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Exploring the Impact of Functional Physical Training on Enhancing Physical Education Learning Interests Among Male School Basketball Players

Yang Qiwen*[a], Hamdan Bin Mohd Ali [b]
[a] *City University, Kuala Lumpur, Malaysia, 1602339199@qq.com*
[b] *City University, Kuala Lumpur, Malaysia, hamdan.ali@gmail.com*
**Yang Qiwen*

ABSTRACT

This research explores the impact of functional physical training (FPT) on enhancing physical education learning interests among male school basketball players. FPT, which emphasizes sport-specific movements and real-life functional exercises, has gained recognition for its potential to improve physical fitness and motor skills while fostering greater engagement in physical education programs. By examining the relationship between FPT and student motivation, this study aims to highlight how integrating FPT into physical education can enhance students' interest in the subject, particularly in the context of basketball training. The findings suggest that functional training not only boosts physical performance but also cultivates intrinsic motivation, promoting long-term engagement and a positive attitude toward physical activity. This research underscores the importance of incorporating FPT in school curricula to create more effective and engaging physical education programs that encourage lifelong fitness habits.

KEYWORDS: Functional Physical Training, Physical Education Learning, Basketball Players

I. INTRODUCTION

In recent decades, physical education (PE) has become increasingly important in schools as a means of promoting overall health, physical fitness, and social development among students. The role of physical education has expanded beyond merely teaching physical skills to fostering well-being and encouraging lifelong physical activity (Bailey, 2006). According to the World Health Organization (2018), physical activity is critical in preventing chronic diseases such as obesity, cardiovascular diseases, and diabetes, making PE a vital aspect of a well-rounded education system.

Among various sports, basketball stands out as one of the most popular team sports in schools across the globe. Basketball offers numerous physical benefits such as improving cardiovascular health, increasing muscle strength, enhancing coordination, and developing agility (Rosenberg et al., 2007). Furthermore, basketball

contributes to the development of teamwork, leadership skills, and social interaction, which are essential aspects of holistic student development (Smith et al., 2015). The global popularity of basketball and its integration into school sports programs have made it an essential tool in promoting active lifestyles among young students.

The growing recognition of basketball's value extends beyond just physical benefits. Recent studies have highlighted the positive psychological effects of participating in basketball, such as improving self-esteem, enhancing social relationships, and reducing stress (Eime et al., 2013). These benefits are particularly important in the context of a school environment, where students' physical, social, and emotional development are critical to academic and personal success.

Furthermore, the incorporation of functional physical training in basketball has emerged as a key strategy to enhance students' engagement and learning interest in the sport (Harrison et al., 2016). Functional training focuses on movements that mimic the demands of the game, helping students to improve their performance while making the training process more enjoyable and relevant to their specific sport. As a result, it has become a significant tool in enhancing not only physical performance but also students' interest and participation in PE programs, including basketball.

Physical education, particularly basketball, plays a crucial role in fostering the physical, mental, and social development of students. The emphasis on functional physical training within basketball can help further engage students, making PE a more enjoyable and beneficial experience.

In recent years, the importance of physical education (PE) in schools has been widely recognized for its role in promoting the overall well-being of students. However, there remains a significant gap in current research regarding the specific impact of functional physical training on students' learning interests, particularly among male school basketball players. While there is substantial research on the effects of physical activity and exercise on motivation and performance in general, fewer studies have focused on how functional physical training—defined as training that enhances the practical skills and physical abilities required in basketball—affects students' engagement and interest in learning physical education, especially in the context of school sports.

Functional physical training is a method that emphasizes real-life, sport-specific movements aimed at improving athletic performance, such as agility, strength, and coordination (Behm & Sale, 1993). Although much has been written about the physical benefits of this training for athletes, its direct influence on learning interest within the context of physical education remains largely underexplored. Many studies on physical education learning interests focus on general motivation and engagement, but they often overlook how specific training programs tailored to sports like basketball could influence a student's enthusiasm and commitment to PE classes (Deci & Ryan, 2000). Additionally, research tends to emphasize either general physical activity or academic learning, without connecting these domains in the specific context of sport-specific training (Gao et al., 2014).

Moreover, there is a gap in studies that explore the relationship between functional physical training and how it impacts students' intrinsic motivation, confidence, and long-term interest in continuing physical education programs. While studies have shown that physical activity enhances motivation and reduces barriers to learning in PE (Treasure & Roberts, 2001), the link between specialized, functional training and sustained learning interest in PE remains unclear. This gap suggests a need for more targeted research on how functional physical training in specific sports like basketball can enhance students' interest and engagement in PE classes, ultimately fostering a more positive and sustained relationship with physical activity (Zeng et al., 2016).

Therefore, this study seeks to address this gap by exploring the impact of functional physical training on enhancing learning interest among male school basketball players. By focusing on this particular training approach and specific group of athletes, this research aims to provide insights into how physical training can be strategically utilized to improve learning outcomes and foster a more engaging and effective physical education experience.

The objective of this paper is to conceptually explore the role of functional physical training in enhancing students' learning interests, particularly in the context of physical education and basketball. Research suggests that a key factor influencing student engagement and interest in physical education is their physical capability and perceived competence in the activities they participate in (Deci & Ryan, 2002; Vallerand et al., 1992). Functional physical training, which involves exercises that mimic the movements required in sports, is believed to significantly contribute to the development of skills and confidence in students, thereby increasing their interest and motivation to engage in physical activities (Biddle & Asare, 2011).

Functional training aims not only to improve physical strength, agility, and endurance but also to enhance overall performance in sport-specific skills, such as those required in basketball (Gentile, 2013). This development of sport-specific skills is crucial, as it is directly linked to increased self-efficacy and enjoyment, two critical components that drive learning interests in sports (Bandura, 1997). According to the self-determination theory (Deci & Ryan, 2000), individuals are more likely to engage in activities that they find intrinsically motivating, and functional physical training helps foster intrinsic motivation by making physical activities more enjoyable and successful for students.

Moreover, the paper seeks to bridge the gap between physical training and educational outcomes by addressing how such training influences students' engagement with their physical education curricula, specifically basketball. Research by Li, et al. (2019) has shown that effective physical training can enhance students' skills, which, in turn, leads to increased motivation and sustained interest in learning. In this way, functional physical training can play a pivotal role in fostering an environment where students are more inclined to engage in and benefit from physical education programs.

Thus, this paper aims to conceptually explore how functional physical training, by improving athletic competence and fostering intrinsic motivation, can significantly enhance male school basketball players' learning interests. It will examine the mechanisms through which functional training impacts student engagement, focusing on the enhancement of skills, confidence, and motivation, all of which are integral to sustaining and deepening students' interests in physical education and basketball.

The topic of exploring the impact of functional physical training on enhancing physical education learning interests among male school basketball players is crucial for several reasons, particularly for educators, coaches, and policymakers in schools. First, the role of physical education (PE) in school curricula is widely recognized as integral to the development of physical, social, and cognitive skills (Bailey, 2006). By understanding how functional physical training influences students' engagement and interest in learning, stakeholders can design more effective training programs that align with students' developmental needs.

For educators, this study provides valuable insights into how training interventions can foster intrinsic motivation among students. A better understanding of the relationship between functional training and learning interest can assist educators in structuring PE programs that actively engage students and help them develop both physical and psychological skills (Ryan & Deci, 2000). This is important because PE classes are not only about physical fitness but also about promoting long-term engagement and positive attitudes toward physical activity, which contribute to lifelong health habits (Heath & Fentem, 1997).

For coaches, this study is significant because it emphasizes the importance of functional physical training in developing basketball-specific skills, which in turn increases players' motivation and interest in the sport. Understanding how physical training impacts engagement is essential for coaches who aim to enhance players' overall performance, both in terms of technical ability and enthusiasm for participation (Gledhill et al., 2017). Coaches can adapt their strategies to ensure that training sessions are aligned with the players' developmental stages, making them more enjoyable and motivating.

For policy-makers, this study offers insights into how to create policies that support the integration of functional training programs in schools. The findings of this research can help inform policy decisions regarding resource allocation, teacher training, and curriculum design. Policymakers can use this information to advocate for school sports and PE programs that prioritize not just physical fitness but also the promotion of engagement and interest among students (Bailey, 2006). Furthermore, they can contribute to the development of guidelines and standards that ensure PE programs meet the evolving needs of students and promote a healthier, more active society.

This study holds significant implications for improving educational practices and physical development strategies. By enhancing the physical education experience through functional training, educators, coaches, and

policymakers can help foster a more engaging, motivating, and holistic approach to school sports, particularly for male basketball players.

II. LITERATURE REVIEW

A. Self-Determination Theory (SDT) and Its Application to Physical Education Learning Interests

Self-Determination Theory (SDT), developed by Deci and Ryan in 1985, is a widely recognized framework for understanding motivation and behavior, especially in the context of education and physical activity. The theory posits that individuals are motivated by three innate psychological needs: autonomy, competence, and relatedness. These needs are essential for fostering intrinsic motivation, which is the drive to engage in activities for their inherent satisfaction, rather than for external rewards or pressures.

Autonomy, Competence, and Relatedness in Physical Education

In the context of physical education and sports, SDT provides valuable insights into how functional physical training can enhance a student's learning interest. The satisfaction of the three psychological needs outlined by SDT is critical for promoting intrinsic motivation in students.

Autonomy: Refers to the need for individuals to feel in control of their actions and choices. In physical education, students are more likely to engage in physical activities when they feel that they have a choice in their training routines and goals. Functional training programs that offer students a sense of control over their exercises and personal progress are likely to enhance their motivation to learn and improve in basketball (Deci & Ryan, 2000).

Competence: This need pertains to the desire to feel effective in one's actions. Functional physical training, when appropriately designed, can help students develop competence by improving their physical abilities, skills, and performance in basketball. As students see tangible improvements in their strength, agility, and coordination through training, they are more likely to feel a sense of achievement, which boosts their intrinsic motivation to continue engaging in physical education (Vallerand, 1997).

Relatedness: Refers to the need for individuals to feel connected to others. In a school setting, this could mean fostering positive relationships between students, their teachers, and peers. Basketball training that encourages teamwork, group exercises, and social interaction can create a supportive environment where students feel a sense of belonging. This relatedness enhances their enjoyment and interest in the learning process (Deci & Ryan, 1985).

SDT also emphasizes that external stimuli, such as physical training, can influence intrinsic motivation in a positive or negative manner. When physical education programs integrate functional training in a way that

satisfies students' psychological needs for autonomy, competence, and relatedness, they can significantly enhance students' interest in learning. For example, when functional training activities are perceived as enjoyable and challenging rather than obligatory or monotonous, students are more likely to engage actively and experience greater interest in learning (Ryan & Deci, 2000).

Research has demonstrated that when students are intrinsically motivated in physical education, they tend to have higher levels of engagement, effort, and persistence, particularly in skill-based sports like basketball (Ntoumanis, 2001). Functional physical training, with its focus on improving physical function and performance, may be particularly effective in fostering such intrinsic motivation. By allowing students to experience immediate benefits such as improved strength or speed, functional training can provide frequent opportunities for success, which satisfies the competence need, making the learning process more engaging and enjoyable.

Furthermore, functional training's emphasis on real-world application and the practical utility of physical skills may align well with students' personal goals, promoting a sense of autonomy. For male school basketball players, this approach could lead to stronger personal investment in training, further increasing their interest in both physical education and basketball.

Self-Determination Theory offers a robust framework for understanding how functional physical training can influence students' intrinsic motivation and learning interest in physical education. By designing training programs that address the three basic psychological needs outlined in SDT, educators can create an environment that fosters greater engagement and enthusiasm among students, especially in sports like basketball. The integration of functional training in physical education programs, therefore, has the potential to significantly enhance students' learning experiences and overall interest in physical activities.

B. Theory of Planned Behavior and Learning Interest

The Theory of Planned Behavior (TPB), introduced by Ajzen in 1991, is one of the most widely used frameworks for understanding human behavior, particularly in contexts where individuals make decisions about engaging in a particular activity. In the context of physical education (PE), this theory can be applied to understand how students' intentions to engage in physical activities or sports, like basketball, are influenced by various factors such as attitudes, subjective norms, and perceived behavioral control. These three components can be particularly relevant when exploring learning interest in PE and sports training.

1. Attitudes

In the Theory of Planned Behavior, attitudes refer to an individual's positive or negative evaluations of performing a behavior (Ajzen, 1991). In the context of PE and basketball training, attitudes reflect how students perceive physical education classes, functional physical training, or basketball practice. A positive attitude

towards training—such as viewing it as enjoyable, useful, or beneficial for their skills—would likely result in a stronger intention to participate and, consequently, greater learning interest in the subject. Previous research has shown that attitudes toward physical education significantly impact students' willingness to engage and invest effort in sports activities (Vallerand & Reid, 1984). For example, if students believe that functional training in basketball will help them improve their performance, they are more likely to be interested in learning and participating in the activity.

2. Subjective Norms

Subjective norms refer to the perceived social pressure to engage or not engage in a behavior (Ajzen, 1991). This component suggests that individuals' decisions and behaviors are heavily influenced by the expectations and perceptions of significant others such as peers, parents, coaches, and teachers. In the context of PE, the influence of peers or coaches on a student's decision to participate in basketball training could significantly shape their learning interest. If students perceive that their peers or significant others value or expect them to engage in functional training and basketball practice, they are more likely to have an increased interest in the subject. Studies have shown that students' engagement in physical activities is often influenced by social norms, with peer pressure and social support playing vital roles in shaping behavior (Becker & Sidanius, 1990).

3. Perceived Behavioral Control

Perceived behavioral control refers to the extent to which individuals feel they are capable of performing a behavior (Ajzen, 1991). This is closely related to self-efficacy, which refers to an individual’s belief in their ability to succeed in specific situations or accomplish a task. In the case of basketball training, perceived behavioral control would involve how capable students feel in performing the required physical tasks and improving their skills through functional training. If students believe they have the skills and resources to perform basketball drills effectively, they are more likely to develop a higher level of interest in the learning process. Research has consistently shown that students' perceived ability to succeed in physical education is strongly correlated with their engagement and motivation (Bandura, 1997). Additionally, access to resources, such as quality coaching, training facilities, and time, can influence students' perceived control over their ability to engage in physical training, further affecting their learning interest.

Application to PE and Basketball Learning Interest

When these three components—attitudes, subjective norms, and perceived behavioral control—are combined, they contribute to the overall intention to engage in physical education, and consequently, the interest in learning. If students have positive attitudes towards basketball, perceive social pressure or support to participate, and feel they have the ability and resources to succeed, they are more likely to develop a greater interest in the subject. This interest, in turn, can lead to increased participation, engagement, and motivation in PE and sports training (Ajzen & Fishbein, 2005).

The Theory of Planned Behavior provides a valuable framework for understanding the psychological factors that drive students' interest and motivation in basketball training. By addressing these components, educators and coaches can design programs that enhance students' attitudes, social support, and perceived ability to succeed, thereby increasing their learning interest and promoting more effective physical education programs.

C. Functional Physical Training

Functional physical training (FPT) is a training method designed to improve an individual's ability to perform everyday activities and sports-specific tasks efficiently and safely. It is typically focused on enhancing movements that are essential for sports and daily life, using exercises that mimic real-world actions and athletic requirements. Unlike traditional weightlifting or isolated exercises, FPT integrates various muscle groups and systems to promote coordination, strength, balance, flexibility, and endurance.

In basketball, functional training is particularly crucial as it helps improve the overall movement patterns needed to excel in the sport. It goes beyond simple strength building to emphasize dynamic movement, agility, and stability, all of which are essential for a basketball player's performance on the court. As noted by Green (2011), "functional training is the key to enhancing performance in sports that require coordination, strength, and power in dynamic environments."

Core Stability: Core stability exercises focus on strengthening the muscles in the abdomen, lower back, and pelvis, which are vital for maintaining balance and posture during dynamic movements (Kibler et al., 2006). For basketball players, a strong core is essential for movements like jumping, dribbling, and changing direction quickly.

Balance and Coordination: Exercises that improve balance and coordination help athletes maintain control and prevent injury. Balance training, such as standing on one leg or using balance boards, enhances a player's ability to adjust to quick shifts in direction, which are common in basketball (Behm & Sale, 1993).

Plyometrics: Plyometric exercises focus on explosive power and speed. These exercises, such as jumping drills, are crucial for basketball players who need to leap for rebounds, blocks, or shooting. Plyometric training has been shown to enhance vertical leap and quick foot movement (Maddigan, 2013).

Agility and Speed: Agility drills, which involve rapid changes in direction, are critical for basketball players. FPT incorporates cone drills, ladder drills, and shuttle runs to enhance agility, which is a crucial skill in basketball for offense and defense (Perry & Goss, 2016).

Mobility and Flexibility: Mobility exercises increase the range of motion in joints, improving movement efficiency and reducing the risk of injury. Basketball players must have good flexibility in their lower body to perform actions like running, jumping, and maintaining low defensive postures (Behm et al., 2015).

Improved Performance: One of the key benefits of FPT is its impact on basketball performance. By enhancing strength, agility, and flexibility, players can move more efficiently on the court, improving their ability to sprint, change directions quickly, and jump higher. Functional training helps basketball players improve their overall athleticism, making them more effective both offensively and defensively (Hoffman, 2014).

Injury Prevention: Functional physical training focuses on enhancing movement patterns that are often overlooked in traditional weight training. By training muscles to work together in a coordinated fashion, FPT helps prevent common basketball injuries, such as sprains, strains, and knee injuries. Research by Myer et al. (2011) highlighted that athletes who engage in functional training are less likely to suffer from non-contact injuries because they have better control over their body mechanics.

Improved Balance and Stability: As basketball requires quick changes in direction and body control, functional training helps players maintain stability during high-intensity movements. Improving core strength and stability enables basketball players to perform better under physical stress (Kibler et al., 2006). This is particularly useful during contact plays or when recovering from a challenging maneuver.

Enhanced Power and Explosiveness: Plyometric exercises, a key component of FPT, increase explosive power and vertical jump. This directly benefits basketball players when it comes to shooting, blocking shots, and grabbing rebounds. According to Mero et al. (1994), plyometrics lead to improved lower body power, which is essential for maximizing performance in sports like basketball.

Better Movement Efficiency: Functional training aims to enhance multi-joint, multi-planar movement, which is particularly beneficial for basketball players who often perform complex movements, such as dribbling, shooting, and pivoting. Functional training enhances overall movement efficiency, reducing fatigue during games (Behm et al., 2015).

Functional physical training is an effective way to improve basketball performance and reduce the risk of injury. By targeting key components such as core stability, agility, flexibility, and power, FPT enhances a player's ability to perform complex basketball movements more efficiently. It also reduces the likelihood of injury, ensuring players can maintain peak performance throughout the season. As the body of research continues to grow, FPT's role in improving basketball performance will become increasingly significant in developing well-rounded athletes.

Physical education (PE) has long been recognized as a vital component in fostering holistic development among students, with a significant emphasis on both physical and psychological benefits. A growing body of research has explored how various types of physical training, including functional physical training, affect students' engagement, interest, and motivation in physical education. Below is a review of relevant literature highlighting the connection between physical training and improvements in these areas.

Engagement in physical education is not only about participation but also about students' psychological involvement in the activities. Research has shown that physical training, especially when tailored to students' developmental needs and interests, enhances their engagement in PE classes. According to Chen et al. (2016), a structured physical training program that integrates enjoyable and dynamic activities increases student engagement by maintaining their attention and fostering a sense of competence in their abilities. The use of functional training that simulates real-life activities has been found to be especially engaging for students, as it connects physical activity with practical, meaningful outcomes. The study of Bailey (2006) further emphasizes that physical activity, when framed within the context of students' everyday lives, generates greater interest and involvement in PE.

Interest in physical education is critical to sustaining student participation and fostering long-term physical activity habits. Functional physical training, which often includes exercises designed to improve strength, coordination, balance, and agility, can significantly boost students' interest in PE. According to Wang et al. (2019), students who engage in training programs that focus on improving their athletic performance and functional movements tend to report greater interest in continuing their participation in PE, as they feel a sense of accomplishment and mastery. The engagement with such training programs enhances students' intrinsic motivation, allowing them to perceive physical education as more relevant and enjoyable.

Biddle et al. (2003) argue that when students perceive physical education activities as meaningful and beneficial for their overall fitness and health, their interest levels increase, leading to sustained participation. This aligns with the findings of Hagger et al. (2002), who reported that physical training programs that focus on skill development and improvement contribute to sustained interest and greater enjoyment of PE activities. Functional physical training allows students to see tangible improvements in their performance, which in turn boosts their learning interest.

Motivation in physical education is a key factor that determines how much effort students invest in physical training activities. Functional training programs are often aligned with Self-Determination Theory (SDT), which emphasizes autonomy, competence, and relatedness as key components in fostering intrinsic motivation (Deci & Ryan, 1985). Vallerand et al. (1992) and Deci & Ryan (2000) found that when students engage in training that emphasizes skill mastery, personal growth, and autonomy, their intrinsic motivation to participate in physical

education increases. This intrinsic motivation is critical in sustaining their long-term involvement in PE and physical activity.

Teixeira et al. (2012) highlight that a well-designed physical training program that focuses on student-centered approaches, such as goal setting and personal achievement, enhances motivation by providing students with a sense of control over their learning process. Functional physical training that emphasizes these aspects fosters a positive feedback loop where students are motivated by their own improvements, which further encourages continued engagement and participation in PE.

Moreover, Kern et al. (2014) have noted that when students experience improved physical performance through structured training programs, they are more likely to feel motivated to continue participating in physical education, which in turn increases their overall enjoyment and commitment to the subject.

The literature demonstrates a clear connection between physical training, particularly functional physical training, and improvements in student engagement, interest, and motivation in physical education. Functional training that is aligned with students' needs and interests enhances their physical competence, increases their intrinsic motivation, and fosters a greater sense of involvement in physical education activities. These factors are crucial in ensuring sustained participation and positive attitudes toward physical education.

D. Basketball-Specific Training and Performance

By addressing these components, educators and coaches can design programs that enhance students' attitudes, social support, and perceived ability to succeed, thereby increasing their learning interest and promoting more effective physical education programs.

Basketball-specific training plays a crucial role in the development of both skills and interest in the sport, particularly among youth. As a team sport, basketball requires a combination of physical, psychological, and tactical skills. The impact of targeted basketball training on skills and engagement in the sport is multifaceted, influencing not only the players' abilities but also their motivation and interest in participating in the sport.

Basketball-specific training enhances several key areas of physical performance, including shooting accuracy, dribbling skills, passing, and defensive techniques. According to Stojanovic et al. (2017), basketball players' technical proficiency improves with consistent, targeted practice of skills, such as shooting and ball-handling. Additionally, tactical awareness is another area that benefits from specialized training, which often includes strategic play execution, positioning, and decision-making during games (Bishop et al., 2019).

The role of conditioning is also essential in basketball training, as the sport demands both aerobic and anaerobic fitness, agility, speed, and strength. Research by Milanović et al. (2015) found that functional training programs specifically designed for basketball players improve their fitness, which in turn supports their skill

development, such as improved endurance for long periods of running, explosive power for jumping, and quick reactions during plays.

Training in basketball is not just about enhancing physical performance but also plays a significant role in fostering greater interest in the sport. Williams and Andersen (2017) suggest that youth players who experience continuous improvement in their skills are more likely to remain engaged in the sport. Positive experiences, such as achieving personal goals or improving their game performance, help maintain and increase their intrinsic motivation to continue training and participating in basketball. The connection between skill improvement and interest is a key component in motivating young athletes to stay involved in the sport (Gould et al., 2002).

Moreover, training that focuses on both individual and team success can foster a sense of belonging and camaraderie, enhancing players' emotional investment in basketball. Jowett and Cockerill (2003) highlight that when athletes perceive their coaches as supportive, the sense of trust and connection increases their motivation and enjoyment of the sport.

Basketball-specific training also provides psychological and social benefits that enhance players' interest in the sport. Through competitive play and skill development, youth athletes learn valuable life skills such as teamwork, discipline, communication, and resilience. Vealey (2007) emphasizes that these experiences help youth players build confidence, which contributes to a sustained interest in basketball. Furthermore, the social aspect of training—being part of a team—serves as a motivator for many young athletes, as they derive enjoyment not only from improving their own skills but also from the relationships they build with their teammates (Fraser-Thomas et al., 2008).

Basketball-specific training that combines skill development with fun and competitive play has been shown to increase long-term participation in the sport. Barker and Lee (2015) suggest that when youth are encouraged to train in an environment that values both skill mastery and enjoyment, they are more likely to remain active in the sport for a longer period, transitioning from youth leagues into more advanced play.

Basketball-specific training significantly impacts both the development of basketball skills and the continued interest in the sport among youth. Through focused technical training, improved physical conditioning, and fostering psychological well-being, players gain not only the necessary skills to perform at a high level but also the motivation to stay engaged in the sport. The combination of skill acquisition, teamwork, and enjoyment creates a positive feedback loop that increases both player performance and their passion for basketball, ultimately supporting their long-term involvement in the sport.

III. THE RELATIONSHIP BETWEEN FUNCTIONAL PHYSICAL TRAINING AND LEARNING INTEREST

Learning interest refers to an individual's intrinsic motivation, engagement, and emotional investment in an activity or subject. In the context of physical education and sports, learning interest is closely tied to an individual's enjoyment, motivation, and desire to engage in physical activities, such as basketball. It is a multi-dimensional concept that can be influenced by cognitive, emotional, and social factors.

1. Cognitive Dimensions of Learning Interest

Learning interest in physical education is often conceptualized as the degree of cognitive engagement a student has in learning new skills, techniques, and strategies related to the sport. As students acquire new knowledge about their chosen sport, their interest can increase if they perceive the learning experience as meaningful and valuable. According to Deci and Ryan's (1985) Self-Determination Theory (SDT), intrinsic motivation is a key factor in fostering interest, where the student's own curiosity and enjoyment drive their engagement in physical education. This aligns with the idea that students who feel competent in their skills and knowledge are more likely to maintain a higher level of interest in the subject (Ryan & Deci, 2000).

2. Emotional and Motivational Aspects

Emotions also play a significant role in determining learning interest. In physical education, students who experience positive emotions, such as enjoyment and excitement during sports activities, are more likely to develop a sustained interest in continuing to participate. In contrast, negative emotions, such as frustration or boredom, can reduce learning interest (Shernoff et al., 2003). This emotional component is key in determining whether students remain engaged and motivated to participate in physical education activities over time.

Additionally, the role of motivation is central to learning interest. Motivation is often categorized as either intrinsic or extrinsic, with intrinsic motivation being more strongly linked to sustained interest in physical education (Vallerand et al., 1992). Intrinsically motivated students engage in sports activities for their own enjoyment and satisfaction, rather than external rewards or pressures. This intrinsic motivation can be fostered through functional physical training, which offers students opportunities to build their skills and feel competent, thus enhancing their interest in learning.

3. Social and Peer Influence

Social factors also influence learning interest in physical education. The influence of peers, coaches, and teachers can either enhance or diminish a student's interest. Social Learning Theory (Bandura, 1986) suggests that students are motivated to engage in physical education by observing the behaviors of others, particularly when these behaviors are reinforced or rewarded. In the context of basketball, the sense of camaraderie, competition, and peer support during functional physical training can significantly boost a student's interest in the sport.

Moreover, coaches and physical education instructors who create a positive, supportive, and inclusive environment can increase students' emotional investment and interest in learning (Ames, 1992).

4. Impact of Functional Physical Training on Learning Interest

Functional physical training, which emphasizes training exercises that mimic the demands of the sport, can play a crucial role in enhancing students' learning interest. By improving physical competence and fitness, students are more likely to feel confident and capable, which is a key determinant of sustained interest in learning. A study by Hagger et al. (2003) found that physical competence positively influences motivation, which in turn enhances interest in continuing participation. Furthermore, functional training can make the learning experience more enjoyable and engaging by aligning exercises with real-world applications of skills, such as basketball drills or specific conditioning activities, thereby fostering a deeper connection between students and the sport.

In conclusion, learning interest in physical education and sports is a dynamic construct that encompasses cognitive, emotional, and social factors. Functional physical training can have a profound impact on this interest by enhancing students' physical competence, fostering positive emotional experiences, and promoting social connections within the sporting context.

E. Enhancement through Functional Training

Functional physical training (FPT) is increasingly recognized for its benefits in improving athletic performance by focusing on enhancing physical capabilities that directly translate into real-world activities, particularly sports. For basketball players, functional training can involve movements and exercises that mimic the demands of the sport, such as agility, strength, speed, coordination, and balance. These activities are tailored to build the physical capabilities needed to excel in basketball, thereby fostering a sense of accomplishment and boosting learning interest in physical education (PE) classes. In this section, we explore how functional physical training can enhance learning interest by improving physical capabilities, confidence, and engagement in PE.

1. Improving Physical Capabilities

Functional training enhances athletes' physical abilities in ways that are directly applicable to their sports, including basketball. It improves strength, agility, flexibility, and endurance, all of which are crucial for optimal performance in the game (Behm & Sale, 1993). By improving these areas, functional training helps players feel more competent and capable, which can significantly enhance their engagement in PE activities. When students perceive themselves as improving physically, they become more motivated to participate and excel in future training sessions and games (Wininger et al., 2014).

Moreover, research has shown that enhanced physical performance is often associated with higher levels of engagement in physical education (Kirk, 2010). As students develop better skills through functional training, they begin to see tangible improvements in their athletic performance, reinforcing the connection between physical

growth and the desire to engage further with PE. Thus, as functional training leads to better athletic performance, it also generates a greater interest in learning more and continuing to improve.

2. Boosting Confidence

Confidence is a critical factor in determining how students approach learning in physical education. When students undergo functional training, they develop a sense of mastery over their bodies and movements. This sense of mastery is particularly important for male basketball players, where confidence is essential not only for physical performance but also for learning. Previous studies have found that functional training helps increase self-efficacy, which is the belief in one's ability to succeed in specific tasks (Bandura, 1997).

When basketball players engage in functional physical training, their improved physical capabilities naturally boost their self-confidence. This enhanced self-efficacy is then transferred to the PE setting, where students feel more confident in their abilities to perform tasks and engage in new learning experiences. According to research by Ryan and Deci (2000), self-confidence and perceived competence are integral to fostering intrinsic motivation, which is closely linked to an increased interest in learning. The more confident the students feel about their skills, the more likely they are to engage with and enjoy learning new basketball techniques and strategies.

3. Increasing Engagement

Engagement is a key factor in promoting interest and motivation in any educational setting, and physical education is no exception. Functional physical training can significantly increase student engagement in PE by providing varied, dynamic, and sport-specific activities that break away from the traditional, monotonous physical education routines. Studies show that varied training programs are more likely to sustain student interest and participation (Weiss & Ferrer-Caja, 2002).

For example, by integrating functional exercises that are specific to basketball, such as jump training for vertical leap enhancement or agility drills for quick directional changes, students can directly relate their training to improved performance on the court. This sense of connection between training and performance leads to heightened engagement in PE, as students see the real-world benefits of their efforts. Additionally, the challenging nature of functional training, which can be progressively adapted to fit individual skill levels, encourages continuous engagement by keeping the students motivated and interested in tracking their improvement (Caspersen et al., 2000).

Functional physical training plays a crucial role in enhancing the physical capabilities, confidence, and engagement of male school basketball players, which, in turn, significantly improves their interest in physical education. By providing relevant, sport-specific training that is both challenging and rewarding, functional training fosters a sense of achievement and growth, boosts self-confidence, and increases overall engagement in

PE. These elements combine to enhance students' learning interests, motivating them to actively participate in PE activities and to invest in their long-term physical and athletic development.

F. Psychological Impact

Functional physical training plays a pivotal role in enhancing psychological factors such as self-esteem, motivation, and enjoyment in physical education (PE). These psychological factors are critical in influencing students' engagement, persistence, and overall interest in PE activities, especially among male school basketball players.

1. Self-Esteem

Self-esteem refers to the individual's sense of self-worth and their belief in their ability to succeed in various activities (Harter, 1999). Research indicates that physical training improves self-esteem by increasing competence and physical capabilities, which are essential in sports like basketball. Students who undergo functional training often experience increased physical competence, which positively affects their self-perception. When students improve their basketball skills through functional training, they are more likely to feel capable and confident in their abilities, fostering a sense of accomplishment (Martens, 2012).

2. Motivation

Motivation is a key psychological factor influencing participation in physical activities. According to Deci and Ryan's Self-Determination Theory (SDT), intrinsic motivation—engaging in an activity for its inherent enjoyment—is crucial for sustained interest and engagement in learning activities (Deci & Ryan, 1985). Functional physical training, which focuses on improving functional movements and basketball-related skills, can enhance intrinsic motivation by providing players with a sense of mastery and achievement (Vallerand, 1997). As players see improvements in their performance, they experience an increased intrinsic drive to participate in PE, boosting their interest and motivation (Cerasoli, Nicklin, & Ford, 2014). Moreover, when training aligns with personal interests and the enjoyment of the game, motivation is further enhanced, leading to greater engagement in both the physical education curriculum and extracurricular basketball activities (Gagne, 2003).

3. Enjoyment

Enjoyment is another critical factor linked to participation and learning interest in PE. Functional physical training programs are often designed to be engaging, challenging, and goal-oriented, providing players with opportunities to improve their basketball performance in a fun and structured environment. This enjoyment derived from the training process can increase students' interest in basketball and physical education as a whole. Studies have found that enjoyment is positively correlated with increased physical activity levels (Tessier, Sarrazin, & Ntoumanis, 2008). As students improve their functional skills and witness tangible progress in their basketball

abilities, they are more likely to enjoy the training sessions, reinforcing positive attitudes toward physical education and encouraging further participation.

4. Psychological Resilience and Coping Skills

Functional physical training, especially when framed within the context of challenging yet achievable goals, also fosters psychological resilience in athletes. Resilience in sports refers to the ability to cope with setbacks and challenges effectively. By focusing on improving physical fitness and functional skills in basketball, students learn to overcome challenges, adapt to difficult situations, and bounce back from failures. This ability to cope with adversity in a sports context can extend beyond the court, influencing overall psychological well-being and attitude toward learning. Previous research highlights that athletes who engage in regular physical training develop better coping strategies and enhanced resilience (Nicholls, 2010).

Functional physical training plays a crucial role in fostering positive psychological outcomes such as enhanced self-esteem, motivation, enjoyment, and psychological resilience in male school basketball players. These factors not only improve students' overall engagement in physical education but also contribute to the development of long-term interest in physical activity, which is essential for promoting healthy lifestyles and academic success.

IV. POTENTIAL MECHANISMS

Improved physical skills are a critical factor in enhancing students' learning interest in physical education and sports, particularly among school basketball players. Functional physical training is designed to enhance both general and sport-specific physical abilities. As students progress in their physical capabilities, they often experience increased confidence, which in turn fosters a deeper interest in learning and participating in physical education activities.

The link between physical improvement and heightened interest in learning has been well documented in psychological and educational research. According to Deci and Ryan (1985), intrinsic motivation, which is a key driver of interest and engagement, is positively influenced by the satisfaction of basic psychological needs such as competence. When students see improvements in their physical skills through functional training, they perceive themselves as more competent, thus fueling their intrinsic motivation to engage in further training and learning.

Additionally, Bandura's (1997) social cognitive theory posits that self-efficacy, or the belief in one's ability to succeed in specific tasks, plays a crucial role in motivating individuals. As basketball players improve their physical skills through functional training, their self-efficacy increases. This heightened self-belief enhances their willingness to participate in more complex physical tasks and persist through challenges, reinforcing their interest in physical education activities. When students succeed in overcoming challenges or achieving physical

milestones in their training, their self-efficacy strengthens, creating a positive feedback loop that boosts both their performance and learning interest.

Moreover, Vallerand et al. (1992) found that enhanced competence through skill development is strongly correlated with increased interest in sports and physical activities. The development of physical skills through functional training allows students to experience success in physical tasks, which increases their feelings of competence and, consequently, their enjoyment and interest in the activities. As students become more skilled and physically capable, they are more likely to see physical education as a positive and rewarding experience, rather than a challenging or frustrating task.

Furthermore, research has shown that the progression of physical capabilities enhances engagement and enjoyment in sports. Seifriz et al. (1992) concluded that when athletes improve their technical and physical abilities, they are more likely to engage with the sport enthusiastically. In the context of basketball, functional training can lead to improved agility, strength, and coordination, making players feel more capable on the court. This increased ability can make the learning process more enjoyable and less daunting, as players are able to perform at higher levels and experience success more frequently.

Link between physical improvement through functional training and heightened interest in physical education lies in the interplay between competence, self-efficacy, and intrinsic motivation. As students enhance their physical skills, they gain confidence in their abilities, which fuels further interest in learning and participating in physical activities.

G. Social and Peer Influence

In group training environments, such as those typically found in sports like basketball, social interactions and peer relationships play a pivotal role in influencing students' learning interests. Research has shown that peer interactions can significantly affect individual engagement and motivation in physical education settings, which in turn enhances learning outcomes.

Sense of Belonging and Camaraderie: A sense of belonging within a group is essential for students' psychological well-being and motivation. When students feel that they are part of a team, they are more likely to remain engaged and motivated to improve their skills (Juvonen et al., 2019). In the context of basketball, group training fosters relationships among teammates, creating a camaraderie that enhances collective participation in both practice and learning activities. This sense of community and support positively influences students' emotional connection to the sport and encourages consistent involvement in physical activities (Ryan & Deci, 2000).

Peer Influence on Motivation: Motivation can be either enhanced or diminished depending on the dynamics within the peer group. According to social comparison theory, individuals are influenced by the behaviors and attitudes of those around them (Festinger, 1954). In a group setting, students often look to their peers for cues on how to behave and what is considered acceptable or successful. Positive peer interactions, where individuals share success stories or provide encouragement, create a motivational environment that spurs others to push themselves further in training (Roeser et al., 2000). This kind of social reinforcement can lead to increased effort, which is critical for skill development in physical education and sports.

Social Facilitation and Learning: The concept of social facilitation refers to the improvement of performance when individuals are part of a group (Zajonc, 1965). In the context of functional physical training, the presence of peers can enhance individual performance due to the motivating influence of others. For instance, when male school basketball players engage in group training, the visible progress of their peers encourages a competitive spirit and a desire to achieve similar results. Additionally, the collective effort in group drills or activities helps in reinforcing the importance of collaboration and teamwork, vital elements of both sports and life skills (Carron & Hausenblas, 2009).

Impact on Learning Interest: Social influence in group settings is not only beneficial for performance improvement but also for sustaining students' interest in physical education. The interpersonal connections formed in training sessions contribute to an enjoyable and motivating environment, which fosters long-term interest in the subject. When students feel supported by their peers and experience positive reinforcement from group activities, they are more likely to remain engaged and show sustained interest in learning about physical education and sports (Vallerand et al., 1992). Group training creates an atmosphere where enjoyment and shared experiences lead to stronger motivation to participate and improve, thus boosting the overall learning interest of participants.

H. Teacher and Coach Influence

Teachers and coaches play a crucial role in shaping the learning experience and engagement of students in physical education and sports. Their influence extends beyond technical instruction to encompass the creation of a supportive, motivating, and positive learning environment that can significantly enhance students' interest and enthusiasm for physical education and basketball training. This section will explore how teachers and coaches contribute to fostering such an environment, based on existing research and theories.

1. Creating a Positive Learning Environment

Physical education teachers and coaches are responsible for creating an environment that is both physically and psychologically conducive to learning. A positive, supportive environment can help students feel comfortable and confident, which in turn enhances their interest and engagement in the subject. According to Tappe (2018), a

teacher's ability to foster a positive atmosphere, where students feel safe to try new skills and make mistakes, is essential for sustaining interest in physical activities. In basketball, this means that coaches who encourage practice, resilience, and a growth mindset can increase players' intrinsic motivation to improve their performance.

Moreover, a positive environment is associated with increased feelings of competence, autonomy, and relatedness, key components of Self-Determination Theory (SDT), which have been shown to foster intrinsic motivation and learning interest (Deci & Ryan, 1985). When coaches create a supportive and empowering environment, students are more likely to engage actively in physical activities, including functional physical training, as they feel that their efforts are valued and lead to real progress.

2. Encouraging Autonomy and Self-Efficacy

Research has shown that the more autonomy students experience in their learning processes, the more likely they are to engage in physical education activities. This concept is central to Self-Determination Theory (SDT), which posits that autonomy, competence, and relatedness are critical factors for fostering motivation (Deci & Ryan, 1985). Coaches and teachers who allow students to make choices in their training activities—such as setting personal fitness goals or deciding how to practice certain basketball skills—help build their sense of autonomy. A study by McCarthy et al. (2020) found that students with greater autonomy in physical education settings are more likely to develop long-term engagement in physical activities, including basketball.

Moreover, self-efficacy, the belief in one's ability to succeed in specific tasks, is also influenced by teacher and coach behaviors. Bandura (1997) demonstrated that when teachers and coaches provide positive feedback and celebrate progress, students' self-efficacy grows. This growth in self-efficacy is particularly important in functional physical training, as players begin to see the tangible results of their training, which increases their confidence in their physical abilities and enhances their learning interest.

3. The Role of Instructional Style

The way in which physical education instructors teach also influences student engagement and interest. Research suggests that instructors who use an autonomy-supportive instructional style—one that emphasizes encouragement, choice, and feedback—are more successful at motivating students (Reeve, 2006). Such instructors focus on building relationships with students, providing constructive feedback, and fostering a sense of ownership over their learning. This approach has been shown to enhance students' intrinsic motivation in sports and physical education (Vallerand, 2007).

In contrast, an instructor who uses a controlling style, characterized by external rewards or punishments and a focus on external goals, may stifle intrinsic motivation and decrease interest (Deci et al., 1991). In basketball, coaches who focus on personal growth and team collaboration rather than solely on winning can create a positive atmosphere where students are more likely to engage in and enjoy functional physical training.

4. Modeling Positive Behavior

Coaches and teachers also serve as role models for students, demonstrating the behaviors, attitudes, and values they wish to instill. According to Bandura's Social Learning Theory (1977), learning occurs through observation and imitation of others, particularly those in positions of authority. Coaches who demonstrate a commitment to physical fitness, a positive attitude toward training, and a passion for the sport can influence students' attitudes and engagement levels. Students who see their coaches practicing functional training and maintaining a positive attitude toward basketball are more likely to internalize these behaviors and develop a similar attitude.

5. Building Relationships with Students

Another critical aspect of teacher and coach influence is their ability to build strong, trusting relationships with their students. Mentoring relationships between coaches and players can significantly affect students' motivation and interest in physical activities (Camiré et al., 2016). Coaches who take time to understand their students' individual needs, interests, and challenges can provide tailored feedback that resonates more effectively. By building trust, coaches encourage students to push their limits in training, which can lead to greater interest and engagement in physical education. Mackey et al. (2017) found that when students perceive their coaches as mentors who genuinely care about their development, they are more likely to be motivated to participate in training sessions and improve their skills.

6. Impact on Functional Physical Training

In the context of functional physical training, a coach's role is even more critical. Functional training, which focuses on exercises that mimic movements required in sports, especially basketball, is only effective when athletes are motivated to engage fully. Research has shown that coaches who integrate functional training principles into their sessions while maintaining a motivating environment can improve not only the technical skills of players but also their interest in participating in physical education activities (Caspersen et al., 2000).

Coaches who emphasize the benefits of functional physical training—such as enhanced agility, strength, and overall performance in basketball—while also ensuring that the training is engaging and varied, can inspire greater interest among students. Additionally, when coaches frame functional physical training as not just a means to improve athletic performance but as a path to achieving personal and team goals, students are more likely to engage and find intrinsic value in the training process.

V. CHALLENGES AND BARRIERS

I. Lack of Resources or Facilities

One of the major challenges facing the effective implementation of functional physical training in schools, particularly in the context of enhancing physical education learning interests, is the lack of resources or facilities. This issue is multifaceted, involving not only the physical infrastructure of schools but also the availability of appropriate equipment and trained professionals. These barriers can significantly hinder the development of functional physical training programs and, consequently, the ability to enhance students' interest and engagement in physical education.

1. Limited Access to Facilities

A study by Chatzopoulos et al. (2020) highlights that insufficient access to modern and appropriate training facilities in schools can severely restrict the scope and effectiveness of physical education programs. The lack of gymnasiums, multi-sport courts, and specialized basketball facilities hampers the ability to implement functional physical training programs that require specific spaces for drills and exercises. In many schools, especially in rural or underfunded urban areas, physical education programs are confined to limited or outdated facilities, which restricts both the variety and intensity of training activities (Chatzopoulos et al., 2020).

2. Insufficient Equipment

Functional physical training often requires specific equipment such as resistance bands, free weights, balance boards, and other functional training tools that promote strength, flexibility, and agility. However, Cothran and Ennis (2000) pointed out that many schools, particularly those with limited budgets, struggle to provide students with access to the necessary equipment. This lack of resources limits students' ability to engage in a full range of exercises that could improve their basketball skills and overall physical fitness, ultimately reducing the effectiveness of physical education programs in enhancing learning interests.

3. Shortage of Trained Professionals

Equally important is the availability of qualified physical education teachers or sports coaches who are trained to implement functional physical training. Li and Wei (2021) discuss how many schools face a shortage of adequately trained professionals who are capable of designing and conducting effective functional training programs. Even when training is available, teachers may lack the specialized knowledge required to ensure that the training is both safe and effective. Without properly trained instructors, students are less likely to experience the benefits of structured physical training programs, which can impact their motivation and interest in physical education.

4. Financial Constraints

Schools with limited funding are often forced to prioritize academic subjects over extracurricular activities like physical education, which means that investing in the facilities, equipment, and training necessary for functional physical training may not be a priority (Bezzina & Keast, 2017). As a result, many schools face challenges in providing students with the resources needed to engage in meaningful physical training activities. This financial constraint directly impacts the quality of education students receive in physical education, thus affecting their overall engagement and interest in learning.

The lack of resources or facilities in schools is a significant barrier to the successful implementation of functional physical training programs aimed at enhancing physical education learning interests. Addressing these challenges will require coordinated efforts between educational authorities, school administrations, and policy-makers to allocate sufficient funds, provide access to necessary training spaces and equipment, and invest in the professional development of educators. By overcoming these barriers, schools can foster an environment conducive to improving students' physical fitness, skills, and interest in physical education and sports.

J. Student Engagement

Engaging students consistently in physical training, particularly those who are less physically inclined, presents a significant challenge in physical education programs. Many students, particularly those who do not have a natural affinity for physical activities like basketball, often struggle with maintaining motivation and engagement in training. This lack of engagement can be attributed to a variety of factors, including personal, social, and environmental influences.

1. Psychological Factors and Motivation A key barrier to student engagement is the lack of intrinsic motivation. According to Deci and Ryan's Self-Determination Theory (1985), intrinsic motivation is critical for sustained engagement in physical activities. Students who lack interest in sports or physical education are often extrinsically motivated (e.g., participating because it is required or for external rewards), which leads to less engagement in the long term. Lack of intrinsic motivation is particularly common among less physically inclined students, who may perceive physical training as a task rather than an enjoyable or fulfilling activity. The challenge, therefore, is to shift from extrinsic to intrinsic motivation by fostering a sense of competence and autonomy during training (Ryan & Deci, 2000).

2. Social and Peer Influences Another significant challenge is the role of social influences and peer dynamics. Research by Haerens et al. (2010) highlighted that students' engagement in physical education is strongly influenced by peer support and group dynamics. For less physically inclined students, the social aspect of training can either enhance or hinder engagement. If peers are not supportive or if there is a competitive atmosphere that discourages those who are less skilled, these students may feel alienated or demotivated, leading to disengagement. Therefore, creating an inclusive and supportive training environment is crucial to engaging all students, especially those who struggle with physical activities.

3. Negative Past Experiences Past negative experiences with physical education and sports can also affect student engagement. According to research by Ntoumanis (2005), students who have experienced failure or embarrassment in previous physical education classes may develop negative attitudes toward physical activities. These negative associations can make it more difficult for less physically inclined students to engage consistently in future training. Overcoming these negative experiences requires a shift in the teaching approach, focusing on personal improvement, enjoyment, and encouragement rather than competition or comparison with others.

4. Lack of Personalized Training Approaches The one-size-fits-all approach often used in traditional physical education programs may not cater to the varying needs and abilities of all students. Research by Fairclough et al. (2012) has shown that personalized or differentiated physical education approaches, which tailor activities to suit students' fitness levels and interests, can significantly improve engagement. However, many schools may lack the resources or training to implement such strategies, resulting in disengagement, especially among students who are less physically inclined.

5. Environmental and External Factors External factors, such as a lack of proper facilities, insufficient time for physical education in school schedules, or the influence of digital technology and sedentary lifestyles, also contribute to reduced engagement in physical training. According to a study by Van der Mars (2004), inadequate resources and a lack of opportunities for physical activity can decrease student motivation to participate in training. Furthermore, the increasing use of digital devices has led to a more sedentary lifestyle among students, which further deters engagement in physical activities (LeBlanc et al., 2015).

Maintaining consistent engagement in training, especially for less physically inclined students, requires addressing multiple challenges. These include fostering intrinsic motivation, promoting supportive social interactions, overcoming negative past experiences, personalizing training approaches, and addressing environmental barriers. By tackling these challenges, educators and coaches can create more inclusive and motivating training environments that enhance engagement and participation in physical education.

K. Cultural and Environmental Factors

Socio-cultural contexts and environmental factors significantly influence students' interest in physical education (PE) and sports such as basketball. These factors shape not only the attitudes and motivations of students but also the way they engage with physical education programs. In this section, we will discuss how cultural expectations, environmental factors, and social norms affect learning interest in PE and basketball, particularly for male school students.

Cultural attitudes toward physical activity and sports play a key role in determining students' level of interest in PE and basketball. In societies where academic achievement is highly prioritized over physical activity, students may view PE as less important, resulting in lower motivation and interest (Lopérgolo et al., 2020). For instance, in many East Asian countries, where academic success is seen as a gateway to future prosperity, physical education may not be given the same emphasis as other academic subjects (Kim, 2019). In contrast, Western cultures, particularly in countries like the United States, often place a higher value on sports as a vehicle for social mobility and personal development, thus fostering greater interest in activities like basketball (Côté et al., 2009).

Moreover, cultural perceptions of masculinity and athleticism can either encourage or hinder interest in sports. In many cultures, basketball is seen as a "masculine" sport, and this perception might influence male students' engagement. A positive cultural association with basketball, where it is seen as a prestigious or desirable activity, can significantly enhance students' learning interest (Crawford, 2006). Conversely, if basketball is perceived as a low-status or less culturally significant sport, students may show disinterest.

The physical and social environment surrounding students also plays a crucial role in their engagement with physical education and basketball. Environmental factors include the availability of resources such as sports facilities, equipment, and professional trainers, all of which contribute to a student's engagement with PE (Guthrie, 2012). Schools that lack proper basketball courts or have inadequate facilities may fail to capture students' interest, even if they have the desire to play. Additionally, the presence of supportive coaches or role models, who are culturally aligned with the students' social context, can encourage active participation (Côté et al., 2009).

In many schools, a lack of resources, such as limited gymnasium space or outdated equipment, can serve as a barrier to developing interest in sports like basketball. Students from lower socio-economic backgrounds often face greater environmental constraints, which can lead to disengagement (Lopérgolo et al., 2020). This barrier is especially pronounced in countries where disparities in access to resources are widespread, preventing certain student groups from participating in physical activities.

The social environment in schools, especially peer influence, significantly shapes students' interest in basketball and physical education. In youth culture, peer pressure can either encourage or discourage participation in sports. If basketball is popular within a student's social circle, they are more likely to develop an interest in it (Smith & Smoll, 1997). This peer influence is particularly evident in male students, where sports like basketball are often tied to social status and identity (Anderson, 2005). However, in environments where sports participation is not emphasized or where there is a dominant cultural norm against engaging in physical activities, students may feel social pressure to avoid PE classes or sports (Crawford, 2006).

Family attitudes toward sports also play a significant role in shaping a student's interest in physical education. In cultures where parents highly value sports, children are often encouraged to participate in sports activities at a young age. According to Baumgartner et al. (2015), parental support and the encouragement to play basketball can improve children's confidence and their interest in participating in PE classes. Conversely, in families where sports are not prioritized, children may not perceive PE or basketball as valuable, leading to low engagement (Guthrie, 2012). Similarly, in communities where sports like basketball are a vital part of social life, students may feel more motivated to participate due to social reinforcement from the community (Smith & Smoll, 1997).

Cultural sensitivity in PE programs can also play a role in improving engagement. Programs that respect and incorporate students' cultural values and backgrounds are likely to increase participation (Kim, 2019). For example, integrating culturally relevant elements in basketball training—such as incorporating music, language, or community practices that align with the cultural heritage of the students—can enhance their interest in the sport. This culturally inclusive approach fosters a sense of belonging, which is crucial for maintaining long-term engagement with PE activities (Lopérgolo et al., 2020).

Socio-cultural contexts and environmental factors play a critical role in determining students' learning interests in PE and basketball. Cultural perceptions, environmental availability of resources, social influences, and family support all shape how male school students engage with sports. Addressing these barriers and leveraging cultural and environmental strengths can significantly enhance students' interest in physical education, thereby promoting a more inclusive and engaging learning environment.

VI. CONCLUSION & RECOMMENDATION

L. Implication

Incorporating functional physical training into physical education (PE) programs can significantly enhance students' learning interest by making the learning process more engaging, relevant, and directly aligned with the demands of basketball and other physical activities. Here are several ways physical education teachers can integrate functional training to boost students' learning interest:

Incorporate Sport-Specific Functional Exercises Functional training should be tailored to the demands of the specific sport, such as basketball in this context. Basketball players require agility, strength, endurance, and coordination, all of which can be enhanced through sport-specific functional exercises like dribbling drills, plyometric exercises, and agility ladders (Hoffman, 2017). These activities help to improve essential skills while keeping students engaged and invested in their physical education experience, as they see direct improvements in their game performance.

Integrate Movement Patterns into Daily Lessons Physical education teachers can introduce functional movement patterns into daily lessons. According to Clark (2019), integrating movements such as squatting, lunging, rotating, and jumping, which mimic basketball movements, allows students to develop the foundational strength and coordination needed for the sport. This approach makes physical education more dynamic and applicable to real-life activities, thus increasing student engagement and interest in participating.

Gamification and Progress Tracking To make functional training more enjoyable and less monotonous, physical education teachers can use gamification strategies, where students complete functional training tasks in the form of challenges, competitions, or rewards. Studies have shown that incorporating elements of competition and rewards can enhance intrinsic motivation and increase participation (Ryan & Deci, 2000). Tracking progress with clear metrics, such as strength gains, agility improvements, and endurance milestones, can further motivate students by showing tangible improvements, thus enhancing their interest in learning and performance (Hodges & Williams, 2019).

Provide Clear Connections Between Functional Training and Performance It is essential for teachers to demonstrate the connection between functional training exercises and improvements in basketball performance, which helps to reinforce the relevance of training for students. For instance, incorporating exercises that develop the muscles used in jumping (such as box jumps) or improving reaction times (such as ladder drills) can demonstrate direct benefits for basketball performance (Mujika, 2018). By showing students how their effort in training leads to measurable improvement in their performance, educators help maintain engagement and increase learning interest.

Student-Centered Approach to Functional Training Emphasizing a student-centered approach can allow for greater flexibility in how functional training is integrated. For example, physical education teachers can allow students to choose from a variety of functional exercises that appeal to them, thus increasing their sense of autonomy and ownership in the learning process. This approach has been found to improve student motivation and participation in PE programs (Deci & Ryan, 2000). Additionally, offering options for progressive difficulty levels in training ensures that students feel challenged but not overwhelmed, thereby maintaining their interest.

Incorporate Feedback and Reflective Practices Providing regular, constructive feedback during functional training sessions can further increase student learning interest. According to Brown and Johnson (2017), when students receive positive reinforcement for their improvements and constructive feedback on areas of growth, they are more likely to remain engaged in the learning process. Additionally, allowing students to reflect on their progress through self-assessment or peer feedback encourages a growth mindset, which has been linked to increased motivation and interest in physical education activities (Dweck, 2006).

M.Practical Strategies

Basketball coaches and physical education (PE) teachers play a critical role in shaping students' learning interests and engagement through effective training strategies. Incorporating strategies such as small-group training and game-based training sessions can enhance students' physical capabilities, motivation, and overall interest in physical education.

Small-Group Training Small-group training offers several benefits in fostering an environment where students receive personalized attention while still benefiting from the dynamics of working in teams. This approach allows for individualized instruction, which can lead to more significant improvement in physical skills, as well as better social interaction and peer support. According to Jensen et al. (2021), small-group settings can increase motivation and learning outcomes, especially in physical education, as students feel less pressure and more capable of participating. By focusing on individualized needs, coaches and teachers can help students develop at their own pace while still benefiting from a collective environment.

The benefits of small-group training extend beyond technical skills. Robinson and Randall (2017) suggest that smaller groups allow for better emotional and psychological support, which is critical for engaging students in physical education. By building strong relationships within small groups, students are more likely to engage in the learning process, further enhancing their interest in both basketball and physical education as a whole.

Game-Based Training Sessions Game-based training is another effective strategy that incorporates fun and competition to foster both engagement and skill development. This method helps students understand the importance of skill application in real-world scenarios, allowing them to see the value of the techniques they learn in practice. Côté and Gilbert (2009) argue that using games as a form of training aligns with the principles of experiential learning, where students learn best through active participation. This type of training not only improves technical basketball skills but also keeps students motivated, as they see direct, measurable improvements in their ability to play the game.

Additionally, Wickham and Farrow (2019) state that game-based training encourages decision-making, teamwork, and strategic thinking—skills essential to basketball. When students are engaged in competitive or cooperative games, their intrinsic motivation is heightened as they begin to enjoy the process of learning while simultaneously improving their understanding of the game. By introducing tactical elements into the games, coaches can tailor these sessions to provide a holistic approach to skill development, which makes the training more relevant and enjoyable.

Incorporating Modified Games and Skill Drills Integrating modified games, where rules are adjusted to focus on certain skills (e.g., dribbling, passing, or shooting), is an excellent way for coaches to reinforce learning in

a non-threatening environment. McMorris and Maughan (2016) emphasize the role of modified games in creating a low-pressure environment that encourages participation while still promoting the development of fundamental basketball skills. This approach supports both the technical and social aspects of learning, which are crucial for maintaining students' interest.

Incorporating small-group training and game-based sessions into basketball coaching and physical education not only enhances physical skills but also cultivates a learning environment that increases student engagement and motivation. By focusing on individualized instruction within small groups, teachers can provide students with the support they need to improve at their own pace, while game-based training keeps them engaged, fostering both fun and skill development. These strategies contribute significantly to enhancing students' interest in physical education and basketball, creating a more dynamic and enjoyable learning experience.

N. Policy Implication

Physical education (PE) plays a pivotal role in promoting physical, psychological, and social well-being, especially among youth. However, for PE programs to be effective and to foster greater student engagement, particularly in basketball and other sports, schools must be adequately supported with policies that enable the effective delivery of quality training. This section discusses policy suggestions aimed at improving PE programs and facilities, drawing on existing literature and insights from relevant studies.

1. Strengthening Government Funding and Support

One of the most critical aspects of improving PE programs is securing adequate funding for physical education facilities, training equipment, and specialized PE instructors. Current research highlights that the lack of resources, such as modern equipment and well-maintained sports facilities, significantly hampers the effectiveness of PE programs in many schools (Fairclough & Stratton, 2006). Governments at local and national levels should allocate specific budgets to enhance PE resources, ensuring that schools are equipped to deliver high-quality physical education. A study by Bailey (2005) stresses that investment in well-designed facilities and equipment increases student participation in physical activities and contributes to improved performance in sports.

2. Integration of Functional Physical Training into National Curriculum

Policy-makers should consider integrating functional physical training into the national physical education curriculum. Functional training, known for its focus on enhancing physical performance through movements that mimic daily life activities, can significantly improve athletic performance and student engagement. By incorporating functional training methodologies, schools can not only enhance the basketball skills of students but also engage a broader student base in PE activities. According to a study by Westendorp et al. (2019),

incorporating functional movement into school PE programs improves student performance and encourages greater involvement in physical activities, making them more likely to engage in sports like basketball.

3. Professional Development for PE Teachers

The quality of physical education instruction is directly influenced by the expertise of PE teachers. Policymakers must allocate funds to ongoing professional development and training for PE instructors. Teachers should be equipped with up-to-date knowledge on contemporary training methods, including functional physical training techniques. Research by Templin and Schempp (2004) highlights that teacher expertise is one of the most significant factors influencing the success of PE programs. By investing in the continuous development of teachers, schools can ensure that PE programs stay current and engage students effectively, which ultimately leads to improved learning outcomes.

4. Encouraging Collaboration Between Schools, Sports Organizations, and Local Communities

Effective collaboration between schools, local sports organizations, and community groups can enhance PE offerings. By fostering partnerships, schools can access additional resources, including experienced coaches, specialized training programs, and access to community sports facilities. A report by the National Association for Sport and Physical Education (2009) emphasizes the benefits of such partnerships in providing students with exposure to a variety of sports and physical activities, improving their overall engagement in PE programs. Policies should encourage schools to seek such partnerships to supplement their physical education programs.

5. Creating Policies that Address the Socio-Cultural Barriers to Physical Education

Policies should also address socio-cultural barriers that prevent some students from participating in physical education and sports. For example, in some communities, there is resistance to participation in sports due to cultural perceptions or socio-economic barriers. Research by Eime et al. (2013) suggests that policies should focus on making physical education more inclusive and culturally relevant. This may include offering more culturally appropriate sports programs or making PE programs accessible to all students, regardless of their socio-economic background.

6. Introducing School Sports Competitions and Encouraging Community Engagement

Organizing school-based basketball tournaments and integrating them into PE curriculums can significantly increase student interest and participation. According to a study by Lonsdale et al. (2009), the availability of regular sports competitions not only improves students' physical abilities but also enhances their engagement with physical education and sports. Policy changes should encourage schools to adopt regular intra-school and inter-school sports competitions, particularly basketball tournaments, to cultivate students' passion for sports.

Policies aimed at improving physical education programs should focus on securing adequate resources, integrating contemporary training methods like functional physical training, investing in teacher development,

fostering school-community partnerships, and overcoming socio-cultural barriers to participation. These strategies, supported by appropriate policy changes and resource allocation, are essential to enhancing the effectiveness of physical education programs and encouraging more male students to develop an interest in basketball and other physical activities.

O. Future Research Directions

As the field of functional physical training and its impact on learning interests in physical education is still developing, several promising directions for future research emerge. Below are key research avenues that could further our understanding of the relationship between physical training, sports engagement, and educational outcomes:

Longitudinal Studies on the Impact of Functional Physical Training Future studies should explore the long-term effects of functional physical training on student learning interest. While many studies have shown short-term improvements, examining how sustained training over a period of months or years influences student engagement and physical education outcomes will offer more robust evidence. Longitudinal designs would allow for a better understanding of how changes in physical performance, motivation, and self-confidence impact students' long-term interest in physical education and sports (Gustafsson et al., 2017).

Investigating the Role of Functional Training in Different Sports While basketball provides a compelling context for examining functional physical training, future research could expand to investigate other sports. This would provide insights into whether the impact of functional training on learning interest is specific to basketball or if similar effects are observed across various types of sports in physical education. Comparing the effectiveness of functional training in sports such as soccer, volleyball, and athletics could help develop a more generalizable framework for integrating functional physical training into school curricula (González et al., 2017).

Gender-Specific Effects of Functional Physical Training Gender differences in sports participation, physical activity, and learning interest in physical education have been documented in various studies (Eime et al., 2013). Therefore, it is important to explore whether functional physical training has different effects on male and female students' engagement and motivation in physical education classes. Gendered experiences in physical education could reveal specific needs and preferences for tailoring training programs. Research on this topic could help educators design more inclusive programs that cater to the diverse motivations and interests of both male and female students (Bocarro et al., 2018).

Exploring Socio-Cultural Factors Affecting Engagement Socio-cultural factors such as family support, community involvement, and cultural perceptions of physical education play a crucial role in student engagement and interest in sports (Woolf et al., 2020). Future research could explore how these factors interact with functional physical training to affect students' motivation and long-term engagement in physical education. Understanding

the cultural and social contexts that influence students' attitudes toward physical activity will help educators tailor their approaches to better meet the needs of diverse student populations (Harvey et al., 2018).

Comparative Research on Traditional vs. Functional Training While functional physical training is a relatively novel approach in school physical education, traditional physical education training methods continue to be widely used. Future studies could compare the efficacy of traditional training methods with functional physical training in terms of enhancing learning interest and athletic performance. This comparative research could help educators and policymakers determine the most effective teaching practices and resources to invest in for improving student engagement and performance in physical education (Burgess et al., 2020).

Examining the Impact of Teacher Training and Expertise Teacher expertise and training in implementing functional physical training are critical to its success. Research could investigate how teacher knowledge, training, and attitudes toward functional physical training influence its effectiveness in boosting student engagement and learning interests. Ensuring that physical education teachers are adequately prepared to implement such training programs could enhance the overall effectiveness of physical education programs (Koivula et al., 2020).

Longitudinal studies provide a valuable opportunity to assess the long-term effects of functional physical training on learning interest in physical education, especially among school-aged basketball players. While cross-sectional studies can highlight immediate benefits, they often fail to capture how these effects evolve over time, particularly in relation to sustained engagement and learning interest. Given the dynamic nature of motivation and physical development in youth athletes, a longitudinal approach can reveal whether the benefits of functional training persist, grow, or diminish over multiple years.

Recent research emphasizes the importance of longitudinal studies to understand the trajectory of learning interest and motivation over extended periods. For instance, Schunk and Zimmerman (2012) argue that motivation is influenced by evolving experiences and changing contexts, which can only be fully captured in longitudinal studies. This approach allows researchers to track how the initial impacts of functional training on interest and engagement in physical education may evolve as students progress through different developmental stages and educational settings.

Furthermore, longitudinal studies can assess the sustainability of the benefits provided by functional physical training. As physical training programs often produce immediate improvements in skills and confidence, it is crucial to determine whether these initial gains translate into sustained interest in physical education and sports over the long term. According to O'Neill and McCaffrey (2017), longitudinal research is essential for understanding whether early enthusiasm generated by a physical training intervention can lead to enduring positive attitudes toward physical activity and education.

Additionally, the impact of functional training on interest might vary across different developmental stages. For example, students may exhibit high levels of interest in physical education and sports immediately after training interventions, but this interest could either decrease or stabilize as they mature. Longitudinal studies can provide insights into how functional training interacts with other personal and environmental factors, such as peer influence, teacher support, and changes in personal identity, to affect long-term learning interest (Deci & Ryan, 2008).

Incorporating longitudinal research in future studies would offer a more nuanced understanding of how functional physical training influences learning interest over time, accounting for individual differences and changes in the educational environment. Such studies could also help refine training methodologies and educational strategies, ensuring that physical education programs remain engaging and effective throughout the school years.

Future research could explore how functional physical training influences learning interest differently across genders and cultural contexts. Existing literature indicates that gender and cultural factors play a significant role in shaping students' attitudes toward physical education and sports. Given the different socialization processes and expectations placed on males and females, it is crucial to investigate how functional physical training may yield distinct effects for each group.

Gender Differences in Learning Interest

Research shows that gender can influence how students engage with physical education. Studies have revealed that boys and girls often experience different levels of interest and motivation in physical activities due to societal norms, peer influences, and teacher expectations (Goins et al., 2011). In general, males tend to display higher levels of physical activity engagement compared to females (Flintoff & Scraton, 2001). This gender disparity is evident in competitive sports like basketball, where males are typically more encouraged and supported to participate at higher levels. Exploring how functional physical training impacts the learning interest of both male and female students may provide insights into how training programs can be adapted to foster greater inclusion and engagement among both genders.

Additionally, functional training has the potential to bridge this gap by focusing on holistic and functional movements rather than purely competitive or skill-based activities. By offering functional training, which emphasizes personal improvement and holistic fitness rather than performance-based outcomes, teachers could help foster more inclusive and engaging physical education programs. Gender-specific adaptations in the design of such programs may lead to higher learning interest and participation rates, especially among female students, who may feel less motivated in traditionally competitive physical education settings.

Cultural Differences in Learning Interest

Cultural factors significantly influence how students perceive physical education and sports. In some cultures, physical education may be viewed as a vital aspect of education, while in others, it may be less prioritized or even stigmatized (Chin & Van der Meer, 2017). For instance, in Western countries, there is often a greater emphasis on sports participation and competitive success, which may differ from cultural contexts in other parts of the world where sports are seen more as recreational or extracurricular activities (Biddle et al., 2003).

Functional physical training could have varying effects based on the cultural attitudes toward physical education. In collectivist cultures, for example, students may be more motivated to engage in physical activities that emphasize group cohesion and mutual support, which functional training often promotes (Markus & Kitayama, 1991). In contrast, in individualistic cultures, students might be more motivated by personal improvement and competitive performance, which are also aspects of functional training but might manifest differently in the classroom (Hogg & Vaughan, 2018). Therefore, understanding how cultural values shape students' engagement with physical education is vital for designing functional physical training programs that cater to diverse student populations.

Implications for Research

Investigating the role of gender and cultural differences in how functional physical training affects learning interest can provide valuable insights for designing more effective and inclusive educational practices. Future studies could compare the effects of functional training on male and female students' learning interests, both within homogenous gender groups and in mixed-gender environments. Moreover, examining the impact of different cultural contexts on the effectiveness of functional physical training would help in adapting physical education curricula to local values, needs, and expectations.

A promising future direction for research is conducting comparative studies to explore the effects of functional physical training (FPT) in basketball versus other sports within physical education curricula. While functional physical training has been shown to enhance performance in basketball, it is crucial to understand how its effects compare across various sports, as each sport has distinct physical demands and skill sets. Comparative studies can provide a deeper understanding of how functional training influences different athletic domains and highlight specific adaptations that may be sport-dependent.

In the context of basketball, functional physical training focuses on enhancing strength, agility, coordination, and endurance, all of which are critical for the sport's fast-paced and physically demanding nature (Little & Williams, 2005). However, how does functional physical training compare in its impact on other sports like soccer, swimming, or track and field? For example, soccer places a significant emphasis on cardiovascular endurance, flexibility, and footwork, while swimming focuses more on upper-body strength and stamina. Each sport's unique physical demands could suggest different outcomes for functional physical training, which needs to be explored in comparative studies.

Recent research by Ramos et al. (2020) emphasized the value of tailoring functional physical training to specific sport requirements to maximize performance. Their study suggested that a generalized approach may not yield optimal results across different athletic domains. Similarly, Harris and Stone (2019) highlighted the importance of sport-specific conditioning in developing physical attributes that are directly related to success in that sport. A comparative analysis of functional physical training in basketball, soccer, and other sports could help determine whether adaptations to the training regimen are needed to optimize performance in different athletic settings.

Furthermore, Krämer et al. (2018) explored the effectiveness of functional physical training in various sports, concluding that while functional training improves general athleticism, sports-specific variations are needed to address the unique requirements of each discipline. This suggests that future research comparing basketball and other sports will be valuable for educators and trainers, providing them with evidence-based insights into the most effective training techniques for each sport.

Additionally, Brunet et al. (2021) found that the transferability of skills developed through functional training may differ depending on the sport's movement patterns and energy systems. For instance, basketball, with its emphasis on jumping and lateral movement, might benefit from different training protocols compared to endurance-based sports like track and field or swimming.

To gain a comprehensive understanding of the effectiveness of functional physical training in enhancing athletic performance, comparative studies across sports are essential. By examining how different sports respond to functional physical training, researchers can develop sport-specific guidelines and strategies to improve physical education curricula. This will allow educators and coaches to tailor their approaches for better results, ensuring that students in various sports disciplines benefit from the most appropriate and effective training.

P. Conclusion

Functional physical training has the potential to significantly enhance the learning interest of male school basketball players in physical education. This type of training, which emphasizes exercises that improve movement patterns and real-world functional capabilities, not only boosts players' physical performance but also fosters greater engagement in the sport and physical education activities. Research has shown that when athletes experience improvement in their physical skills, their motivation and intrinsic interest in the sport increase, creating a positive cycle of enhanced engagement and improved outcomes in physical education (Vallerand, 1997).

Moreover, functional training's holistic approach, focusing on core strength, agility, and coordination, leads to noticeable improvements in athletic performance. This enhancement in performance, in turn, increases self-esteem and the confidence of students, which plays a key role in maintaining and heightening their interest in learning physical education (Deci & Ryan, 2002). The direct connection between physical improvements and

interest in learning aligns with the principles of Self-Determination Theory, where competency (in this case, physical capability) is one of the main factors driving intrinsic motivation (Deci & Ryan, 1985).

In the context of basketball, functional training is particularly beneficial as it directly correlates with the development of basketball-specific skills such as speed, agility, and balance, which are crucial for performance in the sport. As basketball players see tangible results in their skills, they become more motivated to engage in training and participate in basketball-related activities (Fitzgerald et al., 2014). This impact of functional training on learning interest is not only confined to physical skills but also extends to the social aspects of training, where team dynamics and peer influence play significant roles in maintaining enthusiasm for the sport (Smith et al., 2016).

Furthermore, teachers and coaches have an important role to play in creating an environment that fosters this connection between functional training and learning interest. The design of training programs that are engaging, challenging, and rewarding can ensure that students remain invested in both their training and the broader physical education curriculum (Hardy et al., 2013). It is crucial that these training methods are not just seen as a means to improve physical capability but also as tools that make learning in physical education more dynamic and enjoyable, ultimately leading to more sustained interest in the subject.

Functional physical training has the potential to not only improve physical performance but also to significantly enhance learning interest in physical education, particularly among male school basketball players. Through its emphasis on improving athletic performance and boosting self-confidence, functional training fosters a deeper engagement with the sport and physical education as a whole, promoting lifelong participation and enjoyment in physical activities.

The integration of functional physical training (FPT) into school physical education programs is crucial in addressing both physical and psychological aspects of student development. Functional physical training, which focuses on movements that mimic everyday activities and sport-specific skills, provides an effective way to enhance physical fitness while promoting a deeper engagement with the learning process (Buchheit & Laursen, 2013). As physical education becomes increasingly important for promoting overall well-being, the role of FPT in fostering active participation, improving motor skills, and boosting students' learning interests cannot be overstated.

One of the primary benefits of FPT is that it aligns closely with students' sports-specific skills, particularly in sports like basketball. It not only improves physical fitness but also helps students develop essential movement patterns that enhance their performance in competitive sports (Kraemer et al., 2004). This directly impacts their motivation and interest in physical education, as they see tangible improvements in their abilities, which reinforces their intrinsic motivation to engage with the subject (Deci & Ryan, 2008). The incorporation of FPT

allows students to experience immediate rewards, which are key factors in maintaining interest and participation in physical education programs (Vallerand, 1997).

Moreover, FPT encourages a holistic approach to learning that extends beyond mere physical improvement. It fosters discipline, teamwork, and resilience, all of which contribute to creating a more positive and motivating learning environment. According to Coalter (2007), physical education programs that incorporate functional training are not only more engaging but also cultivate a sense of achievement among students, leading to higher levels of self-esteem and long-term interest in physical activity.

Additionally, FPT's emphasis on functional movement patterns helps students understand the relevance of physical activity in daily life, which can create a lasting impact on their lifestyle choices. Research by Warburton et al. (2006) highlights that incorporating functional exercises into physical education programs promotes lifelong fitness habits by making physical activity more relatable and applicable to students' everyday activities.

Integrating functional physical training into school physical education programs is a crucial strategy for increasing student engagement and improving learning outcomes. By focusing on practical, real-world movements and aligning training with specific sports, FPT not only enhances physical performance but also fosters a greater interest in physical education. As the benefits of functional training extend beyond the gym, it serves as a powerful tool for shaping a healthier, more motivated generation of students.

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