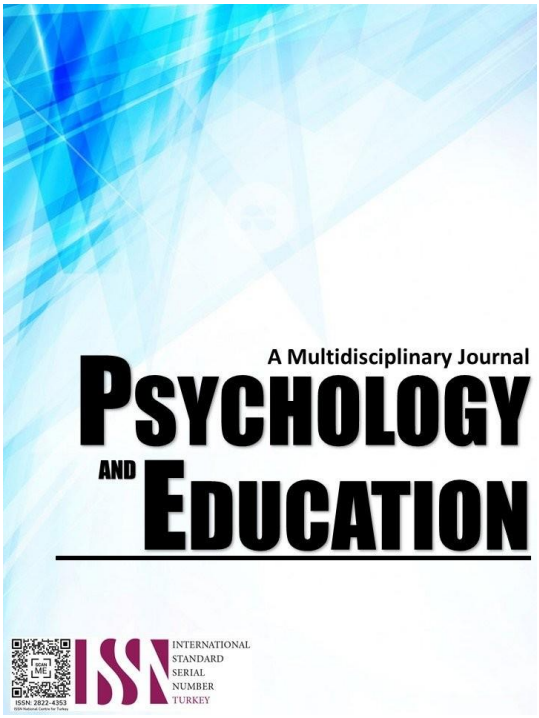
PHYSICAL FITNESS EXERCISE: STUDENT'S ATTITUDE AND ENGAGEMENT



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Research Article

Physical Fitness Exercise: Student's Attitude and Engagement

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Abstract

This study presents attitudes and engagements toward Physical Fitness Exercise. The analysis of students' attitudes toward Physical Fitness exercises reveals insightful observations. In terms of their emotionally-driven attitude, demonstrates their propensity to utilize physical activity as a way to let go of tension and let their emotions. When it comes to peer-related motivation, shows a great desire, in the context of physical health, to be accepted by their friends. On the other hand, cultural motivations for exercise indicate a mediocre degree of drive for engaging in fitness pursuits associated with cultural standards. Gender- driven motivation demonstrates students' comparatively great desire to enhance their physical appearance to appeal to people of the other gender. The data indicates a moderate tendency towards exercise frequency and timing in terms of time-driven attitudes. Conversely, students exhibit a moderate to moderately high degree of participation in health-related exercise, with a greater emphasis on flexibility exercises as opposed to muscular strength exercises similar to Skill-Related Exercise. Correlation analysis reveals that students' attitudes have varying degrees of influence on their engagement in physical fitness exercises, with stronger positive correlations for health-related exercises compared to skill-related exercises. It is recommended that policymakers advocate for comprehensive physical education programs in schools that not only focus on physical activity but also address the emotional and social aspects of exercise. This can help cultivate positive attitudes towards physical fitness from an early age, incorporate cultural sensitivity to enhance motivation among diverse student populations address the specific needs of different genders.

Keywords: *physical fitness, exercise, student's attitude, and engagement*

Introduction

Physical fitness has become more recognized in recent years for its significance and influence on overall well-being. Promoting physical exercise among students has become a crucial priority for educational institutions as sedentary lifestyles and the prevalence of technology-based activities continue to increase. Student's cognitive ability, academic achievement, and mental health all benefit from physical fitness activities in addition to helping them develop physically.

Lack of Physical Activity (PA), in children and adults alike, appears to have gained attention in industrialized countries all over the world in the modern era. Technical advancements have caused a rise in the population's physical inactivity, which has led to an increase in the lack of physical exercise. This harms psychological luxury and physical health (Antelo et al., 2017). The emergence of socially condemned actions such as harassment and aggression in educational settings, along with the onset of physical and mental ailments such as obesity, diabetes, and cardiovascular issues, mirrors this situation. According to Peralta et al. (2019), stagnation or sedentariness is identified as the fourth principal contributor to global mortality. Rukavina et al. (2019) illustrate this phenomenon. The importance of physical education (PE) in the holistic educational journey is widely recognized, as it encourages students to embrace a healthy lifestyle (Expert Group on Health-Enhancing Physical Activity, 2014). Studies have shown that PE programs implemented in schools effectively boost levels of physical activity and potentially improve children's fitness (Kriemler et al., 2011).

A person's attitude is defined as their association with an "attitude object" and their overall assessment of this attitude object is preserved in their memory according to the motivation and opportunity (MODE) model (Fazio & Olson, 2014). When evaluating the attitude object, individuals consider a spectrum of factors drawn from their memories, including perceptions, emotions, and past experiences. These cognitive, emotional, and behavioral sources of information intertwine in varying combinations to shape their assessment. The evaluation's valence, whether positive or negative, is subject to variation, and the intensity of the link between the attitude object and its evaluation, especially a robust one, typically triggers automatic activation from people's memories upon encountering the attitude object. This mechanism ultimately shapes individuals' judgments and behaviors in the immediate context. To mitigate the direct impact of a strongly activated attitude, individuals need both the motivation and the opportunity to consciously process the attitude object.

Different perspectives on a target object, which are frequently characterized as either positive or negative, may influence how people react to it. For instance, in the classroom, students' attitudes about particular subjects may be favorable or negative fora variety of reasons. According to Silverman (2017), some students may have favorable attitudes toward physical education (PE). They enjoy the games they play in class, whilst others may have negative attitudes toward PE because they don't like the way the instructor runs the class or the game itself.

Regular physical activity has been demonstrated as a potent means to enhance both physical and psychological well-being among practitioners (Mandolesi et al., 2018). Despite its benefits, a considerable portion of the population fails to adhere to a consistent exercise routine (Martins et al., 2021). Examining the relationship between human behavior and exercise participation, researchers have identified specific determinants crucial to the intention to engage in physical activity (Rodrigues et al., 2020). Factors such as low

self-efficacy, inadequate social or cultural support, time constraints, and lack of motivation are commonly cited as primary obstacles leading individuals to initiate but subsequently abandon regular exercise programs. Furthermore, recent investigations have utilized comprehensive surveys encompassing motivational, emotional, and cognitive factors to assess how past behaviors influence exercise-related outcomes, such as adherence, among gym-goers with diverse exercise experiences (Rodrigues et al., 2021).

Being active is one of the habits linked to better MH. High physical activity (PA) is associated with mental well-being and social well-being (Mammen et al., 2017), in addition to physical well-being. Increased PA levels are inversely connected with sadness and anxiety symptoms and favorably correlated with overall well-being. An increased prevalence of anxiety is linked to low PA levels. According to this, a meta- analysis of 92 studies found that PA has a low effect on lowering anxiety symptoms and a medium effect on reducing symptoms of depression (Rebar, 2015). Nonetheless, two meta-analyses have found that PA can offer some degree of protection against the onset of depression.

The implementation of integrated physical education, school sports, and physical fitness programs within the basic education curriculum is mandated by Republic Act No. 9155, recognized as the "Governance of Basic Education Act of 2001," and Republic Act No. 5708, also known as "The Schools Physical Education and Sports Development Act of 1969." These initiatives fall under the purview of the Department of Education. With this, the students in the Philippines shall undergo physical education which involves physical activities to enable them to be physically active.

This study is relevant because it allows the students to know the impact of engaging themselves in physical activities. It's essential to recognize that regular physical activity ranks among the most vital steps one can take to maintain good health. Engaging in physical exercise can significantly enhance brain health, aid in weight management, mitigate the risk of various diseases, fortify bones and muscles, and boost overall functional capacity for everyday activities.

In the school, the researcher experienced that the students have no motivation to engage in physical activities. Also, they're not interested in participating which results in a low level of engagement. It was also observed by the researcher that if someone doesn't participate, there is a chance that his/her friends will also not participate. Some don't participate because they think physical activities are useless. On the contrary, some students wanted to join physical activities. With this, the researcher is curious about the reason why they don't participate and engage themselves. The objective of this research is to investigate the correlation between students' attitudes and motivations regarding physical education and their level of involvement in the subject.

Research Questions

This study aimed to explore the correlation between students' attitudes and their participation levels in Physical Fitness Exercises at Marie Vithaya School during the academic year 2022-2023. It serves as the foundation for the Physical Fitness Exercise Program. The study is designed to address the following inquiries:

1. What is the level of attitude of the students towards Physical Fitness Exercise:
   1.1. significance of exercise attitude;
   1.2. priority of activities;
   1.3. physically -driven motivation attitude;
   1.4. emotionally -driven motivation attitude;
   1.5. peer insecurity with physical fitness;
   1.6. cultural reason;
   1.7. gender-driven attitude; and
   1.8. time-driven attitude?
2. What is the level of engagement of students in Physical Fitness Exercise:
   2.1. health-related fitness exercise; and
   2.2. skills-related exercise?
3. Is there a significant relationship between the attitude of the students and their level of engagement toward Physical Fitness Exercise?
4. Based on the findings, what Physical Fitness exercise program can be designed?

Methodology

Research Design

The research employed a descriptive-correlational approach, aiming to delineate the variables and the natural relationships existing between them. The methodology adopted in this study sought to explore the significant association between students' attitudes and motivation toward physical education and their participation levels in physical education activities. The objective of the quantitative research design was to uncover the prevalence of specific thoughts, behaviors, or emotions among individuals. This design typically involved sizable sample sizes, prioritizing the volume of responses over obtaining deeper, more nuanced insights. In this study, the data collected from respondents was quantified for analysis.

Respondents

The respondents of the study were 120 Grade 11 & 12 students of Marie Vithaya School. The sample size was determined using the Slovin formula with an effect size of 95 percent and an alpha (a=0.05) level of significance. These 120 students were selected using stratified random sampling for the sample of the study. Those who were recruited have the following characteristics: 1) they are regular or bonafide Grade 11&12 Senior high school students enrolled in the current school year, 2023-2024; 2) They were willing to become respondents of the study and 4) they have signed the informed consent. On the other hand, the exclusion criteria of retrospective respondents who did not meet the stipulated inclusion criteria were automatically excluded from participating in the study.

Table 1. *Number of Population*

Respondents	*Population size*	*Sample size*
Grade 11	145	.63
Grade 12	130	57
Total	N = 275	N = 120

Instruments

This study utilized a researchers-made questionnaire based on the statement of the problem of this study. The questionnaire was composed of three parts. The first part was the level of attitude of the students towards physical education which was answerable with Highly Observed/Manifested (4), Observed/Manifested (3), Moderately Observed/Manifested (2), and Slightly Observed/Manifested or not at all (1). The second part was the level of engagement of the respondents towards physical education in terms of physical fitness and physical health which was answerable with Highly Engaged (4), Engaged (3), Moderately Engaged (2), and Slightly Engaged or not at all (1).

The instrument was validated by professors from the University of the Visayas and the Chief of Curriculum Development of Marie Vitthaya School. The reliability test result of Cronbach's Alpha yielded a coefficient of .830, indicating high internal consistency among the items measured.

Scoring and Evaluation

Level of attitude of the students towards Physical Fitness Exercise

The items of the questionnaire consisted of options with assigned points such as the following:

Table 2. *Level of Attitude of the Students Towards Physical Fitness Exercise*

Responses	*Assigned Points*	*Description*
Highly Observed or manifested	4	when the condition described is at all times observed
Observed or manifested	3	when the condition described is most observed
Moderately Observed	2	when the condition described is fairly observed
Slightly observed or not at all	1	When the condition described is poorly observed or has never been observed

Note: 3.50- 4.00 - Highly Observed or manifested 2.50-3.49 - Observed or manifested 1.50- 2.49 - Moderately Observed 1.00- 1.49 - Slightly observed or not at all

Level of Engagement of Students in Physical Fitness Exercise

The items of the questionnaire consisted of options with assigned points such as the following:

Table 3. *Level of Engagement of Students in Physical Fitness Exercise*

Responses	*Assigned Points*	*Description*
Very Highly Engaged	4	when the condition described is at all times involved
Highly Engaged	3	when the condition described is most of the involved
Moderately Engaged	2	when the condition described is fairly involved
Less Engaged	1	When the condition described is poorly involved

Scoring: 3.50- 4.00 -Very Highly Engaged 2.50-3.49 Highly Engaged 1.50- 2.49 – Moderately Engaged 1.00- 1.49 – Less Engage

Procedure

In the context of this study, the data-gathering process involved three sequential stages: pre-data gathering, post-data gathering, and the actual collection of data. Pre-data gathering activities are focused on preparation, while post-data gathering entails analysis. The actual data-gathering phase involves the direct acquisition of data from participants.

Pre-Data Collection: Initially, the researcher drafted a comprehensive transmittal letter addressed to the president and dean of the Graduate School of Education, outlining the study's objectives and seeking permission to administer the survey. Following the approval of this letter, detailed correspondence was initiated with the principals of the selected schools, outlining the study's aims and seeking their cooperation in facilitating data collection. Additionally, the researcher meticulously prepared the study protocol and submitted

the manuscript to the University of the Visayas Institutional Review Board (IRB) for thorough ethical review and approval. Upon receiving IRB approval, signifying adherence to ethical standards, the researcher was granted a notice to proceed, marking the commencement of the study. This involved notifying participants about the study's purpose, outlining their rights through informed consent procedures, and ensuring clarity regarding the research process. Furthermore, in collaboration with the study adviser, rigorous pilot testing of the questionnaire was conducted to assess its reliability and validity before full-scale implementation.

Actual Data Collection. The researcher went to the locale of the respondents. Before that, the researcher met the respondents with the help of the school principal and the teachers. Throughout the specified timeframe of August 25-30, 2023, the researcher commenced their activities promptly at 8:00 am each day and diligently persisted until concluding their work at 11:30 am. This consistent dedication and adherence to the designated schedule underscored the researcher's commitment to the project's objectives and facilitated comprehensive data collection and analysis processes within the allotted time frame. The researcher surveys the students at their most convenient time. The researcher and the adviser of the students explained the purpose and mechanics of the survey so that the respondents had an idea about the said survey. Hence, the data on the performance evaluation of the respondents were taken through the answered standardized questionnaire.

Post-Data Collection. The collected data underwent collection, compilation, tabulation, and statistical analysis employing Pearson's chi-square test, a method utilized to examine significant relationships between categorical variables. The Test of Independence, integral to this analysis, evaluates the presence of any association between the variables by contrasting the observed response pattern with the expected pattern if the variables were entirely independent of each other.

Data Analysis

After the thorough data collection process, the researcher subjected the data to analysis. The study calculated the average mean and standard deviation for each statement assessing students' attitudes toward physical education, considering cognitive, emotional, and behavioral aspects. Additionally, it evaluated students' motivation toward physical education, distinguishing between intrinsic and extrinsic motivations, and examined respondents' engagement levels with physical education, focusing on aspects of physical fitness and health.

The mean served as a key indicator of central tendency within a dataset, representing the average value of the data points. On the other hand, the standard deviation provides insight into the spread or dispersion of the data relative to the mean. Data exhibiting a low standard deviation are tightly clustered around the mean, indicating greater consistency, while data with a high standard deviation were more widely dispersed, suggesting greater variability within the dataset. Understanding these statistical measures aids in interpreting the distribution and variability of data, offering valuable insights into the overall characteristics of the dataset under analysis.

Pearson's correlation coefficient is the test statistics used to quantify the association, or statistical link, between two continuous variables. Given its foundation on covariance principles, this method stands out as the optimal approach for gauging the interconnection between the variables of concern. It not only elucidates the direction of the relationship but also provides a clear indication of the strength of the association or correlation between them, thus offering a nuanced understanding of their interdependence.

Ethical Considerations

The following are the points that were considered in this study to ensure that the individual rights of the respondents were protected, that the benefits outweighed the risks if there were any, and that confidentiality was preserved. This study adhered to the broad ethical principles articulated by the Belmont report which are the following:

Protection of Human Rights

Beneficence. The principle of beneficence mandates researchers to minimize harm and maximize benefits. Human research endeavors should strive to generate favorable outcomes for participants or, in many cases, for broader societal welfare.

Respect. The acknowledgment of human dignity stands as the second ethical tenet outlined in the Belmont Report. This principle encompasses both the autonomy of individuals to make their own decisions and the entitlement to complete disclosure of relevant information.

Justice. The third overarching principle delineated in the Belmont Report pertains to justice, encompassing participants' entitlement to equitable treatment and their prerogative for confidentiality.

Risk-Benefit Ratio Determination

Risks. This study took extensive measures to ensure the absence of any risks for respondents. Safeguards were implemented to mitigate potential physical harm, including unforeseen side effects, discomfort, fatigue, or boredom, as well as psychological or emotional distress stemming from self-disclosure, introspection, fear of the unknown, discomfort with unfamiliar individuals, concerns about potential consequences, or embarrassment regarding the nature of the questions posed. Additionally, careful attention was paid to social risks, such as potential stigma, negative impacts on personal relationships, or loss of status, while also prioritizing the protection of privacy, time, and financial resources. This encompassed considerations such as transportation expenses, childcare

arrangements, and work commitments.

Benefits. A proposed action plan proposed in this study will help the respondent to improve his reading comprehension. Also, this study will provide more information on their reading condition which will provide opportunities for teachers and children with ADS to have a program that will improve their reading comprehension.

Content, Comprehension, and Documentation of Informed Consent

Participant Status: This research solely aims to explore the correlation between students' attitudes and their involvement in physical fitness activities, without administering any form of intervention for existing impairments. The data collected for this study will be exclusively utilized for research purposes, ensuring confidentiality and adherence to ethical guidelines. Additionally, respondents will be informed about the study's objectives and provided with the opportunity to withdraw their consent at any point during the research process.

Study Objectives. The primary aim of this research is to develop and implement a tailored program aimed at enhancing students' attitudes and motivation towards physical fitness, thereby fostering increased engagement in physical activities. By identifying effective strategies and interventions, the study endeavors to contribute to the overall well-being and academic success of students. Additionally, the research aims to assess the efficacy of the program through rigorous evaluation methods, ensuring its relevance and applicability in educational settings

Type of Data. The data collected for this study adhered to a quantitative approach, entailing the acquisition of numerical information about the respondents' motivation levels, attitudes, and engagement with Physical Fitness. This quantitative data encompassed various metrics and scales to comprehensively assess the participants' perspectives and behaviors. Furthermore, the quantitative methodology enabled the researchers to conduct statistical analyses and inferential tests to draw meaningful conclusions regarding the relationships between variables and the effectiveness of interventions.

Procedures. Respondents in the study were administered a concise two-page questionnaire designed to elicit responses related to their attitudes, motivations, and engagement levels with Physical Fitness. The questionnaire was completed within a brief time frame of 5 to 10 minutes, ensuring efficiency and minimal disruption to respondents' schedules. Upon completion, respondents submitted their questionnaires to the researcher for further analysis and data processing. Furthermore, respondents were guaranteed the confidentiality of their answers and the ethical management of their data throughout the entirety of the research endeavor.

Nature of Commitment. Researcher inquired about the respondent's willingness and ability to participate in the research study. The completion of the questionnaire, probing into the respondents motivation, attitude, and engagement with Physical Education, required a brief time commitment of approximately 5 to 10 minutes.

Additionally, respondents were given the flexibility to choose a convenient time for questionnaire completion, ensuring minimal disruption to their schedules. Furthermore, respondents were assured of the confidentiality of their responses and the ethical handling of their data throughout the research process.

Sponsorship. The researcher was responsible for all costs. Neither respondents nor outside sources were approached for financial donations.

Participant’s Selection. The respondents were chosen using the random sampling technique by which the respondent was selected according to their availability. Potential Risk. If the researchers exhibited potential risks, the respondents had permission to directly in participating with the research at any time they preferred during the survey.

Potential Benefits. The outcomes of this research offer valuable insights for subsequent scholars examining students' attitudes and motivations regarding physical education.

Alternatives. The respondents were given choices and better instructions by the researchers during the conduction of the task.

Incentives and Compensation. The respondents will not receive any incentivesor compensation for participating in this study.

Confidentiality Pledge. To protect the privacy of the respondents, anonymity was preserved. Unnecessary information like names and gender were not collected and were left anonymous. The data gathered were for research purposes only.

Confidentiality Procedures. Privacy and confidentiality were strictly observed. The researcher swore to protect the privacy and confidentiality of the participant information by collecting only the necessary data.

Authorization to Access Private Information. Authorization to access private information was included in the implied consent and private information was disclosed only to the researcher, research adviser, and the respondents. Likewise, private information that may violate the human rights and integrity of the respondents was concealed and kept confidential.

Voluntary Consent. Participation in the study was entirely voluntary, and individuals who chose not to participate faced no negative consequences or loss of benefits.

Right to Withdraw and withhold Information. The respondent has the right to withdraw from participating in the study at any time they want to do so. They have the right to withhold information from the researcher.

Contact Information. The research respondent may contact the Institutional Review Board of the University of the Visayas, 5th floor, Inday Pining Building, Colon Street, Cebu City, or email them at rec@uv.edu.ph for further questions, comments, or complaints about the research at any time during the study they can contact the researcher Ralph Ryan Canete Rabaya or email him at ralphryanc@gmail.com.

Debriefing, Communications, and Referrals

To reduce or even completely remove any emotional dangers, the researcher made sure to treat the respondents with respect. The researcher was able to establish a welcoming environment when administering the surveys by paying close attention to and answering the respondents' inquiries. To reduce any stress brought on by the conduct of the study, the researchers used formal procedures like debriefing. The researchers let the respondents know how much their cooperation was valued through correspondence with them following the study.

Conflict of Interest

No sponsorships were received in exchange for conducting this study; all costs were covered by the researchers. There were no competing interests or personal prejudices when conducting this study. The outcomes were completely based on the data and impervious to manipulation because there were no sponsorships.

Recruitment

The respondents in the survey were chosen voluntarily. They were offered the choice of taking part in the study or not. During the assessment, respondents also have the option to leave at any point. Redrawing from the study was not subject to any penalties or consequences.

Treatment of Vulnerability Groups

The vulnerability of the respondents was determined so the researcher will ensure that the respondents of this study will be safe for the entire duration of the study. There were no significant hazards because the selected respondent was able to give their full consent. The research was restricted to responding to survey questions that did not include any sensitive medical or psychiatric information.

Collaborative Study Terms of Reference

The purpose of this study is to complete the academic requirements for the Master in Education- Physical Education. Publishers or sponsors from outside the company did not participate. The sole parties to collaboration agreements are the researchers and their research adviser.

Results and Discussion

This section presents, interprets, and analyses the data gathered from the respondents.

Attitude of the Students towards Physical Fitness Exercise in terms of Significance to Exercise Attitude

This study probes into the students' attitudes towards Physical Fitness Exercise (PFE), specifically examining the intricate relationship between the perceived significance of physical exercise and their overall attitude towards engaging in such activities. By dissecting this connection, we aim to uncover essential insights that shed light on the factors influencing students' attitudes towards PFE, thereby contributing valuable knowledge to the understanding of exercise behaviors in educational settings.

Table 4 presents the level of attitude of the students towards Physical Fitness Exercise in terms of significance to exercise attitude.

Table 4. *Significance of Exercise Attitude*

Statements	*Mean*	*SD*	*Description*
1. Physical exercises are very important to my health.	3.52	.69	Highly Observe
2. Physical exercises are very important to my Fitness.	3.16	.75	Observed
Weighted mean	3.37	.63	Highly Observed

Note: n=120; 1.00 - 1.75– Slightly Observed; 1.76 - 2.50- Moderately Observed; 2.51 - 3.25 – Observed; 3.26 - 4.00; - Highly Observed

It is highly observed that the majority of participants highly recognize the importance of physical exercises for their health (Mean=3.5, SD= 0.69). These findings suggest that the majority of participants hold a positive and unified perspective on the importance of exercise for their health. This understanding can play a crucial role in crafting focused health promotion tactics, highlighting the commonly held notion regarding the health advantages of consistent physical activity. Participating in physical activities contributes to cultivating a positive mindset and emotional awareness, which fosters stronger interpersonal relationships among participants (Dawood, 2020). According to the Centers for Disease Control and Prevention (CDC), incorporating regular physical activity into one's routine is essential for enhancing overall health and wellness. Embracing an active lifestyle can lead to improved cognitive function, weight

regulation, disease prevention, enhanced bone and muscle health, and increased capacity to perform daily tasks effectively (CDC, 2023).

Conversely, it is observed that the respondents recognize the importance of exercise for fitness (Mean =2.21, SD=0.40) indicating that there are students who value exercise more for health than for fitness. It was noted that individuals who frequently partake in sports or other physical activities typically embrace a healthy lifestyle and maintain a positive attitude toward such pursuits. The study indicates that students who maintain good health tend to exhibit a favorable and robust outlook on engaging in physical activities (Mirsafian & Mohamadinejad, 2014). Evidence from the National Academies Press (2013) underscores the notion that enhancing physical activity and fitness levels can potentially enhance academic achievement. Additionally, the Centers for Disease Control and Prevention (CDC) (2023) affirm that students who engage in regular physical activity often exhibit higher grades, improved school attendance, enhanced cognitive performance, and more positive classroom behaviors. This highlights the interconnectedness between physical activity and academic success, suggesting that fostering a physically active lifestyle can yield numerous benefits beyond just physical health.

The weighted mean score for all statements in Table 1 is 3.37 (SD: 0.63) suggests a strong consensus among the students. This indicates that students attach significant importance to physical fitness exercise. These findings can inform educational and promotional efforts to emphasize the importance of physical fitness exercise, both for health and fitness, and help students understand the value it holds in their lives. It also underscores the need to ensure that students are actively engaging in fitness activities to support their overall well-being. According to Ruegsegger and Booth (2018), one of the most crucial things anybody can do for their health is to exercise regularly. Engaging in physical activity has the potential to enhance bone and muscle strength, support weight management, enhance daily functional capacity, and promote cognitive well-being.

Individuals who reduce sedentary behavior and incorporate even modest levels of moderate-to-vigorous exercise can experience various health benefits. The impact of physical activity on health surpasses that of most other lifestyle choices. Furthermore, the health benefits of physical activity are universally applicable, irrespective of age, ability, ethnicity, body shape, or size. Therefore, students need to do physical exercise to improve their physical health.

These results underscore the significance of promoting physical fitness exercise, not only for health but also for its positive impact on various aspects of students' lives. It is imperative to ensure active engagement in fitness activities to support overall well- being, considering the multitude of benefits including cognitive health, weight management, and improved daily functionality. Encouraging regular physical activity among students regardless of their demographic characteristics emphasizes its universal relevance and underscores its importance for enhancing physical health and overall quality of life.

Attitude of the Students towards Physical Fitness Exercise in terms of Priority of Activities

Table 5 presents the level of attitude of the students towards Physical Fitness Exercise in terms of priority of activities.

Table 5. *Priority of Activities*

Statements	*Mean*	*SD*	*Description*
1. I prioritize physical activities over others.	2.87	.83	Moderately Observed
2. I want to do physical exercise every day.	2.93	.965	Moderately Observed
Weighted mean	2.90	.75	Moderately Observed

Note: n=120; 1.00 - 1.75– Slightly Observed; 1.76 - 2.50- Moderately Observed; 2.51 - 3.25 – Observed; 3.26 - 4.00; - Highly Observed

This study examines the perspectives of students regarding Physical Fitness Exercise (PFE), particularly in understanding the significance they attribute to PFE amidst a myriad of competing activities. The research seeks to uncover the underlying factors and considerations shaping students' attitudes towards PFE, offering insights into why they prioritize it relative to other activities. In addition to exploring the depth and nature of these attitudes, the study aims to provide a nuanced understanding of how students navigate and balance PFE within the broader spectrum of their daily activities. Through this investigation, valuable insights can be gained into the role of PFE in students' overall activity framework, informing strategies for promoting its importance and integration into their lifestyles.

The prioritization of physical activities is moderately observed among respondents suggesting a moderate level of agreement (mean 2.93, SD=0.83). This indicates that, on average, the respondents strongly agree with the desire to engage in physical exercise daily.

As per a comprehensive analysis conducted by Posadzki et al. (2020) in the BMC Public Health journal, encouraging and enabling physical activity can yield substantial advantages for both general well-being and academic achievement. Their research revealed that engaging in physical activity is associated with decreased mortality rates and enhanced quality of life, all while posing minimal to no safety risks. Furthermore, the study underscores the importance of integrating physical activity promotion strategies into various settings to maximize its potential benefits across diverse populations and contexts. By emphasizing the positive impact of physical activity on health and academic outcomes, policymakers and educators can prioritize initiatives that foster active lifestyles among individuals of all ages. Warburton et. al. (2016) explained that there are several reasons why students want to do physical exercises daily. For instance, they do physical exercises to have fun and feel better. It also enhances academic performance, teaches teamwork skills, and helps children stay healthy and fit. Also, regular exercise can lower the chance of developing health issues, increase

cardiorespiratory fitness, strengthen bones and muscles, manage weight, and reduce anxiety and depressive symptoms in children and adolescents. Thus, the students wanted to do physical exercise every day.

Conversely, it is moderately observed that students prioritize physical activities more than others (Mean=2.87, SD=0.83). While this statement also indicates a relatively high level of agreement on average, it's slightly lower compared to the desire for daily physical exercise. On average, respondents prioritize physical activities more than others, but the level of agreement is slightly less pronounced compared to the desire for daily exercise. The US Department of Health and Human Services (2018) emphasizes that it is important to prioritize physical activities to maintain optimal health and well-being. The American Heart Association (2023) underscores the significance of giving precedence to physical activities to uphold optimal health and overall well-being. Engaging in regular physical activity is highlighted as a fundamental component of maintaining a healthy lifestyle, contributing to various aspects of physical and mental wellness. Moreover, the promotion of physical activities is advocated as a key strategy for preventing chronic diseases and enhancing overall quality of life. By prioritizing physical activities, individuals can proactively invest in their long-term health and vitality, fostering a balanced and fulfilling lifestyle.

The overall mean suggests that, when considering both statements together, there is a moderate level of agreement among respondents regarding their priorities and desires related to physical activities. The mean of 2.90 falls between the mean values of the individual statements, indicating a balance between prioritizing physical activities and the desire for daily exercise. The development of students' physical and behavioral attributes is significantly bolstered by their attitudes toward engaging in physical activities. Nonetheless, students may cultivate unfavorable perceptions toward physical education and fitness courses, potentially diminishing the efficacy of the subject and diminishing their dedication to it. Therefore, it is important to prioritize physical activities to maintain a positive attitude towards them and reap the numerous benefits they provide, such as weight loss and weight maintenance, controlling cardiac diseases, cancer, and diabetes, enhancing self-efficacy, increasing health and well-being, and improving cognitive function in children and adolescents (Dawood, 2020).

These findings underscore the importance of fostering positive attitudes towards physical activities to capitalize on their myriad benefits, including weight management, disease prevention, and cognitive enhancement. Addressing potential negative attitudes towards physical education and fitness classes is crucial to ensuring sustained commitment to exercise and optimizing the holistic development of students. Prioritizing physical activities is thus essential for cultivating a positive outlook towards exercise, enhancing overall well-being, and maximizing the potential for physical and behavioral development among individuals of all ages.

Attitude of the Students towards Physical Fitness Exercise in terms of Physically Driven Motivation Attitude

Table 6 presents the level of attitude of the students towards Physical Fitness Exercise in terms of physically–driven motivation attitude.

Table 6. *Physically – Driven Motivation Attitude*

Statements	*Mean*	*SD*	*Description*
1. I want to be fit	3.51	.69	Highly Observe
2. I want to increase my stamina and endurance	3.40	.70	Observed
Weighted mean	3.46	.61	Highly Observed

Note: n=120; 1.00 - 1.75– Slightly Observed; 1.76 - 2.50- Moderately Observed; 2.51 - 3.25 – Observed; 3.26 - 4.00; - Highly Observed

It is highly observed that students express a desire to maintain fitness (Mean = 3.51, SD: 0.69). This implies that the students wanted to improve their physique. Wittberg (2017) explained that the students are doing physical fitness exercises to improve their looks and physical appearance. Some students also wanted to increase their stamina and endurance which means that they wanted not just to be physically good-looking but also to be physically healthy and strong. Thus, they are motivated to do physical fitness exercises.

Additionally, Medical News Today reports that engaging in a solitary session of physical activity can evoke sensations of increased strength, a slimmer physique, and overall enhanced satisfaction with our physical selves (Sandoiu, 2017). This underscores the immediate and multifaceted benefits that even a brief bout of exercise can confer on individuals' physical and psychological well-being. Furthermore, such findings highlight the potential role of physical activity as a potent tool for improving body image and fostering a positive relationship with one's physical appearance.

Conversely, it is observed that the students had expressed interest in increasing their stamina and endurance (mean=3.40, SD=0.70). While this statement also indicates a relatively high level of agreement on average, it's slightly lower compared to the desire to be fit. On average, respondents express a strong desire to increase their stamina and endurance, but the level of agreement is slightly less pronounced compared to the desire to be fit. It is also important to note that individual preferences and goals may vary, and what works for one person may not work for another (Sperandei et al., 2016). Another study published in the Journal of Sports Sciences in 2014 found that enjoyment of exercise is a key factor in adherence to exercise programs. The study concluded that exercise programs that are enjoyable and satisfying to the individual are more likely to be sustained over time (Rhodes & Kates, 2014).

The weighted mean suggests that, when considering both statements together, there is a high level of consensus among respondents regarding their physically driven motivation attitudes. The mean of 3.46 (SD:0.61) falls between the mean values of the individual statements, indicating a balance between the desire to be fit and the goal of increasing stamina and endurance. The desire to be fit and

to increase stamina and endurance is not solely about athletic performance; it also fosters personal growth and overall well-being. As indicated by McComas et al. (2019), the process of striving to achieve both these goals instills discipline, resilience, and self-confidence. These attributes have far-reaching effects on personal development, positively influencing various aspects of life beyond physical performance.

Emphasizing the holistic benefits of fitness pursuits, beyond mere athletic performance, fosters discipline, resilience, and self-confidence, contributing to comprehensive personal development. Thus, promoting a balanced approach to fitness that encompasses both aesthetic and functional goals can nurture a positive mindset towards exercise, fostering holistic well-being and personal growth among individuals.

Attitude of the Students towards Physical Fitness Exercise in terms of Emotionally – Driven Motivation Attitude

The primary objective of this study is to explore students' perspectives on Physical Fitness Exercise (PFE), particularly about emotionally driven motivational attitudes. By dissecting the emotional motivations that influence students' participation in physical exercise, we aim to gain a deeper understanding of the intricate relationship between emotions and attitudes within the realm of fitness activities. Through this research, we endeavor to uncover the underlying factors that emotionally propel students towards engaging in PFE, thereby enriching our comprehension of motivation in the context of health and wellness among student demographics.

Table 7 presents the level of attitude of the students towards Physical Fitness Exercise in terms of emotionally–driven motivation attitude.

Table 7. *Emotionally – Driven Motivation Attitude*

Statements	*Mean*	*SD*	*Description*
1. I want to release my feelings	3.36	.76	Observed
2. I want to cope with stress	3.34	.73	Observed
Weighted mean	3.35	.64	Highly Observed

Note: n=120; 1.00 - 1.75– Slightly Observed; 1.76 - 2.50- Moderately Observed; 2.51 - 3.25 – Observed; 3.26 - 4.00; - Highly Observed

It is observed that students express a desire to release their emotions in Physical Fitness Exercise (mean=3.36, SD=0.76). The data suggests that the majority of participants want to release their feelings. This indicates a high level of observation, suggesting that a significant proportion of participants exhibit this attitude. According to Mayo Clinic (2022), adhering to a routine of physical activity can boost self-assurance, uplift mood, promote relaxation, and alleviate mild indications of depression and anxiety. Liu et al. (2023) conducted a comprehensive investigation into the relationship between exercise motivation, physical fitness, and mediating factors such as self-efficacy and exercise behavior. Their findings underscore the importance of intrinsic motivation and self-belief in achieving optimal physical fitness levels. Understanding these dynamics can inform the development of more effective strategies for promoting exercise adherence and overall well-being.

However, it is observed that physical fitness exercise serves as a coping mechanism for students (mean 3.34, SD=0.73). This indicates that some participants are more strongly inclined to deal with stress than others. According to the Mayo Clinic (2022), exercise in almost any form can act as a stress reliever. Engaging in physical activity can enhance the release of endorphins, which uplift mood and divert attention from daily concerns.

Nearly any type of exercise, ranging from aerobic workouts to yoga sessions, can serve as a means of alleviating stress. Exercise, as noted by the Anxiety and Depression Association of America (2022), has the potential to enhance mental well-being by strengthening the brain's capacity to manage stress. Research indicates that individuals who regularly participate in vigorous exercise have a 25 percent lower risk of developing depression or anxiety disorders within five years.

The overall mean of 3.35 confirms that emotionally driven motivation attitudes are prominent within the sample. Physical activities gradually help in coping with emotional concerns/aspects of life. It allows them to stress out those things to delimit the mental stress of the respondents.

Moreover, it allows them also to inhale and exhale those things that they have experienced through the physical exercises. Physical exercises, particularly supervised ones, during the COVID-19 pandemic, as indicated by a study published in Frontiers in Psychology, contribute to enhancing happiness and improving mental health. Engagement in physical exercise reduces anxiety, sadness, and depression during this challenging period. The maintenance and enhancement of mental health are correlated with the intensity and frequency of physical exercise. Thus, intensive and frequent physical exercise can effectively sustain mental well-being (Ai et al., 2021).

The evident inclination among students to utilize physical fitness exercise for emotional relief and as a coping strategy underscores its significant potential in fostering mental well-being within educational environments. With a majority of participants expressing a desire to alleviate their emotions through exercise and some relying on it as a method to manage stress, these findings underscore the importance of integrating physical activity initiatives into educational programs to bolster students' emotional health. Furthermore, the documented advantages of regular exercise in enhancing mood, reducing stress, and improving mental health further underscore the importance of including physical fitness activities as a key element of comprehensive student support strategies.

Attitude of the Students towards Physical Fitness Exercise in terms of Peer Insecurity with Physical Fitness

Table 8 presents the level of attitude of the students towards Physical Fitness Exercise in terms of peer insecurity with physical fitness.

Table 8. *Peer Insecurity with Physical Fitness*

Statements	*Mean*	*SD*	*Description*
1. I want to be accepted by my friends	3.18	.866	Moderately Observed
2. I want to join my friends in exercising.	2.96	1.028	Moderately Observed
Weighted mean	3.07	.81	Moderately Observed

Note: n=120; 1.00 - 1.75– Slightly Observed; 1.76 - 2.50- Moderately Observed; 2.51 - 3.25 – Observed; 3.26 - 4.00; - Highly Observed

The objective of this study is to investigate students' perspectives on Physical Fitness Exercise (PFE), particularly delving into how peer insecurity influences their attitudes. By examining the correlation between attitudes and feelings of insecurity during peer interactions related to physical fitness, this study endeavors to reveal the complex interplay influencing students' perceptions and actions. Moreover, the research aims to identify potential strategies to address peer-related insecurities and promote positive attitudes toward physical fitness among students. Understanding these dynamics can inform the development of targeted interventions to foster a supportive environment conducive to engaging in physical fitness activities.

It is moderately observed that students desire social acceptance among friends in the context of physical fitness (mean 3.52, SD=0.69). This implies that students have a moderate inclination towards being socially accepted by their peers in the context of physical fitness. A study published in the Journal of Physical Education, Recreation, and Dance found that peer support was positively associated with physical activity levels among adolescents. The study concluded that peer support interventions may be an effective strategy for promoting physical activity among adolescents (Psychology Today, 2017). Liu et al. (2023) suggest that physical exercise can promote the psychological and social development of college students.

However, it is moderately observed that students express an aspiration to participate in physical fitness activities alongside friends (mean=3.16, SD= 0.75), This suggests that, on average, students have a moderate desire to join their friends in exercising. A study published in the Journal of Physical Education, Recreation & Dance found that peer support was positively associated with physical activity levels among adolescents. The findings of the study by Wang et al. (2017) indicated that peer support positively influenced physical activity levels indirectly through enhancements in self- efficacy and enjoyment. The study recommended that interventions targeting peer support should aim to bolster these motivational factors to encourage greater physical activity participation among adolescents. Additionally, research published in the Journal of School Health demonstrated the effectiveness of peer-led physical activity initiatives in elevating physical activity levels among middle school students. The study suggested that implementing peer-led programs could serve as a viable approach to promoting physical activity engagement among youth, highlighting the potential of peer influence in fostering healthy behaviors.

The overall mean is 3.37, indicating a relatively strong desire among students to be accepted by their friends and to join them in exercising. This falls within the "Highly Observed" range, indicating a consistent trend across the statements. The feeling of insecurity is the hindrance of the respondents, and with this, they will be able to have a strong sense of motivation that when they have physical exercises and fitness, the treatment of the society that they are in will be modified and they will be accepted to the community. So, they took this as motivation to do physical fitness exercises.

By catering to the social needs of students and cultivating nurturing peer atmospheres within physical fitness contexts, it is possible to amplify motivation and engagement, thereby fostering not only physical but also social wellness among students. Moreover, acknowledging the significance of physical fitness in alleviating feelings of insecurity and bolstering self-esteem can guide the development of tailored interventions designed to enhance the overall well-being of students, encompassing both physical and emotional dimensions. Furthermore, integrating social support mechanisms and esteem-building activities into physical fitness programs can contribute to creating inclusive environments where students feel empowered and supported in their pursuit of health and wellness.

Attitude of the Students towards Physical Fitness Exercise in terms of Cultural Reasons

Table 9 presents the level of attitude of the students towards Physical Fitness Exercise in terms of cultural reasons.

Table 9. *Cultural Reasons*

Statements	*Mean*	*SD*	*Description*
1. It is necessary to exercise in my sports team	2.61	.96	Observed
2. I exercise to join a certain competition	2.48	1.04	Moderately Observed
Weighted mean	2.55	.82	Observed

Note: n=120; 1.00 - 1.75– Slightly Observed; 1.76 - 2.50- Moderately Observed; 2.51 - 3.25 – Observed; 3.26 - 4.00; - Highly Observed

This study undertakes an exploration of students' perceptions regarding Physical Fitness Exercise (PFE), placing specific emphasis on the influence of cultural factors. Recognizing the intricate interplay between cultural dynamics and attitudes toward physical activity is vital for crafting effective health and wellness initiatives within diverse student populations. By delving into the multifaceted

relationship between cultural contexts and fitness attitudes, this research aims to provide valuable insights that can guide the development of culturally relevant interventions aimed at fostering physical activity and overall well-being among students. Furthermore, by examining the impact of cultural norms and values on fitness perceptions, the study seeks to identify potential challenges and facilitators to active participation, thereby enhancing our understanding of the factors that shape students' attitudes toward physical fitness.

It is observed that students acknowledge the importance of engaging in physical exercise within the context of a sports team (Mean=2.61, SD=0.96) It indicates that students consider it necessary to exercise within their sports teams, although the score is not extremely high. In terms of team sports, research has shown that shared training and competition experiences can help students develop a strong sense of team identity and cohesion.

These bonds create a supportive network where individuals motivate each other to push their physical limits and strive for success. As students exercise within their sports teams, they not only strengthen their bodies but also their interpersonal relationships (Riivari et.al, 2021). Martinek et al. (2019) conducted a study revealing that both young athletes and their parents recognized the significance of participating in physical activities as part of a sports team. They found that this involvement facilitated the acquisition of essential life skills beyond sports, including teamwork, effective communication, leadership, setting and achieving goals, and resilience in the face of challenges. Moreover, the research highlighted the mutual understanding between youth athletes and their parents regarding the multifaceted benefits derived from engaging in organized sports, emphasizing the importance of such experiences in holistic youth development.

However, it is moderately observed that engaging in exercise with the specific goal of participating in a particular competition is expressed by the students (Mean = 2.48, SD=1.04). On average, students express a moderate level of desire to exercise to participate in competitions for cultural reasons. Competition is an integral part of many cultures and has historical significance in various domains, including sports. A theory posits that competition, inherent in every societal structure, should be integrated into education to acclimate children to its role in later life, as education serves as a conduit for cultural transmission.

However, the role of competition in education is a topic of debate. Some argue that competition can be healthy and promote excellence, while others argue that it can be detrimental to students' mental health and well-being (Ericksen, 2011). Engaging in active gaming fosters a competitive atmosphere, motivating students to enhance their abilities and achieve better performance levels (Bernstein et al., 2013). This competitive element encourages students to push themselves further, leading to increased engagement and enjoyment in physical activity. Additionally, active gaming provides an opportunity for students to develop problem-solving skills, strategic thinking, and teamwork as they navigate through various game challenges and scenarios.

The overall mean is 2.55, indicating an observed level of cultural motivation for physical fitness among students. This falls within the "Observed" range, suggesting a consistent but not extremely strong cultural trend across the statements. Respondents believed that physical exercise and being fit are part of the culture and notion of being healthy as an individual. There is a motivation of the respondents that being healthy is part of living and so, to dismiss any form of mental and emotional stress.

Voss (2018) outlines the concept of fitness culture as a societal phenomenon intricately linked to exercise and physical health. This cultural phenomenon is most visibly observed in settings like gyms, wellness centers, and health clubs, where individuals actively participate in physical activities. Moreover, fitness culture extends beyond these spaces, shaping societal norms and attitudes toward fitness, diet, body image, and overall well-being. Exploring the nuances of fitness culture provides valuable insights into its pervasive influence on individual behaviors and societal perceptions of health and fitness.

While competition remains a debated aspect within the educational context, the study underscores the significance of incorporating cultural perspectives into physical fitness promotion initiatives to align with students' beliefs and motivations surrounding exercise and well-being. Additionally, recognizing fitness culture as a sociocultural phenomenon highlights the broader social context in which students engage with physical fitness activities, emphasizing the need for culturally sensitive approaches to promoting health and fitness among student populations.

Attitude of the Students toward Physical Fitness Exercise in Terms of Gender– Driven Attitude

Table 10 presents the level of attitude of the students towards Physical Fitness Exercise in terms of gender–driven attitude.

Table 10. *Gender – Driven Attitude*

Statements	*Mean*	*SD*	*Description*
1. I want the opposite gender to be attracted to me	2.97	.96	Observed
2. I want to look more masculine/feminine	3.24	.79	Observed
Weighted mean	3.10	.74	Highly Observed

Note: n=120; 1.00 - 1.75– Slightly Observed; 1.76 - 2.50- Moderately Observed; 2.51 - 3.25 – Observed; 3.26 - 4.00; - Highly Observed

This study aims to explore students' attitudes toward Physical Fitness Exercise (PFE) with a particular focus on gender influences. By acknowledging the potential effects of gender-related considerations on perceptions of physical fitness, the research endeavors to delve into the intricate interplay of factors that shape students' attitudes and behaviors. Additionally, understanding how gender dynamics

intersect with attitudes toward physical fitness can provide valuable insights into designing more inclusive and effective health and wellness programs within educational settings.

It is observed that the desire to enhance one's physical appearance to align with a more masculine or feminine aesthetic through exercise is expressed by students (Mean = 3.27, SD =.79). Students express a desire to look more masculine or feminine through physical fitness, although this desire is not as strong as the desire to attract the opposite gender. Students' desire to look more masculine or feminine through physical fitness is intrinsically linked to their self-esteem and body image. The research of Kim and Nguyen (2017) underscores how the pursuit of these gendered ideals can shape an individual's self-worth and self-acceptance. Attaining a specific body image is often viewed as a path to greater self-esteem and social recognition. However, this desire to conform to societal standards can also contribute to body dissatisfaction and the development of disordered eating and exercise behaviors. Physical fitness is often associated with improving one's physical appearance, but it can also have a positive impact on one's mental and emotional well-being. In the context of dating and romance, physical fitness can be viewed as a way to increase one's appeal to potential partners. According to a survey conducted by the CDC, approximately 65% of online daters consider it important to date someone who exercises regularly (Matthews, 2023).

However, it is observed that the desire to attract individuals of the opposite gender through some form of personal improvement, possibly including exercise is expressed by the students (Mean=2.97, SD=0.96). The desire to be more attractive to the opposite gender is a powerful motivator for students. Physical fitness, often perceived as a way to enhance one's physical appearance, is viewed as a means to increase one's appeal in dating and romantic contexts (Fugère, 2017). While the link between physical fitness and attractiveness is undeniable, it is essential to explore the multifaceted nature of fitness and its impact on personal relationships (Smith, 2018).

The overall mean is 3.10 (SD;0.74), indicating an observed level of motivation for physical fitness related to attracting the opposite gender and achieving a more masculine or feminine appearance suggesting a consistent trend across the statements. This indicates that the respondents quietly believed that the physical exercises were relevant to the gender–driven attitude of the respondents. They believed that physical exercises and being fit are part of the motivation of the respondents to be identified according to masculinity and femininity. There is a strong point and reasoning that doing physical exercises and being fit is for the good of the physique of the respondents. Research by Williams and Davis (2019) underscores the societal expectations that push students to strive for a more attractive physique to meet the perceived standards of attractiveness and appeal to potential romantic partners (Darling-Hammond et.al, 2020). However, these expectations can be unrealistic and can contribute to body dissatisfaction and disordered eating and exercise behaviors (Robins, 2023)

This research sheds light on the complex connections among physical fitness, self-esteem, and societal expectations related to gendered appearance. It indicates that students may be driven by aspirations to conform to traditional gender norms and enhance their attractiveness to the opposite gender through exercise. However, alongside the potential benefits of improved physical appearance and romantic appeal, there exists the challenge of grappling with societal pressures and unrealistic beauty standards. By recognizing and navigating these complexities, individuals can better prioritize their overall well-being, striving for a balance between physical fitness goals and maintaining positive self-perception.

Attitude of the Students towards Physical Fitness Exercise in terms of Time–Driven Attitude

Acknowledging the prevalent time constraints faced by students, this study endeavors to explore the influence of time-related constraints on attitudes toward participating in physical fitness endeavors. Through an in-depth examination of the dynamic interaction between time constraints and perceptions of physical fitness engagement, the research aims to uncover valuable insights into the complexities of integrating physical activity into the demanding schedules of students. Furthermore, by identifying the specific time-related challenges and potential facilitators, the study seeks to inform the development of effective strategies and interventions aimed at promoting physical fitness among students amidst their busy lifestyles.

Table 11 presents the level of attitude of the students towards Physical Fitness Exercise in terms of time–driven attitude.

Table 11. *Time – Driven Attitude*

Statements	*Mean*	*SD*	*Description*
1. I want to exercise at nigh	2.68	1.04	Observed
2. I want to exercise 5 times weekly	2.84	1.06	Observed
Weighted mean	2.76	.89	Observed

Note: n=120; 1.00 - 1.75– Slightly Observed; 1.76 - 2.50- Moderately Observed; 2.51 - 3.25 – Observed; 3.26 - 4.00; - Highly Observed

It is observed that the commitment or goal of exercising five times per is expressed by students (Mean=2.84, SD=1.06). This indicates a slightly stronger inclination to exercise five times a week. Research suggests that exercising three to five times a week can bring significant benefits to mental health (Balboa, 2018). It is important to note that the inclination of students to exercise five times a week may vary depending on factors such as their schedule and interests. However, regular exercise can have numerous benefits for one's physical and mental well-being and increased energy levels, and improved cognitive function (Simpson, 2021)

Conversely, the students expressed the preference or intention to engage in exercise during nighttime hours (Mean=2.68, SD=1.04). This suggests that, on average, students have a moderate inclination to exercise at night. According to a study by the CDC, 72.7% of students don't get enough sleep on school nights (CDC, 2023). While exercising can be beneficial for one's physical and mental health, it is important to prioritize getting enough sleep (Zwarensteyn, 2023).

The Overall Mean of 2.76 suggests a moderate inclination towards physical fitness exercise. This suggests that respondents harbored a belief that evening workouts might yield superior performance, heightened endurance, and increased exercise duration, thereby enhancing the overall benefits of physical activity. An article in the Journal of Dental and Medical Sciences points out that body temperature typically peaks in the evening, making it an optimal time for exercising. Moreover, some individuals may find themselves more alert during nighttime workouts, leading to greater focus and productivity in their exercise routines.

This suggests that students exhibit a moderate inclination towards physical fitness exercise to exercising five times a week. The preference for nighttime exercise, while indicating a moderate inclination, is noteworthy given the potential impact on sleep patterns, considering the high percentage of students not getting enough sleep on school nights. The findings underscore the importance of considering individual preferences, schedules, and the potential benefits of evening exercise, such as improved performance and increased endurance levels. Balancing the positive impacts of regular exercise on mental and physical well-being with the need for sufficient sleep becomes crucial, emphasizing the need for tailored approaches to promote a holistic approach to health and fitness among students.

Engagement of the students in Physical Fitness Exercise in terms of Health-Related Exercise

Comprehending the determinants that shape students' involvement in health- focused fitness activities holds significant importance in fostering holistic wellness within educational environments. This study delves into the depth of student involvement in health-centric exercise endeavors, to unearth valuable insights that can guide the creation of impactful strategies aimed at fostering and maintaining physical fitness initiatives aligned with students' health requirements. Moreover, by identifying the key drivers and barriers to student participation in health-oriented fitness programs, this research seeks to provide educators and policymakers with evidence-based recommendations for enhancing the efficacy and sustainability of such initiatives.

It is observed that students expressed a level of engagement in flexibility activities (Mean=3.14, SD=0.77). In physical education, various activities promote flexibility, such as yoga, gymnastics, circuit workouts, dynamic stretching for warm-ups, partner stretches, and static stretching for cool-downs (Charrette, 2023). Engaging in these movements aids students in enhancing their range of motion, flexibility, and overall physical fitness. Flexibility exercises constitute an essential element of health-related physical fitness, offering numerous advantages beyond merely improving flexibility. They contribute to enhancing joint mobility and functionality, reducing the risk of injury, and fostering mental well-being (Roberts et al., 2019).

Table 12 presents the level of attitude of the students towards Physical Fitness Exercise in terms of health-related exercise.

Table 12. *Health Related Exercise*

Statements	*Mean*	*SD*	*Description*
1. Body Composition Activities	3.11	.739	Observed
2. Flexibility Activities	3.14	.767	Observed
3. Muscular Strength Activities	3.02	.816	Observed
4. Muscular Endurance Activities	3.05	.865	Observed
5. Cardiorespiratory	3.07	.887	Observed
Weighted mean	3.08	.63	Observed

Note: n=120; 1.00 - 1.75– Slightly Observed; 1.76 - 2.50- Moderately Observed; 2.51 - 3.25 – Observed; 3.26 - 4.00; - Highly Observed

Moreover, it is observed that students expressed interest in Muscular Strength Activities (Mean=3.02, SD=0.82). This implies that students, on average, are moderately engaged in activities related to muscular strength.

The Centers for Disease Control and Prevention (CDC) reported in 2017 that merely 26.1% of high school students adhered to the recommendation of engaging in a minimum of 60 minutes of physical activity daily for the entirety of the preceding week. During that same year, 51.1% of high school students participated in muscle-strengthening exercises, such as push-ups, sit-ups, or weight lifting, on three or more days within the week prior (CDC, 2022). Muscular strength activities have a significant impact on metabolic health and weight management. Resistance training stimulates muscle growth and development, leading to an increase in lean muscle mass (Strasser et al., 2013).

The Overall Mean of 3.08 (SD:0.63) suggests a moderate to moderately high level of engagement. A study published in the Frontiers in Psychology journal found that college students who majored in Physical Education had a stronger commitment to physical exercise and were more inclined to carry out such activities, even under extreme conditions such as illness and injury (Zhang et.al, 2022). The World Health Physical activity, as highlighted by the Organization (2022), is essential for promoting heart, body, and mind health. It serves a critical role in preventing and managing non- communicable diseases like cardiovascular issues, cancer, and diabetes. Moreover, it aids in alleviating symptoms associated with depression and anxiety, while also enhancing cognitive abilities, learning

capacity, and decision-making skills.

This showcases a considerable level of involvement among students in exercises focusing on flexibility and muscular strength, indicating a promising trajectory toward improved overall physical health. Engaging in flexibility routines not only enhances the range of motion but also fosters joint flexibility and reduces the risk of injuries. Similarly, active participation in exercises targeting muscular strength contributes to metabolic fitness and aids in weight control.

These results underscore the significance of adopting a holistic approach to physical education, emphasizing the importance of both flexibility and muscular strength activities for maintaining optimal health. Encouraging students to prioritize these activities aligns with global health guidelines and promotes a lifelong commitment to physical fitness. Numerous studies have highlighted the positive impact of physical education on exercise adherence and health outcomes, emphasizing the long-term benefits of integrating flexibility and muscular strength exercises into educational curricula.

Engagement of the students in Physical Fitness Exercise in terms of Skill-Related Exercise

Understanding students' participation in skill-based fitness endeavors is essential for designing comprehensive physical education programs that cater to diverse interests and abilities. By exploring the extent of student engagement in skill-related exercises, this research aims to uncover insights that can inform the development of tailored interventions and curriculum enhancements to promote lifelong physical activity and skill development among students. Through this investigation, we endeavor to contribute to the advancement of student fitness outcomes and overall well-being.

It is highly observed that students expressed interest in Balance Activities (Mean = 3.34, SD=0.78) indicating that students have a relatively more positive attitude toward this type of skill-related exercise. According to Martinek et.al (2019) in a research article published in the BMC Public Health journal that provides an overview of Cochrane systematic reviews on the effectiveness of exercise and physical activity for various health outcomes. The article indicates that being active and exercising can help you live longer and improve your quality of life without any safety worries. The skills acquired through balanced activities are highly transferable to various aspects of daily life, enhancing functional fitness and overall quality of life. Improved balance and stability can reduce the risk of falls and injuries in everyday situations, such as navigating uneven terrain or performing household tasks (Granacher et al., 2013).

Table 13 presents the level of attitude of the students towards Physical Fitness Exercise in terms of skill-related exercise.

Table 13. *Skill Related Exercise*

Statements	*Mean*	*SD*	*Description*
1. Coordination Activities	3.15	.85	Observed
2. Balance Activities	3.34	.78	Highly Observed
3. Accuracy Activities	3.18	.92	Observed
4. Agility Activities	3.13	.94	Observed
5. Speed Activities	2.93	1.10	Observed
Weighted mean	3.15	.73	Observed

Note: n=120; 1.00 - 1.75– Slightly Observed; 1.76 - 2.50- Moderately Observed; 2.51 - 3.25 – Observed; 3.26 - 4.00; - Highly Observed

However, it is observed that students expressed less in speed activities (Mean=2.93, SD=1.10). This indicates that students have a relatively less positive attitude towards speed-related exercises compared to the other skill-related exercises. Speed- related exercises, such as sprints and agility drills, often focus on improving one's physical attributes like speed, power, and endurance. These exercises can sometimes be perceived as monotonous or less enjoyable because they often involve repetitive movements and may not provide the same level of mental stimulation or social interaction as skill-related exercises. Research has shown that enjoyment is a key factor in exercise adherence (Brand & Cheval, 2019). Therefore, it's crucial to choose activities that one finds enjoyable to maintain a consistent exercise routine. It's also noted that students' attitudes and physical activity preferences can vary based on factors like gender and grade level (Cruz, 2022).

The overall mean for skill-related exercises is 3.15, indicating a moderately positive attitude towards these exercises among students. Skill-related exercises are indeed crucial for the development of foundational movement skills, which include coordination, balance, and agility. These exercises challenge students to master various techniques and movements, thereby refining their ability to control their bodies in space. Fundamental motor skills, referred to as goal-oriented movement patterns, are pivotal in influencing an individual's ability to engage in physical activities, both in direct and indirect manners. These skills hold the potential for further development, contributing to increased participation in physical activities and fostering health throughout one's life span (Hulteen et al., 2018).

This emphasizes the significance of integrating balance-focused exercises into physical education programs, given students' evident enthusiasm for such activities. Participation in balance exercises not only improves students' functional fitness and general well-being but also reduces the likelihood of accidents and injuries in everyday scenarios.

Conversely, the comparatively lower interest in speed-oriented activities highlights the necessity of offering a diverse range of exercises to accommodate individual preferences and encourage sustained engagement. Understanding and accommodating students' diverse

attitudes and preferences toward various types of physical activities are critical for developing inclusive and successful physical education initiatives that promote lifelong participation in exercise.

Analysis Between the Attitude of the Students and their Level of Engagement Towards Health-Related Exercise

Table 14 offers insights into students' attitudes toward Physical Fitness Exercise, particularly focusing on health-related activities, and examines their correlation with engagement levels.

Table 14. *Relationship between the attitude of the students and their level of engagement towards Health-Related Fitness Exercise*

Attitude	*Engagement*			
	Health-Related Fitness Exercise			
	r	*Interpretation*	*Sig*	*Interpretation*
Significance of Exercise Attitude	.161	Negligible	.077	Not Significant
Priority of activities	.399**	Low positive	.000	Significant
Physically -driven Motivation attitude	.154	Negligible	.092	Not Significant
Emotionally -driven motivation attitude	.012	Negligible	.892	Not Significant
Peer insecurity with physical fitness	.136	Negligible	.136	Not Significant
Cultural reason	.283**	Negligible	.002	Significant
Gender-driven attitude	.244**	Negligible	.007	Significant
Time driven attitude	.275**	Negligible	.002	Significant

*Note: **. Correlation is significant at the 0.01 level (2-tailed)*
**. Correlation is significant at the 0.05 level (2-tailed)*

Significant correlations emerge between attitude and engagement across several factors. Notably, there is a noteworthy positive correlation ($r = 0.399$, $p < 0.01$) between prioritizing activities and engagement, indicating that students who prioritize physical fitness activities tend to be more engaged in them. This suggests that students who prioritize fitness may be more motivated to engage in physical activity and may have higher levels of self-efficacy, which can lead to sustained engagement in physical activity (Martinek et.al, 2019)

Similarly, cultural reasons ($r = 0.283$, $p < 0.01$), gender-driven attitudes ($r = 0.244$, $p < 0.05$), and time-driven attitudes ($r = 0.275$, $p < 0.01$) also demonstrate significant correlations with engagement. These findings suggest that cultural influences, gender perceptions, and time management significantly impact students' active participation in physical fitness exercises

Motivation for physical activity, as proposed by Molanorouzi et al. (2015), can vary significantly based on factors like the type of activity, age, and gender. According to BBC (2023), social elements such as social circles, family, and individual attributes like age, gender, disabilities, and ethnicity influence participation in physical activities. Recent studies, such as those highlighted by Liu et al. (2023), indicate that students' exercise motivation can notably impact their physical fitness levels, whether directly or indirectly through their involvement in physical activities. Understanding these multifaceted dynamics is crucial for designing targeted interventions aimed at promoting physical activity and improving overall health outcomes across diverse populations.

By understanding the relationship between exercise motivation, physical activity, and physical fitness, interventions can be tailored to enhance students' exercise motivation, particularly focusing on health and competence motivations, and increase their participation in physical activity. These findings offer valuable insights for developing targeted strategies to improve physical fitness levels among students, ultimately contributing to their overall health and well-being.

However, other factors such as health-related fitness exercise attitude, physically-driven motivation attitude, emotionally-driven motivation attitude, and peer insecurity with physical fitness show negligible correlations with engagement, indicating their limited influence. This underscores the complexity of attitudes toward physical fitness among students and emphasizes the need for multifaceted interventions to promote active engagement in physical activities. Further exploration of additional variables and targeted interventions could enhance students' attitudes and participation in physical fitness exercises.

Analysis Between the Attitude of the Students and their Level of Engagement Towards Physical Fitness Exercise

In Table 15, which explores the link between students' attitudes and their engagement in Physical Fitness Exercise, several noteworthy correlations emerge regarding engagement in skills-related exercises. Firstly, cultural reasons exhibit a significant correlation ($r = 0.210$, $p = 0.021$) with engagement, indicating that cultural influences significantly impact students' involvement in activities requiring specific skills. Similarly, gender-driven attitudes demonstrate a significant correlation ($r = 0.183$, $p = 0.044$) with engagement in skills-related exercise, suggesting that gender perceptions play a role in shaping participation in such activities.

Table 15 presents the level of attitude of the students towards Physical Fitness Exercise in terms of skill-related exercise.

However, other factors such as priority of activities, physically-driven motivation attitude, emotionally-driven motivation attitude, peer insecurity with physical fitness, and time-driven attitude show negligible correlations with engagement in skills- related exercises,

implying limited influence in this context.

Table 15. *Relationship between the attitude of the students and their level of engagement towards Physical Fitness Exercise in terms of Skills-Related Exercise*

Attitude	*Engagement*			
	Health-Related Fitness Exercise			
	r	*Interpretation*	*Sig*	*Interpretation*
Significance of Exercise Attitude	.005	Negligible	.958	Not Significant
Priority of activities	.174	Negligible	.057	Not Significant
Physically -driven Motivation attitude	-.044	Negligible	.632	Not Significant
Emotionally -driven motivation attitude	-.096	Negligible	.296	Not Significant
Peer insecurity with physical fitness	.027	Negligible	.766	Not Significant
Cultural reason	.210*	Negligible	.021	Significant
Gender-driven attitude	.183*	Negligible	.044	Significant
Time driven attitude	.069	Negligible	.450	Not Significant

*Note: **. Correlation is significant at the 0.01 level (2-tailed)*
**. Correlation is significant at the 0.05 level (2-tailed)*

These findings underscore the importance of cultural and gender considerations in promoting active participation in skill-based physical fitness activities among students. Creating an inclusive culture for physical education and physical activity, as emphasized by the Centers for Disease Control and Prevention (2023), is essential for enabling every student to adopt a healthy and active lifestyle.

Inclusive physical education entails integrating students with disabilities into regular physical education classes and modifying teaching techniques, equipment, environments, and assessments to cater to the requirements of all students. This inclusive approach aims to ensure equitable opportunities for participation and learning, fostering physical fitness and overall well-being across diverse student populations. Further exploration of these influences could inform tailored interventions aimed at enhancing engagement and fostering a more inclusive and diverse fitness culture within educational settings.

Analysis Between the Attitude of the Students and their Level of Engagement Towards Physical Fitness Exercise

Table 16 presents insights into the relationship between students' attitudes toward Physical Fitness Exercise and their overall engagement. Significant correlations are observed, particularly in the context of overall engagement. Priority of activities demonstrates a notable positive correlation ($r = 0.318$, $p < 0.01$) with overall engagement, suggesting that students who prioritize physical fitness activities tend to exhibit higher levels of engagement across various aspects of fitness exercises. Similarly, cultural reasons ($r = 0.279$, $p < 0.01$), gender-driven attitudes ($r = 0.242$, $p < 0.01$), and time-driven attitudes ($r = 0.188$, $p < 0.05$) also exhibit significant correlations with overall engagement, highlighting the influence of cultural, gender, and time-related factors on students' active participation in physical fitness activities.

Table 16. *Relationship between the attitude of the students and their level of engagement towards Physical Fitness Exercise*

Attitude	*Engagement*			
	Health-Related Fitness Exercise			
	r	*Interpretation*	*Sig*	*Interpretation*
Significance of Exercise Attitude	.088	Negligible	.335	Not Significant
Priority of activities	.318**	Low Positive	.000	Significant
Physically -driven Motivation attitude	.054	Negligible	.555	Not Significant
Emotionally -driven motivation attitude	-.053	Negligible	.567	Not Significant
Peer insecurity with physical fitness	.089	Negligible	.331	Not Significant
Cultural reason	.279**	Negligible	.002	Significant
Gender-driven attitude	.242**	Negligible	.008	Significant
Time driven attitude	.188*	Negligible	.039	Significant

*Note: **. Correlation is significant at the 0.01 level (2-tailed)*
**. Correlation is significant at the 0.05 level (2-tailed)*

However, other factors such as physically-driven motivation attitude, emotionally-driven motivation attitude, and peer insecurity with physical fitness show negligible correlations with overall engagement, suggesting limited impact in shaping students' general involvement in fitness exercises. These findings underscore the multifaceted nature of attitudes toward physical fitness among students and emphasize the need for comprehensive approaches that consider various factors to promote sustained engagement and participation in physical activities. Further research could explore additional variables and intervention strategies to enhance student's overall fitness attitudes and behaviors.

Students' attitudes indeed play a pivotal role in determining their level of engagement in Physical Fitness Exercise (PFE). Research has consistently shown that a positive attitude towards exercise is strongly correlated with increased participation in physical activities.

When students have a favorable attitude, they are more likely to view exercise as an enjoyable and rewarding experience, which, in turn, motivates them to be more engaged in PFE (Amerstorfer, 2021) Therefore, incorporating a variety of skill- related exercises into physical education programs can be a highly effective strategy for promoting lifelong physical activity and health.

Conclusion

Utilizing insights garnered from the study, we could examine the outcomes by employing theoretical frameworks such as Fishbein and Ajzen's Theory of Reasoned Action (TRA), Deci and Ryan's Self-Determination Theory (SDT), and Ajzen's Theory of Planned Behavior (TPB). These theoretical perspectives provided valuable insights into comprehending the determinants impacting individuals' actions and intentions. Initially, TRA highlights the importance of attitudes, subjective norms, and perceived behavioral control in influencing behavioral intentions, which subsequently forecast actual behavior. In the context of this study, students exhibited predominantly positive attitudes towards physical fitness exercise, recognizing its importance for overall health and well-being. Their inclination towards daily exercise and the influence of peer acceptance resonated with the principles of TRA, suggesting that positive attitudes and subjective norms play pivotal roles in motivating their engagement in physical fitness activities. Understanding these dynamics through established theoretical frameworks provided valuable insights for designing interventions and strategies to promote physical activity among students.

Secondly, SDT emphasizes the role of intrinsic motivation and autonomy in driving behavior. The findings indicated that students view exercise as a coping mechanism for stress relief, which resonates with SDT's emphasis on intrinsic motivation. Additionally, the positive correlation between attitudes and engagement suggests that students were more likely to engage in physical fitness activities when they felt a sense of autonomy and personal relevance, supporting SDT principles.

Thirdly, TPB extends TRA by incorporating perceived behavioral control, which includes factors such as self-efficacy and perceived control over the behavior. The findings regarding prioritization of physical activities, gender-driven motivation, and time-driven attitudes align with TPB, as these factors reflect students' perceived control over their engagement in physical fitness exercise. Moreover, the positive correlations between these factors and engagement suggest that students are more likely to participate in physical fitness activities when they perceive greater control over their behavior.

The study's findings highlighted the interplay of attitudes, subjective norms, perceived behavioral control, and intrinsic motivation in influencing students' engagement in physical fitness exercise. Understanding these dynamics can inform strategies for promoting a healthy and active lifestyle among students, emphasizing the importance of fostering positive attitudes, social support, autonomy, and perceived control over behavior.

The correlation analysis examining the relationship between the level of attitude and level of engagement in Physical Fitness Exercise of students in Marie Withaxa revealed a statistically significant impact. Consequently, the null hypothesis was rejected. The correlation analysis underscored the importance of attitudes in determining students' engagement in PFE. Attitudes related to prioritization, cultural reasons, gender-driven beliefs, and time-driven preferences show stronger positive correlations with engagement in health-related exercises. These findings collectively provided valuable insights into students' attitudes and engagement in PFE, offering a foundation for strategies aimed at promoting a healthier and more active lifestyle among students.

It was found that the attitude of the students towards physical fitness exercise greatly affected their level of engagement in it. Here are recommendations for different stakeholders:

Promote Physical Education Programs: Advocate for comprehensive physical education programs in schools that not only focus on physical activity but also address the emotional and social aspects of exercise. This can help cultivate positive attitudes towards physical fitness from an early age.

Incorporate Cultural Sensitivity: Tailor physical fitness programs to reflect cultural preferences and values to enhance motivation among diverse student populations.

Address Gender-Specific Needs: Develop strategies to address gender-driven motivations, such as promoting inclusive environments and offering diverse physical activities that cater to the preferences of all students.

Time Management Support: Provide resources and support for time management skills to help students overcome barriers related to exercise frequency and timing.

Peer Support Programs: Implement peer support programs to leverage the influence of peer acceptance on motivation, fostering a supportive environment for physical activity.

Integration of Stress Management Techniques: Integrate stress management techniques into physical education curricula to highlight exercise as a coping mechanism for stress relief, enhancing students' emotional well-being.

Diversify Physical Activities: Offer a variety of physical activities, with a focus on health-related exercises, to cater to different preferences and abilities, thereby increasing overall engagement.

Longitudinal Studies: Conduct longitudinal studies to explore how attitudes towards physical fitness exercise evolve and their long-term impact on health outcomes.

Qualitative Inquiry: Supplement quantitative analysis with qualitative research methods to gain deeper insights into the underlying motivations and experiences of students regarding physical fitness exercise.

Intervention Studies: Evaluate the effectiveness of targeted interventions, such as peer support programs or culturally sensitive physical education curricula, in promoting sustained engagement in physical fitness activities among students.

Intersectionality: Investigate the intersectionality of factors influencing physical activity engagement, including gender, culture, socioeconomic status, and environmental influences, to develop more comprehensive intervention strategies..

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