

**WELLNESS AND FITNESS TRAINING PREFERENCES OF THE
PHYSICAL EDUCATION STUDENTS AT TAGOLOAN
COMMUNITY COLLEGE**

by:

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Abstract

The purpose of this study was to explore how students' choice in the activity during Physical Education affects student motivation to participate and join in the daily physical activity for fitness training. The FGD technique was employed to identify student attitudes toward Physical Education. This FGD identified students' preferences on the activities in accordance to gender. The FGD was conducted with students to clarify the unanswered questions on the open-ended guide questions. The gathered data revealed that both male and female students enjoyed the choice of physical activities as undergone by them in PATH-FIT curricula offered in the school. Likewise, students had a positive attitude and motivation during the Physical Education session when they are teamed up with their friends or whom they know. Lastly, females would like a homogeneous team or grouping by gender, while males expressed neutrality. The increase of participation on the motivated participants while doing their "wellness and fitness" is the teacher program activities through walking.

Keywords: Wellness' _ Fitness_ Training

INTRODUCTION

Wellness and fitness participation rate of students in physical activity is declining drastically among students in Tagoloan Community College despite it is embedded in the curriculum. Students' self-motivation during Physical Education class need an extrinsic factor that oils the individual machinery of psychological appetite. Students not motivated to participate in Physical Education relates the components of fitness including cardiovascular fitness, muscular strength, endurance, flexibility and body fat control (CMO No. 40 s, 2021). Physical Education classes helps students develop healthy lifestyles, encouraging students to eat nutritious kinds of foods and get the recommended number of minutes of physical activity daily as suggested by the Department of Health (2021). Being physically active has the ability to keep down any heart disease and hypertensions. Physical Education promotes muscle training and healthy weight management (Gilliam, 2021). Physical Education at school is four times more likely to participate in a racquet sport and about three times more likely to participate in a team sport and some outdoor activity (Melone et al., 2022).

First two years of Physical Education in Tagoloan Community College, are required to earn a minimum of four (4) subjects before graduation to wit; PATH-FIT 1: Movement Competency Training;

PATH-FIT 2: Fitness Training; PATH-FIT 3: Dance Sports, Martial Arts, & Group Exercises; PATH-FIT 4: Dance Sports, Group Exercise and Outdoor and Adventure Activities. Some of these students found it difficult in passing and coping the desired competencies and skills due to their lack of interest in participating actively during the classes. Active participation in Physical Education classes includes the following: (a) attendance in school, (b) proper attire (wearing of Physical Education prescribed uniform), (c) wearing proper rubber shoes, and (d) active and alert movements. Students lack of interest in participation in the activities and manifestations of lousy movements. Currently, 30% of the students are at risk of not passing due to none achievement of the skills and competencies required from them. Best to impart knowledge it is directly linked on self-motivation and self-efficacy with healthy diet. Students have no interest at all due to the previous findings that “nutritious foods and physical fitness significantly affect their daily routine.” And due to that alarming result the college provide students choice of help to realize the importance of “wellness and fitness training” for their used in a life-long span of their lives.

As this research addressed the primordial concern triggering the benefits of the students ascribed to physical potential activity promoting strategies to increase physical activity. It has been demonstrated by research that intrinsic motivation and self-determination are related to persistence in physical activity (Li, 2022). School, Physical Education play an important role in the development of a physically active lifestyle. The impact of a self-determined motivational climate on students' effort in Physical Education (Chen et al., 2021). The researchers wanted to evaluate whether the motivational climate in Physical Education influenced students' intention to participate. Similarly, the questions asked were about the relationship between motivational theory and the cognitive, affective and behavioral mechanisms that determine if students find Physical Education enjoyable and want to participate or if it causes anxiety (Wang, 2017).

In cooperation with Physical Education teacher, the teacher-researcher administered an open-ended questionnaire about the health, wellness and fitness unit they completed during the FGD. During the unit, ethnographic field notes were also taken to find insight, emerging ideas, and student conversation (Liu, 2018). The open-ended questionnaire helped develop the following cluster themes, sub-themes, formulated meaning and significant statement about wellness and fitness. And the themes were: (a) health promoting, (b) fun and varied, (c) more physically active, (d) easier skills than sports, (e) good lifetime activities, (f) ease to schedule outside of school, (g) a help in increasing other abilities, and (h) not competitive. During acquisition of the ethnographic field notes, the teacher-researcher noted that many of the girls had gone to a class at the local gym or were feeling better about the way they were able to move. Many girls also noted that these activities were easier for them to participate and they could follow the teachers' lead more easily. When compared to traditional Physical Education, wellness and fitness was preferred 74%. Thus, this research wanted to explore and discover more information that can input or fill-in the gaps needed to intrinsically and extrinsically motivated to the Physical Education learners. And, the following direction of the study are: 1). What is causing students' unwillingness and lack of motivation to participate in Physical Education classes? 2). What activities, if any, would motivate students to be more physically active during their classes? And, 3). What social factors influenced college students' desire to participate or not participate during Physical Education classes?

METHODS

The Focus Group Discussion (FGD) was aided by the researcher made open ended questionnaire designed in this research study. Although there is part on the ethnographic records are quantitative in nature but this was reinforcing by the qualitative in-depth FGD. The design helps enhance a systematic approach through informed and consistent utilization of quantitative and qualitative methods. However, qualitative approach was dominantly employed. The study took place in Tagoloan Community College, Misamis Oriental, Mindanao, Philippines. Currently, more than 1,897 students taking Physical Education

classes. The A 5-point Likert-type scale was administered to all students' participants at the beginning of the 6-week research period to assess student attitudes towards Physical Education. The FGD consisted of 11 guide questions that were answered by students ranging on a scale from 1 (strongly disagree) to 5 (strongly agree). Students also had the option of non-applicable if they found the question not suited to the five levels. Students' responses were calculated to find the average responses for each question.

During the FGD there are clarificatory questions on how students felt about their choices in Physical Education and what social factors, if any, influenced their participation in Physical Education. The FGD maintain the quality of "time and space" engaged with a small group of 4-6 participants. During the FGD, audio recording and the ethnographic field notes (Tracy, 2022) were taken and later analyzed to find patterns and themes that shed light on reasons students participate in Physical Education. A participation checklist was used daily and by period to track the activities were offered and many students participated in each activity. For students not participating in an offered activity, an alternative activity was given that was also tracked. The checklist helped to identify the preferred activities.

It took place over 6 weeks. Prior to conducting the study, the researcher completed 5 weeks of participation checklists. The data from these checklists became the baseline data to compare participation levels before implementation of the intervention and after the research was complete. On the first day of the 6-week research period, the researcher offered informed consent documents. Students 18 years-old or older were able to sign for themselves; however, students under the age of 18 were required to obtain a signature from parents or guardians. By the third day, this study expected to have enough participants to begin to gather quantitative data regarding students' perceptions of Physical Education. To this end, the researcher administered a survey that used a Likert-type scale to gain insight into the students' perception of Physical Education. The four variables addressed in the FGD were: (a) gender, (b) level of motivation, (c) health, and (d) Physical Education activity preferences. The researcher then analyzed the data to see if connections could be made among the variables to begin to understand why students do or do not participate in Physical Education.

After gathering the data from the first week, the researcher used the second week to address qualitative measures. Using the FGD researcher – made- questionnaire, students were asked to step aside into small groups and answer more in-depth questions following a script to find what other activities might help with participation. The researcher took careful ethnographic notes, picture and video recording and interpreted what they said to find in what activities students have a desire to participate. In addition, the researcher asked them about their barriers to participation including social factors. In week 3-5, the researcher implemented new activities suggested by students. These activities included: (a) badminton, the girls' top suggestion; (b) basketball, the boys' top suggestion. The researcher used a participation checklist to see how many students participated in the offered activities. The participation checklist was the same as the one used prior to implementation, but the goal was to determine if participation increased with the addition of the newly introduced activities. The participation checklist abled the researcher to learn if the student's suggestions that they wanted to participate and that really increased their participation in Physical Education class.

RESULTS AND DISCUSSION

The goal of this study is to determine why students show a lack of participation and motivation in any physical activities. In particular, student-based choices were analyzed to see if their availability would affect motivation to participate in Physical Education where traditional sports such as basketball, volleyball and badminton were the most common offerings. Participants were randomly selected from 3 class periods. The data gathered consisted on the FGD open-ended questionnaire and answers on Likert-type scale items evaluating: (a) motivation, (b) gender differences, and (c) health. Small group FGD were conducted to clarify unanswered questions and obtain in-depth responses. Student's participation charts were used daily to track the number of participants in each activity. Participants were given the 11-item

FGD researcher-made-questionnaire before the tracking of participation began. Since the study mainly focused on motivational and participation, six questions were geared toward these factors. For example, the first question about motivation, Question #3, asked about students' self-perception of their effort in Physical Education, resulting in an over-all score of 4.32 (agree) for all students, suggesting that both boys and girls perceive that they make an effort in Physical Education. On another question about motivation, Question #6, students were asked if they received enough motivation from their teacher. An over-all four shows 4.26 (agree) that they do received enough motivation from their teacher. Question #7 was also about motivation and asked about the interaction with peers in Physical Education classes. This showed the highest favorability at 4.38 (agree). Of the six questions about motivation, #3, #6, and # 7 reported the most consistent levels of agreement between females and males.

Likewise, Question #5, again concerning motivation, ask students if they feel embarrassed by participating in physical activities. Most students did not feel embarrassed (1.82, on average disagreed with the statement); however, males (2.64) reported more embarrassment than females (2.00). When asked on Question #4, if students liked current activities already being offered in PE, most (3.85); however, the average response is somewhat neutral. Further examination revealed that girl's (3.47) like the current activity less than the boys (4.23). Moreover, Question # 11, the final question about motivation, referred to the perception of peer influence on the outcome of the students' daily participation in an activity. Results showed an over-all score of 3.03, a neutral response; however, males (3.48) averaged nearly 1 full point higher than females (2.56) by agreeing with the statement that peer perception affects their participation. The motivation questions yielded the greatest and the least agreement for reasons for participating in Physical Education; thus, motivation played a significant role in the participation. The five questions on the questionnaire involved one gender-difference question and four health-related questions. The gender-difference question, Question #1, referred to students' preference for coeducational Physical Education classes. The results indicated an overall (3.12) neutral response; however, girls (3.34) would be more likely than boys (2.86) to participate in Physical Education if the classes were not in the College of Education.

The four health questions pertained to students' overall daily physical activity and sleep. Questions #9 and #10 asked about their perception of their overall physical health, and students, both boys and girls, seemed to agree that their general health was okay. Males agreed strongly (4.23) believed that their lack of sleep negatively impacted their Physical Education participation and performance in school. In terms of physical activity, the responses to Question #2 revealed that both boys (3.50) and girls (3.18) generally, believed they get enough physical activity outside the school. The tendency of both genders was to indicate on Question #8 that they did not care to participate in aerobics activities in Physical Education class. The results on the FGD open-ended guided questionnaire are shown in Table 1 below:

Table 1. FGD Result by Variable and Gender

Question #	Variable	Female	Male	Mean
3	Motivation	4.18	4.47	4.32
4	Motivation	3.47	4.23	3.85
5	Motivation	2.0	2.64	1.82
6	Motivation	4.35	4.18	4.26
11	Motivation	2.56	3.48	3.03
7	Motivation	4.18	4.59	4.38
1	Gender Difference	3.34	2.86	3.12
9	Health	3.41	4.23	3.82
2	Health	3.18	3.5	3.21
8	Health	2.52	2.78	2.65

10	Health	3.88	3.84	3.91
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Small Group FGD (Focus Group Discussion)

After the questionnaire was administered, small group FGD were conducted. These FGD were designed to gain insight into what activities the students wanted to be offered, their enjoyment, there reasons for not participating, the benefits of Physical Education, what they would like to be eliminated, and overall safety during the class.

Participation and Enjoyment

From these questions, the researcher learned that girls would be more willing to participate if it were not having boys in the classroom. Their reasons included safety and embarrassment. During the FGD questions on safety, girls reported feeling on unsafety around the boys due to bullying. When asked about motivation to participate in the currently offered activities, the students participants said that they were satisfied with what is currently offered for physical activities. Along with this response, two frequent reasons were also given. One was that they wanted to play something that is not feasible in the college Physical Education setting. The second was that they liked the opportunity to get out of the regular classroom setting to socialize with their peers while walking; a physical activity they seemed to enjoy. When discussing activities to offer, students’ frequently suggested, tennis, volleyball, and Zumba dance. Some of the less feasible suggestions were laro ng lahi, archery, and swimming. As reported during the FGD both on the responses students honestly feel that they get the necessary’ exercise needed on a daily basis; therefore, receiving additional exercise in Physical Education is not necessary. For example, they commented that they played sports outside of school or rode their skateboard or bicycle. Some boys reported that they would be more likely to participate if no girls were present whom to socialize during Physical Education class because of the distraction involved. Other factors affecting their motivation to participate included the weather and the facilities whom they were holding their Physical Education activities

The factors listed affected the students’ motivation to participate and explained the main reasons students did not enjoy in Physical Education. When asked exclusively about Physical Education enjoyment, students stated during the FGD is that they “get the chance to be active and fit (outside of school),” “go outside,” and “socialize with friends.” Then, introduce the Physical Education activities or program. This enjoyment transfers to students’ feeling that Physical Education benefits them in a number of ways including staying fit, being healthy, burning calories, and having energy only if the Physical Education activities or program involved socialization.

Student Choice of Activities

The FGD conducted obtained students’ choices for participation. From these discussions, alternative activities chosen by students were (a) volleyball, (b) badminton, and (c) tennis. These activities were implemented in the Physical Education classes to see if motivation would rise if students received their activity choice. Table 2 summarizes the activity choices before and after data were gathered regarding activity preferences. Prior in conducting student FGD regarding activity choice, 5 weeks of data were collected on student participation of already offered choices. Each week, two activities were offered along with walking as an alternative. The 282 students per week. Walking was always offered, and two other choices were offered from the following team sports: (a) football, (b) basketball, (c) laro ng lahi (traditional games) or (d) badminton. On average, participation was equally divided among Activity 1, Activity 2, and walking. Henceforth, 87% of the participants preferred walking for self-testing.

Table 2. Participation in Activities Before and After Implementation of Student Choice

Week #	Baseline participation			Participation with choice		
	Activity 1	Activity 2	Self-Testing	Activity1 (choice)	Activity 2	Self-Testing
1	29.8	34.0	36.2	17.0	36.2	46.8
2	31.4	32.7	35.9	31.4	34.3	34.3

3	34.0	30.5	35.5	30.2	34.9	34.9
4	35.2	34.5	30.3	37.7	27.1	35.2
5	33.0	30.5	36.5	33.3	30.9	35.8
<i>M</i>	32.7	32.5	34.9	29.9	32.7	37.4

The first student-identified choice was offered in Week 1, a significant decline in participation occurred, with only 17.0% of students participating. Walking picked up the difference with 46.8% of students selecting walking in the first week. The first offering of tennis as a student choice during Week 4 garnered support (37.7%), but that percentage diminished when tennis was again offered in Week 2 (33.3%). Consistently, both before and after the research was conducted, walking was selected 87% of the students enrolled in Physical Education.

Implications

An analysis published in The Lancet Global Health, in 2018, found that more than a quarter of adults globally are insufficiently physically active. Across most countries, women are less active than men (global average of 31.7% for inactive women vs 23.4% for inactive men). And, this data was gathered before the COVID19 pandemic. This would mean that despite male is active than female in terms of wellness and fitness activity still male must meet the sufficient physical activity by doing the basic command of “wellness” and “fitness.” It would mean further that the two (2) years being inactive and immobile staying at home our body becomes the “repository” of “bad” energies needed in our body that need to be burn-out through wellness and physical activities. Therefore, “health and hygiene” protocol greatly affect the “mobility of our body.” Thus, the preference of walking was preferred to start with a hard work of the body.

CONCLUSIONS

Student-based choices for activity appeared to make only a limited increase in the motivation to participate. The motivation of the teacher brought to the Physical Education setting has something to do. This factor linked to teacher-chosen activities already in place. Allowing students to make choices was important because it gave them a sense of control and purpose. When the researcher offered the student-suggested activity, the overall mean of participation lowered than the choice or the alternative, walking. When the students-suggested activity was offered, walking participation increased significantly; however, the researcher offered activities, participation consistently lowered. However, gender was seen as a major obstacle during the FGD in the implementation on the Physical Education Program.

Thus, the unsafety issue on the Physical Environment about gender sensitivity was brought to the discourses during the FGD. In this research students choose their own activities; however, they had the lowest participation rate. Self-discipline was not correlated with motivation to participate. This resonates with the data being disciplined and having the teacher choose the activity resulted in better participation, discipline, and motivation.

All in all, this research has been highly insightful in that the researcher feel confident in leading the activities because of the level of motivation and participation make the students feels. It was interesting to learn that the students-based choices did not align with past research that found the students performed better with their own chosen activities. The researcher will continue to enforce a motivational environment in which activities like volleyball, badminton, and self-testing activities (walking) will be the major part of the Physical Education program. These activities showed the greatest participation and enjoyment, which is what the teacher - researcher hope to sustain n the curriculum of Physical Education.

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