Students' Individual Interest in Physical Education questionnaire), the said tool is suggested to be used in examining the relationship and direct effect of individual interest to school engagement, as performed by this study. However, the researcher tailored this specific questionnaire to the current investigation. This study strongly proposes that the instrument be investigated further by performing factor analyses and testing its convergent and discriminant validity in other groups to evaluate if the tool can be used for further research.
5. Since no studies have been completed focused on students' individual interest in folk dancing, the current study advises that future scholars consider and develop a new instrument that may be used by future educational researchers who wish to pursue this topic.

To summarize, the findings of this study add to existing knowledge and literature while filling a gap in the scarcity of empirical studies undertaken on the current investigation.

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Statement of Data Availability

The data set for this investigation can be obtained upon request.

Conflict of Interest

The author declares no conflict of interest.

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Notes on Contributor

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