

Promoting Students' Interest, Enjoyment, and Social Interaction During Vacant School Hours through Rally Games

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Abstract

This study examined the preferences, key features, and perceived benefits of rally games among Grade 10 students during vacant school hours at Kings College of the Philippines–Bambang Inc. The study was conceptually anchored on the premise that enjoyment, social interaction, teamwork, and participation influence student engagement in physical activities. Using a descriptive-correlational research design and descriptive survey method, data were collected from 70 Grade 10 students selected through purposive sampling. A structured, self-administered questionnaire developed by the researchers and validated through expert review was used to assess students' preferred rally games, perceptions of game features, and perceived benefits of participation. Data were analyzed using frequency counts, percentages, means, and standard deviations. Findings revealed that badminton was the most preferred rally game, followed by volleyball and basketball. Students generally perceived competition as a motivating factor that enhanced engagement, focus, skill development, and achievement. Rally games were also viewed as enjoyable, accessible, and easy to play, contributing to increased interest in physical activities, positive emotional experiences, and stronger peer interaction. Respondents reported that participation in rally games promoted teamwork, cooperation, friendship-building, and social connectedness. Overall, the results indicate that rally games positively influence students' interest, enjoyment, motivation, and social interaction during vacant school hours. The study concludes that rally games are effective student-centered activities that support the physical, social, and emotional well-being of learners. It recommends the implementation of structured yet enjoyable rally game programs that emphasize teamwork, positive competition, accessibility, and inclusive participation. The study supports Sustainable Development Goal (SDG) 3: Good Health and Well-Being by encouraging physical activity and promoting psychological well-being among adolescents. It also supports SDG 4: Quality Education by fostering student engagement, social development, and meaningful use of school time. The sustainability impact of the study lies in its contribution to healthier school environments, increased student participation, and stronger peer relationships. The findings may assist educators in developing sustainable school-based physical activity programs that promote holistic student development and positive school communities.

Keywords: Badminton; Competition; Enjoyment; Interest in Physical Activities; Physical Activity; Rally Games; Social Interaction; Student Engagement; Teamwork; Vacant School Hours

1. Introduction

Secondary school vacant hours are often characterized by inactivity, sedentary behavior, screen use, or unstructured wandering among students. These periods present opportunities to promote physical activity, social interaction, and psychological well-being. Physical activity contributes significantly to adolescent physical health, mental well-being, and cognitive development. Given the importance of engaging students during non-instructional periods, rally games may provide a practical approach to transforming idle time into meaningful and productive experiences.

1.1 Background of Rally Games as Student Engagement Activities During Vacant School Hours

Schools play a critical role in providing opportunities for student movement through both structured and unstructured activities. Current physical activity guidelines emphasize the need for varied and enjoyable opportunities that can be implemented even within limited timeframes (CDC, 2024). However, repetitive or traditional activity formats may not effectively sustain student interest, highlighting the need for diverse and engaging alternatives (Smith & Thompson, 2021). Positive attitudes toward physical activity are also influenced by enjoyment and peer support (Ávalos-Ramos, 2023). In this context, rally games offer a potentially effective strategy for encouraging participation during vacant school hours by combining physical engagement, teamwork, and social interaction.

1.2 Themes and Insights on Rally Games, Physical Activity, and Student Participation

Existing literature indicates that adolescents prefer activities that are socially engaging, enjoyable, and interactive rather than highly competitive or rigidly structured. Game-based and gamified approaches have been shown to improve student motivation, enjoyment, and participation in school settings (Sal de Rellán, 2025). Similarly, play-based physical education approaches consistently enhance student engagement (Mo, 2024). Research also suggests that purposeful use of non-instructional school time can strengthen social relationships and support social-emotional learning through collaborative play (Jones & Miller, 2023). These findings emphasize the value of activity designs that encourage active participation, cooperation, and enjoyment.

1.3 Local, National, and Global Context of Rally Games and Adolescent Physical Activity

Globally, schools are encouraged to create opportunities that promote physical activity and student well-being during both instructional and non-instructional periods (CDC, 2024). International studies support the effectiveness of enjoyable and socially interactive activities in increasing participation among adolescents (Smith & Thompson, 2021; Sal de Rellán, 2025; Mo, 2024). Within the Philippine context, students demonstrate a strong preference for socially connected forms of play (Kurata, 2023). This preference highlights the relevance of activities that emphasize interaction, cooperation, and shared experiences among peers.

1.4 Conceptual Basis of Rally Game Features and Perceived Student Benefits

The study is conceptually grounded in the idea that enjoyment, social interaction, teamwork, and participation influence student engagement in physical activities. Previous research has shown that peer support and enjoyment contribute to positive attitudes toward physical activity (Ávalos-Ramos, 2023), while game-based and collaborative approaches increase motivation and participation (Sal de Rellán, 2025; Jones & Miller, 2023). Accordingly, rally games may serve as an activity framework that integrates teamwork, competition, enjoyment, and ease of participation to encourage active involvement among students.

1.5 Research Gaps and Rationale for Assessing Rally Game Preferences and Benefits Among Grade 10 Students

Despite evidence supporting game-based and cooperative activities, limited research has focused specifically on rally games as structured and interactive activities that promote teamwork and continuous participation during vacant school hours (Tagare & Villaluz, 2021). This gap creates a need to examine students' interests, preferred features, and perceived benefits of rally games. The study therefore seeks to determine the rally games commonly preferred by Grade 10 students, examine key game features such as teamwork, competition, fun, and ease of playing, assess perceived benefits related to interest, enjoyment, and interaction with classmates, and identify features that should be incorporated into a rally games program.

1.6 Alignment of Rally Games with Relevant Sustainable Development Goals (SDGs)

This study aligns primarily with: SDG 3 – Good Health and Well-Being, by promoting physical activity, active lifestyles, and psychological well-being among adolescents. SDG 4 – Quality Education, by supporting positive learning environments that encourage student engagement, social development, and meaningful use of school time. The study contributes to these goals by exploring activity approaches that enhance student participation and well-being within school settings.

1.7 Importance of Rally Games to Multidisciplinary Sustainability and Student Development

The study contributes to public health sustainability by encouraging physical activity and healthy behavioral practices among adolescents. It also supports educational sustainability through the development of engaging school-based activities that maximize non-instructional time and promote student participation. Furthermore, the study contributes to community and socio-economic sustainability by strengthening peer relationships, social interaction, teamwork, and collaborative skills that support positive school communities. The findings may assist educators in designing inclusive and student-centered physical activity interventions that transform idle periods into opportunities for holistic development.

2. Material and methods

2.1 Research Design

The study utilized a descriptive-correlational research design with a descriptive survey method. This approach enabled the researchers to systematically assess students' levels of interest, preferred game features, and perceived benefits of participating in rally games during vacant school hours. Using a structured questionnaire, the study gathered data in the students' natural school environment without manipulating variables. The design provided information on students' enjoyment, preferences, and perceptions, generating evidence-based insights for developing engaging and student-centered rally game activities.

2.2 Locale of the Study

The study was conducted at Kings College of the Philippines–Bambang Inc., a private secondary educational institution in Bambang, Nueva Vizcaya, Philippines. The school offers junior and senior high school programs and serves students from diverse socio-economic and cultural backgrounds. Its educational setting provided a suitable environment for examining students' interest, enjoyment, and social interaction through rally games during vacant school hours.

2.3 Respondents of the Study

The respondents consisted of 70 Grade 10 students enrolled at Kings College of the Philippines–Bambang Inc. during the data collection period. Participants were selected based on their enrollment status, availability, and willingness to participate in the study.

2.4 Sample and Sampling Procedure

A purposive sampling technique was employed to select participants who met the study's criteria (Etikan, Musa, & Alkassim, 2016). Inclusion criteria required respondents to be currently enrolled Grade 10 students, present during survey administration, and willing to participate with both voluntary and parental consent. Students who were absent during data collection or declined participation were excluded from the study.

2.5 Research Instrument

Data were collected using a structured, self-administered survey questionnaire developed by the researchers based on the objectives of the study and relevant literature on student engagement, physical activity participation, and game-based learning. The instrument measured students' interests, preferences, and perceptions regarding participation in rally games. To ensure relevance and alignment with the study objectives, the instrument underwent expert review by a research instructor from Nueva Vizcaya State University, whose feedback confirmed the appropriateness, cultural sensitivity, and clarity of the questions.

2.6 Data Gathering Procedure

The researchers administered the survey questionnaire to eligible Grade 10 students during the data collection period. Participants were informed of the purpose and procedures of the study, and participation was voluntary. Necessary consent from both participants and their parents or guardians was secured before data collection.

2.7 Data Analysis Techniques

Survey responses were coded, organized, and analyzed with the assistance of a professional statistician. Demographic characteristics such as age, sex, grade level, and prior experience with rally games were summarized using frequency counts and percentages (Yellapu, 2018). Frequencies and percentages were also used to determine students' preferred rally games. Responses to Likert-scale items measuring teamwork, competition, enjoyment, ease of playing, and perceived benefits were analyzed using mean scores and standard deviations. These statistical procedures provided an objective and systematic evaluation of students' interests, preferences, and perceptions.

2.8 Ethical Considerations

Participants were informed about the purpose, procedures, and voluntary nature of the study before participation. Informed consent was obtained from students, while parental or guardian consent was secured in accordance with ethical research standards. Confidentiality and anonymity were maintained through coded responses and secure data storage. Participants were informed of their right to skip questions or withdraw at any time without penalty. The survey contained only non-invasive questions, and all procedures adhered to established ethical principles of confidentiality, informed consent, and voluntary participation (American Psychological Association, 2017).

2.9 Research Reflexivity

The researchers maintained a research journal throughout the study to document decisions, reflections, and assumptions. This practice helped ensure awareness of potential influences arising from the researchers' academic backgrounds and experiences with student activities. Continuous reflexive practice enhanced transparency and credibility by recognizing how researcher positionality could affect the research process and outcomes (Sarfo & Attigah, 2025). To minimize bias, standardized procedures and structured instruments were used, and data analysis was conducted with the support of a professional statistician. These measures strengthened the credibility, trustworthiness, and ethical integrity of the study.

3. Results and Discussion

3.1 Preferred Rally Games and Game Features

3.1.1 Preferred Rally Games

The findings showed that badminton emerged as the most preferred rally game among students, followed by volleyball, basketball, sepak takraw, table tennis, football, pickleball, frisbee, lawn tennis, and futsal. Students generally favored games

that were familiar, easy to play, and encouraged teamwork and social interaction. These results suggest that students are more attracted to activities that are accessible, engaging, and socially interactive. The preference for badminton, volleyball, and basketball reflects adolescents' tendency to participate in structured and cooperative sports activities. This finding supports research indicating that team sports are among the most preferred forms of physical activity among adolescents because they promote interaction and organized play (Bauman, 2022).

3.1.2 Competition

Students generally agreed that competition in rally games enhances engagement, focus, motivation, and skill development. The strongest response was related to the opportunity to improve skills through participation, while students also expressed positive perceptions regarding challenges, friendly competition, concentration, and feelings of achievement. Overall, competition received favorable evaluations from respondents. The findings indicate that students view competition as a motivating element rather than a barrier to participation. Supportive and structured competitive environments appear to encourage skill improvement, enjoyment, and sustained involvement in physical activities. This interpretation is consistent with the findings of Ivanova and Korostelev (2019), who reported that competitive methods increase student motivation, interest, and engagement in sports and physical activities.

3.1.3 Fun and Enjoyment

The results revealed that students generally perceive rally games as enjoyable activities that make vacant hours more entertaining and engaging. Respondents reported that rally games increase happiness, energy, and willingness to participate in school-based physical activities. Overall ratings indicated a strong positive perception of enjoyment. These findings demonstrate that enjoyment is a major factor influencing participation in rally games. Activities that are entertaining and interactive can positively affect students' motivation and emotional well-being while encouraging continued involvement. This observation aligns with previous studies showing that enjoyable physical activities improve students' motivation, mood, and participation in school sports (Sal de Rellán, 2025; Mo, 2024).

3.1.4 Ease of Playing

Students generally agreed that rally games are accessible and easy to play. Respondents reported that these activities can be enjoyed regardless of skill level, require simple rules, and can often be played with minimal equipment and facilities. Although overall perceptions were positive, some students indicated minor challenges related to learning the games or accessing facilities. The findings suggest that accessibility contributes significantly to student participation. Activities that are simple, flexible, and adaptable encourage broader involvement among students with varying abilities and resources. These results support previous research indicating that games with straightforward rules and flexible participation requirements promote inclusion, engagement, and positive attitudes toward physical activity (Ávalos-Ramos, 2023; PropulsionTech, 2024).

3.2 Perceived Benefits of Rally Games

3.2.1 Interest in Rally Games

The findings showed that students generally agree that rally games increase their interest in physical activities and encourage them to explore new games. Respondents reported that rally games capture their attention, motivate participation, and stimulate curiosity about different forms of physical activity. These results indicate that rally games serve as effective tools for maintaining student interest and encouraging active participation. The opportunity to experience a variety of games appears to enhance motivation and sustain engagement. This finding is consistent with studies showing that game-based activities promote students' interest, motivation, and willingness to participate in physical activities (Sal de Rellán, 2025; Ávalos-Ramos, 2023).

3.2.2 Enjoyment

Students generally agreed that rally games are enjoyable, exciting, and socially engaging. Respondents reported that participation contributes to relaxation, stress relief, positive energy, and overall enjoyment during school hours. The results reflected consistently favorable perceptions regarding the recreational value of rally games. The findings suggest that enjoyment plays a critical role in encouraging participation and sustaining motivation. Beyond providing recreation, enjoyable experiences contribute to students' emotional well-being and willingness to remain physically active. This interpretation is supported by the findings of Fierro-Suero, Fernández-Ozcorta, & Sáenz-López (2022), who emphasized that positive emotional experiences in physical education increase students' engagement and intention to remain active.

3.2.3 Interaction with Classmates

The results revealed that students generally agree that rally games strengthen peer interaction by encouraging cooperation, teamwork, and social connection. Respondents reported that participating in rally games helps them build friendships, interact more comfortably with classmates, and improve collaborative skills. These findings indicate that rally games provide meaningful opportunities for social engagement and relationship building among students. Participation in cooperative and structured physical activities appears to enhance social competence and peer connectedness. This

observation supports the findings of Weiss (2020), who reported that youth participation in organized physical activities promotes teamwork, cooperation, social skills, and positive peer relationships.

3.3 Overall Implications of Rally Games

The overall findings indicate that rally games positively influence students' interest, enjoyment, motivation, and social interaction during vacant school hours. Students particularly value games that are enjoyable, competitive, easy to play, and socially engaging. Preferences were strongest for familiar and accessible activities that promote teamwork and continuous participation. These results suggest that rally games can serve as effective school-based activities that support both recreational and developmental goals. Consistent with previous literature (Bailey, 2009; Lubans, 2016), the findings demonstrate that well-designed physical activities contribute not only to physical engagement but also to students' psychological well-being, motivation, and social development. Consequently, rally games may be used as meaningful strategies for promoting active participation, peer interaction, and positive school experiences among students.

4. Conclusion & Recommendations

This study found that rally games effectively promote Grade 10 students' interest, engagement, and social interaction during vacant school hours. Students generally perceived rally games as enjoyable, motivating, and socially engaging activities, with teamwork, friendly competition, and enjoyable playing experiences contributing positively to participation. The findings further showed that competition enhances focus, motivation, and achievement, while cooperative and enjoyable elements strengthen peer relationships and positive emotional experiences. Overall, rally games serve as an effective student-centered activity that supports students' physical, social, and emotional well-being during school hours.

Based on the findings, educators and program planners should implement structured yet student-centered rally games that emphasize teamwork, positive competition, and enjoyment. Schools should provide accessible facilities and minimal equipment to encourage inclusive participation regardless of students' skill levels. Integrating short, cooperative, and game-based physical activities into regular school routines may further enhance student engagement, skill development, and peer collaboration while promoting active participation during vacant school hours.

This study was limited to Grade 10 students from a single school and focused on their perceptions of rally games during vacant school hours. The findings were based on self-reported survey responses collected within a specific context and time period. As a result, the conclusions may not be fully generalizable to students from other grade levels, schools, or educational settings. Further studies involving broader populations and different research designs may provide a more comprehensive understanding of the long-term effects of rally games on student development.

Compliance with ethical standards

The study was conducted in accordance with established ethical principles of confidentiality, informed consent, and voluntary participation. Participants were informed about the purpose and procedures of the study prior to data collection. Confidentiality and anonymity were maintained through the use of coded responses and secure data storage. Participants were also informed of their right to decline participation, skip questions, or withdraw from the study at any time without penalty. The study utilized non-invasive survey procedures and implemented measures to minimize bias through standardized data collection and analysis practices.

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