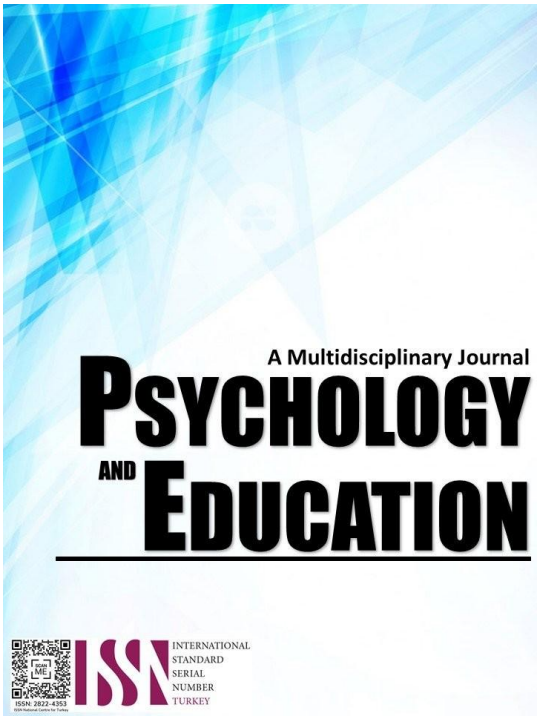
BURNOUT AND ATTITUDE TOWARDS PHYSICAL ACTIVITY OF TERTIARY EDUCATION STUDENTS MAJOR IN PHYSICAL EDUCATION: BASIS FOR INTERVENTION PLAN



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 51
Issue 9
Pages: 1168-1187
Document ID: 2026PEMJ5023
DOI: 10.70838/pemj.510907
Manuscript Accepted: 09-05-2025

Psych Educ, 2026, **51**(9): 1168-1187, Document ID:2026PEMJ5023, doi:10.70838/pemj.510907, ISSN 2822-4353

Research Article

Burnout and Attitude Towards Physical Activity of Tertiary Education Students Major in Physical Education: Basis for Intervention Plan

Dexter C. Dapitan,* Neil Ryan B. Ado
For affiliations and correspondence, see the last page.

Abstract

The study determined the relationship between burnout and attitude toward physical activity among tertiary education students majoring in physical education, providing a basis for an intervention plan. There are 304 respondents from tertiary schools in Davao City. This quantitative study employed a descriptive-correlational design and used adapted questionnaires to collect data. The mean, standard deviation, Pearson product-moment correlation coefficient, and multiple regression analysis were the statistical tools used to analyze the data. Findings revealed that burnout among tertiary physical education students was moderate, while the attitude towards physical activity was high. Moreover, a significant negative correlation existed between burnout and attitudes toward physical activity.

Keywords: *physical education, burnout, attitude towards physical activity, descriptive-correlation, Philippines*

Introduction

Attitude toward physical activity refers to a general evaluation of the ability to engage in various kinesthetic activities (Sangwan et al., 2024). It plays a pivotal role in maintaining students' interest in maintaining a sound mind and body (deJonge et al., 2020). One notable challenge of maintaining a high-spirited attitude is avoiding exhaustion, given the physical demands of learning various skills (Cheval & Boisgontier, 2021). It has been observed that there is a negative attitude towards students' physical activity due to program structures that are unsuitable for everyone's capacity and that cause a lack of interest (Armstrong et al., 2018). According to Nelson et al. (2019), students' passivity manifests as a lack of interest in physical activity, which creates an obstacle to meeting recommended activity standards. The strain of a negative attitude reduces their engagement in various physical activities, leading to a decline in interest in learning new skills (Martnek et al., 2019).

In Saudi Arabia, a negative attitude was evident in students' outputs and online engagement (Abed et al., 2022). In the study by Aga (2022), 31.8% expressed a negative attitude towards physical activity, while 53.6% did so, as students focused more on important subjects and were wary of physical activity. The results were more likely to reflect a negative attitude, as scaffolding they acquired through various physical activities in class contributed to this (Gouveia et al., 2019).

In the Philippines, Rotas and Cahapay (2022) examined students' negative attitudes, as evidenced by their limited engagement and exposure to physical activity. In parallel, Utami et al. (2020) reported that most participants exhibited a negative attitude, as they had a very short engagement with the skill sets.

In Mindanao, Suguis and Belleza (2022) found a negative attitude towards physical activity as the number of students in physical education classes decreased. The result also aligns with the concepts of passivity and a lack of interest in physical activity, as they are frequently exposed to various challenges while learning the skills, which indicates the development of a negative attitude towards physical activity (Gulanes et al., 2024).

In the study by Marangoni et al. (2023), it was clearly shown that an adverse change in attitude towards physical activity occurs alongside a high level of burnout. Also, Cheung and Li (2019) reported a significant effect of burnout on attitudes towards physical activity, thereby affecting students' engagement with a wider variety of skills and an active lifestyle. In this light, the researcher of this present study considers burnout as a possible factor affecting attitudes towards physical activity.

Notably, this research differed from the previously mentioned studies in that it emphasized burnout and attitudes towards physical activity among tertiary education students majoring in physical education. In addition, Cruz et al. (2021) highlighted the need for a greater understanding of burnout and attitudes toward physical activity in our country. Previous researchers have yet to achieve this, as the study's main goal was to show how burnout may affect attitudes. Also, there was no published research at the institution yet with similar findings for these studies. Thus, in this study, the researcher delves into assessing this matter.

The result of this undertaking will be used to develop an intervention plan to aid educators and students and to build a concept for managing, maintaining, and, if possible, lessening the negative attitude towards physical activity and promoting a better lifestyle. In addition, the context of this study can serve as a valuable reference for elaborating on and developing further concepts of burnout and attitudes towards physical activity among a broader range of respondents.

The researcher will present the findings to the schools, specifically to the faculty, through in-service training or research forums. Furthermore, the findings will be shared with local, national, or international research forums. Also, the researcher will share the findings through publications to reach a wider audience.

Research Questions

This study examined the relationship between burnout and attitude toward physical activity among a tertiary physical education major. Specifically, we sought answers to the following questions:

1. What is the level of burnout in terms of:
    1.1. personal burnout;
    1.2. studies related burnout;
    1.3. classmate-related burnout; and
    1.4. instructor-related burnout?
2. What is the level of attitude towards physical activity in terms of:
    2.1. fun;
    2.2. learning;
    2.3. benefits;
    2.4. fitness;
    2.5. self-efficacy;
    2.6. importance; and
    2.7. personal best?
3. Is there a significant relationship between burnout and attitudes towards physical activity?
4. What intervention plan can be designed based from the findings?

Literature Review

Burnout

Burnout is a condition that can significantly impact an individual's life in various ways. According to Dewa et al. (2014), it harms productivity, as evidenced by sick days, turnover, and the intention to change routines. According to research, life and academic satisfaction, as well as physical and mental health, are negatively correlated with higher levels of burnout (Shanafelt et al., 2015). Increased inflammation biomarkers and rates of cardiovascular disease have been linked to higher levels of burnout (Väänänen, 2019), as have higher rates of sleep disturbances and fatigue (Rosen & Bellini, 2016) and metabolic syndrome (Melamed & Shapira, 2016).

Additionally, some studies have linked burnout to increased allostatic load (Hintsa et al., 2014), leading to an increased risk of developing diseases like cardiovascular disease, diabetes, and neurodegeneration (Read & Grundy, 2016). Higher rates of mood disturbances (Ahola et al., 2016), particularly depression (Ahola et al., 2015), have been documented among those experiencing higher levels of burnout.

Physical and mental exhaustion are widespread due to the high demands of work, academic tasks, and personal crises, which can lead to burnout. The World Health Organization (2019) explained that burnout is a syndrome characterized by exhaustion that leads to a loss of interest in almost everything. Increased pressure in a working or academic environment reduces several factors that would otherwise increase the likelihood of moving. Demerouti et al. (2021) explained that, over the past years, researchers have been seeking the proper remedy to address the increasing cases of burnout.

The recent study by Li et al. (2021) found that school factors, such as the new classroom setting, limited resources, peers, and tasks, contribute to students' exhaustion. These factors prevent students from moving because the demands require a lot of time to complete without physical activity, leading to various illnesses. As students choose to continue their academic journey to the tertiary level, it is already expected that they will face higher academic demands that sometimes hinder their socialization and even recreational activities. The impact of burnout is currently taken seriously, and many experts have conducted studies and programs to address its aftermath. Students at the tertiary level are prone to exhaustion due to factors that cause low academic performance (Kaggwa, 2021).

Medical experts found that people working in the industry with advanced tools are more likely to experience burnout due to hostile forces in the environment and among peers (Tomaszek & Muchacka-Cymerman, 2020). That is why the Association for Psychological Science worked to reverse the cycle of burnout and maintain individuals' active engagement across different work fields (Michel, 2016). With this, teachers should know how to assess the needs and limitations of giving unnecessary tasks (Fiske, 2021). However, homework and assignments are additional sources of knowledge (Bartram, 2017) that help students become more independent. According to Zheng et al. (2021), one neglected factor is students' reduced involvement in physical activity due to isolation and a lack of appropriate tools for conducting physical education classes, which can result in frustration and exhaustion (Seppala, 2017).

Personal Burnout. According to Anju et al. (2021), intrapersonal conflict starts with “want to do” and “what you should do.” To expound, a student was given a commissioned project with ample time to create a noble output. The student created five pieces and poured out all their creative juices to choose the one that was most novel. Sadly, the student could not choose because he believed the details were worth exhibiting, and later neglected the pieces in favor of the one who commissioned them. The example illustrates intrapersonal conflict over the dilemma of choosing the best of the best. This is not a rare problem for people, and it is one of the sources of stress, whether the decision is simple or not. Mäkikangas and Kinnunen (2016) explained that the person-oriented approach

is a systematic way to examine a person's development in terms of signs and symptoms and the trajectory of self-recovery from burnout. In a way, personal-oriented burnout can be treated if an expert adequately discusses the case.

Personal burnout also relates to occupational burnout, as chronic stress and distress affect decision-making (Geisler & Allwood, 2018), productivity, and interpersonal relationships (McCormack et al., 2018). Intrapersonal conflict is one of the factors that cause burnout, as accumulated conflicts affect decision-making and possible outcomes (Golovey et al., 2021), and trigger monologue to alleviate stress within the person (Ferrick, 2019).

Studies-related Burnout. The extreme pressure within the learning venue, external problems, heavy academic workloads, and other factors lead the learner to neglect the essence of the learning process (Naderi et al., 2018). There were already studies that held that the primary mediating intervention was to alleviate students' burnout. Hobfoll & Ford (2007) assert that intangible resources, such as cognitive and physical energy, social support, attention, and time, can help manage tasks and assignments. Still, these intangible resources must be replenished during breaks to avoid conflicts and stress (Reiter-Palmon et al., 2018). In addition, Ye et al. (2021) recognized the mediating effect of social support on students' ability to cope with the extreme demands of academics. Therefore, peers and proper instructor guidance can reduce the risk of academic burnout.

Student-related burnout is a significant problem worldwide, affecting students at all levels and significantly impacting their performance and decision-making (Rahmatpour et al., 2019). In research from Nair (2021), the basic symptom of study-related burnout is when you feel that attending class is no longer productive. Studies-related burnout, also known as "academic burnout," can deteriorate a student's productivity because of prolonged exposure to intellectual discourse, whether independent or collaborative learning (Oyoo et al., 2020).

Classmate-related Burnout Classmates create a harmonious experience as they learn about their specialization, but sometimes this can cause an individual to feel stressed due to differences among them (Zaveri, 2016). School incivility is a significant cause of classmate-related burnout. Research by Bai et al. (2020) examined the mediating role of perceived peer support in the relationship between school incivility and academic burnout. Song et al. (2015) assessed the effect of peer support. The measurement of perceived peer support assessed students' perceptions of positive peer relationships within the school.

In contrast to the positive relationship tool, the adaptive version of the Family Incivility and Workplace Incivility Scale (Lim & Lee, 2011) was used to assess students' levels of classroom incivility. The study emphasizes the importance of eradicating incivility on home premises, given its significant impact on a learner's performance (Lim & Tai, 2014). Therefore, incivility should not occur in the classroom, and students should be aware of the different norms and individuality to preserve their relationships (Menesini & Salmivalli, 2017).

Instructor-related Burnout. In the study of Madigan and Kim (2021), students are susceptible to burnout due to various circumstances, including their relationships with their teachers. The academic demands set by their teachers allow students to engage in different activities, creating various opportunities. In addition, Tikkanen et al. (2021) report that students' burnout levels are high, which affects their relationships and outcomes. Furthermore, Simonton and Garn (2019) observed that students had difficulty working with their teachers due to the pressure to meet expectations and display enthusiasm despite their exhaustion. Students Ciuladiene and Kairiene (2017) present that students who are not academically active experience exhaustion when teachers assign them to activities that are not their forte.

Marengo et al. (2021) note that conflicts among values, ethics, beliefs, and cultural practices are a barrier to fostering better relationships between students and teachers. According to Lee and Bierman (2018), the student's negative attitude disrupts classroom dynamics due to academic demands, which, in turn, leads the student to exhibit signs of burnout.

Attitude toward Physical Activity Attitude toward physical activity is crucial for developing effective interventions to address the rising cases of obesity and for promoting young people's motivation to engage in and actively participate in a variety of sports (Kellmann et al., 2014). For Araújo and Dosil (2015), individual interests, motivation, and desires affect attitudes toward engagement in daily activities, whether physical or intellectual.

According to Gilmore et al. (2014), the alarming cases of rising health issues, including obesity, make promoting a healthy lifestyle demanding, as the static entertainment of online applications influences everyone. Many experts worldwide have conducted various programs to scientifically investigate the effects of positive attitudes towards physical activity on adolescents' healthy weight management and obesity prevention. Kellmann et al. (2014) argued that a positive attitude towards physical activity can affect an individual's motor skills as they learn in school premises. On the other hand, we also discussed the repercussions of mishandling obesity cases among adolescents, which can lead to poor motor ability.

Toprak et al. (2021) report that physical education is the only course that allows students to learn different motor ability terms, helping them engage in a wide range of physical activities, including sports. Poobalan et al. (2012) explored adolescents' attitudes toward physical activity. They explained that individuals aged 18–25 years have shown that intentional engagement in physical activity, rather than leisure, is more common than competition. This shows that competition is not the top priority because of the satisfaction derived from leisure activities (Marques et al., 2011).

Fun. According to Raypole (2020), physical activity during leisure time replenishes our minds and bodies from exhaustion through fun, engaging activities. Numerous studies show that fun is the key determinant of an individual's voluntary engagement in different physical activities (Lakicevic et al., 2020). People tend to enjoy physical activity and become more conscious of their diet (Werle et al., 2015; Ragelienė & Grønhøj, 2020), and lifestyle choices depend on peers' social status and influence (Wein, 2021).

Learning. According to Ala (2024), lifelong learning is the acquisition of new knowledge or the mastery of a specialized discipline that demands time, effort, and skill. In education, learning is a primary source for molding one's intellectual and kinesthetic abilities (Abuso, 2017). In addition, Kong (2021) states that experience affects an individual's learning process, including engagement, interest, and a positive attitude toward achieving outcomes. In relation to physical activity, learning can enhance an individual's ability through participation in the different activities offered in physical education courses. It also significantly affects learners' academic performance, contributing to lifelong learning (Khol et al., 2013).

Benefits. Physical activity has contributed to our health in different ways. It reduces or manages the risk of illnesses such as diabetes, cardiovascular diseases, cancer, and other non-cold illnesses (Health Organization, 2020). According to Ai et al. (2021), exercise can help maintain good mental health. Exercise can also be a good way of releasing stress, managing anxiety and depression, and alleviating the symptoms of social withdrawal and low self-esteem.

Lam (2021) emphasized that those who engage in physical activity are more likely to perform better in school. It enhances the development of social skills, including concentration, memory, critical thinking, reasoning, behavior, classroom character, and language skills (Slaverio, 2020). The study by McPherson et al. (2018) shows a positive relationship between physical activity and cognition and between physical activity and academic performance. Mediating cognition between physical activity and academic performance contributes to a small but significant relationship. Therefore, the study shows that physical activity significantly affects a learner's academic performance and brain function (Castelli et al., 2015).

Fitness. Physical fitness refers to performing daily tasks, engaging in leisure activities beyond chores, managing stress and fatigue, and reducing sedentary behavior (Newman, 2021). Exercise is a subset of physical activity composed of a planned, structured, controlled, and specified program that varies according to a person's needs or desired outcome (Little, 2014). As time passes, the influences of new trends, including technology, allow us to engage in different online activities that limit our actions. Every year, our bodies change significantly, especially in how we cope with illnesses and diseases, influenced by our chosen lifestyle. Our body also resists the drugs that help alleviate the non-communicable diseases already present in the system. The most practical suggestion by medical experts is to engage in different physical fitness activities. It may not prevent, but it will help reduce the risk of having non-communicable diseases (Rebecca, 2020).

The World Health Organization (2022) recommended physical fitness activities for 18- to 64-year-olds. An individual should engage in 150 to 300 minutes of aerobic physical activity, ranging from moderate to vigorous. Additional muscle strengthening should be done at least twice a week to provide additional health benefits and replace sedentary time with a light-intensity activity, such as household chores, to use movement without straining the body. Sedentary breaks, including screen time, should also be managed.

Self-Efficacy. Self-efficacy is an individual's belief in his or her capability to achieve and execute sets of actions and achieve the optimum performance result (Barni et al., 2019). According to Horcajo et al. (2019), self-efficacy can affect an individual's performance and desired output, especially in physical activity. In addition, it influences an individual to formulate objectives and goals to develop skill sets that can contribute to achieving high-quality performance (Griffiths, 2014). Furthermore, an individual's achievement on a particular task indicates that self-efficacy has been attained (Abun, 2021). Creating strategies to perform tasks, particularly in sports and physical education classes, is a positive indicator of students' potential to acquire greater self-efficacy, which can be observed through demonstrations (Çakiroğlu, 2021).

Importance. The Centers for Disease Control and Prevention (2020) stated that engaging in physical activity is the primary means of preventing non-communicable diseases. In human development, physical activity refines the motor skills of young children to prepare for the higher demands as they grow (Mahaseth, 2017). Engagement in physical activity will not only help develop motor skills but also enhance brain function and mental well-being (Bidzan-Bluma & Lipowska, 2018). Therefore, a child's holistic development will affect their ability to handle stress and burnout as demands increase with age (Jeon et al., 2019).

Personal Best. Burnout is a serious mental problem that can affect the quality of life. Many studies consider personal best or personal achievement as one of the variables that can manage an individual's coping mechanisms. The study by Nuñez (2020) presented an acceptable explanation of personal best or personal achievement as one of the factors that alleviate the effects and manage the increasing level of burnout symptoms. On the other hand, personal bests or personal achievements do not significantly affect burnout, but they can serve as a coping mechanism to minimize it (Whittington et al., 2021). In addition, personal accomplishments can help individuals manage particular negative stress, and those who are vulnerable to stress can use them as motivation to restart and regain themselves (Hussein, 2018).

Therefore, the concepts of personal best or personal achievement provide an insightful reference to use as a variable or indicator in creating practical solutions to address the rising cases of burnout across all ages.

Burnout and Attitude Toward Physical Activity. Burnout can trigger a domino effect not only in mental health but also in attitudes toward physical activity (Leiter et al., 2014). Mainly, burnout and its progressive consequences cause an individual to be at greater risk of depression, losing interest in doing an activity, having lower self-esteem, and having a higher chance of committing suicide (Cheung & Li, 2019). According to research by Gerber et al. (2013), exercise improves work quality when supported by proper intervention and guidance. The purpose of stating the practical solutions to burnout is to create a basis for further studies about physical activity as the basic tool to alleviate the increasing levels of burnout and to form a shred of evidence for future reference.

The prevailing burnout conditions may also affect the willingness to engage in physical activity, whether low- or high-intensity (Fodor et al., 2020). It simply means that studies may vary by geographical location (Hall, 2012), sex (Edwards et al., 2018), race and profession (Bécares & Priest, 2015), social class, and culture (Twumasi et al., 2018). According to existing peer-reviewed studies and literature, burnout significantly affects an individual's overall performance (Senanayake, 2021), yet it can also be a source of motivation (Gauthier et al., 2019).

The interrelationships in the literature lead the study to a thorough observation, evaluation, and discussion of the indicators of the variables to identify which factors have a significant influence on students' attitudes toward physical activity.

Methodology

Research Design

This research study used a quantitative descriptive-correlational research design. Quantitative research was used to answer questions about relationships between measurable variables to explain, predict, and control a phenomenon (Leedy, 2016). In addition, the quantitative method allowed the researchers to analyze quantitative variables and respondent data and to describe the characteristics of the results. Further, this approach concerned numbers and anything measurable when systematically investigating phenomena and their relationships. Researchers employing the quantitative method selected one or a few variables for their research and then collected data on those variables (Drake, 2018).

The study used a descriptive correlational method to collect data and obtain accurate results. A descriptive correlational study was a research method that described and predicted how variables naturally related in the real world, without the researcher attempting to alter them or assign causation between them (Frat, 2015). Correlational research investigated one or more characteristics of a group to see how much they differed from one another (Walters, 2020). Descriptive and correlational studies examined variables in their natural settings and did not involve treatments imposed by the researcher (Simon, 2015). This meant that the researcher respected the environment and avoided altering the respondents' natural characteristics.

The researcher aimed to determine burnout and attitude toward physical activity using adapted questionnaires for analysis. In addition, the research found that the descriptive-correlational design was the most appropriate, as it helped justify the relationship between burnout and attitude toward physical activity. Furthermore, the results for each variable were used to determine whether there was a significant relationship.

Respondents

Three hundred four students expressed interest and volunteered to complete the survey questionnaires. Notably, 81 students were from School A, six students from School C, 136 students from School D, 54 students from School E, and 27 students from School F. Despite the refusal of School B, other schools accepted the request to conduct, and students showed interest by answering the survey link provided by the researcher. The random sampling technique was used to select subjects from a large population (Elfil & Negida, 2017), meaning the study's respondents were randomly selected and stratified into five groups. The students' availability and interest in participating in the study allowed the researcher to avoid bias and data manipulation (Seleyew, 2020). Respondents were 18 and older and officially enrolled in the school year 2023-2024 under the Bachelor of Physical Education Program. This means the respondents had an equal chance of being selected to participate.

Instrument

The Copenhagen Burnout Inventory Student Version (Norez, 2023) was adapted to assess respondents' burnout levels. The questionnaire comprises 25 items on a 5-point Likert scale: 1 (never), 2 (rarely), 3 (sometimes), 4 (often), and 5 (always). Moreover, the questionnaire contained four (4) domains: personal burnout (6 items), studies-related burnout (7 items), classmate-related burnout (6 items), and instructor-related burnout (6 items). The Copenhagen Burnout Inventory Student Version questionnaire has already undergone a validity and reliability test with a Cronbach's alpha of 0.91; thus, the researcher-adapted questionnaire is reliable and valid for measuring students' burnout. However, the questionnaire underwent pilot testing with another group of respondents. It was able to determine Cronbach's alpha reliability of 0.94, indicating that the instrument measured the variable consistently.

The second questionnaire, adapted and used to assess students' attitudes towards physical activity, was the Attitudes Towards Physical Activities Scale (APAS) of Mok et al. (2019). This questionnaire comprises 58 items on a 5-point Likert scale: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, and 5 = strongly agree. Moreover, this questionnaire contains seven subscales with varying numbers of items: fun (14 items), learning (11 items), benefits (10 items), fitness (8 items), self-efficacy (4 items),

importance (5 items), and personal best (5 items). Sacli Uzunoz, Dinc, and Gunes (2018) established the validity and reliability of this questionnaire in Turkey, with a Cronbach's alpha of.94. This questionnaire is reliable and valid for assessing attitudes toward students' physical activity. However, the questionnaire underwent pilot testing with another group of respondents. It yielded a Cronbach's alpha of 0.90, indicating that the instrument measures the variable with consistency. Before the study was conducted, the researchers validated the tools with expert input.

Procedure

The researcher asked permission from the Office of the Dean of the Graduate School of the University of the Immaculate Conception to conduct the study. The Research Ethics Committee (REC) reviewed and approved the paper, issuing a Certificate of Ethical Clearance after a letter of permission was given to the tertiary school administrators, deans, or program chairs of the Bachelor of Physical Education, College of Education, to conduct the study by physical letter or e-mail.

After obtaining the authorities' permission to conduct the study, as mentioned above, the researcher provided details to the respondents, explaining their essential role in the study, its purpose, and the benefits that would follow. A Google Classroom link was shared with the respondents for the online orientation, a soft copy of the Informed Consent Form (ICF), and a Google Form for the survey.

However, a tertiary institution refused to allow the researcher to conduct the study due to institutional protocols. Despite the refusal, the remaining schools were successfully conducted. The program chairs shared the approved letter with the class mayors for each grade level. The class mayors gathered interested individuals and informed the researcher of their availability for the study.

In addition, some of the program chairs requested a physical copy of the Informed Consent Form (ICF) from the researcher to sign, allowing the respondents to read the study details in more detail. After weeks of data collection, the researcher submitted the raw data to the statistician for statistical analysis. After the statistical process, the researcher started tabulating, analyzing, and interpreting the results.

Data Analysis

Below are the statistical tools utilized to analyze the data:

Mean. The tool was used to determine the level of burnout and the attitude towards physical activity among physical education majors, addressing problems 1 and 2.

Standard Deviation. The tool was used to determine the dispersion in responses to burnout and attitudes towards physical activity among physical education majors.

Pearson Product-Moment Correlation Coefficient. The tool measured the significant relationship between burnout and attitudes toward physical activities.

Ethical Considerations

This study was submitted to SMCT-REC for review to ensure that ethical principles in the research were strictly adhered to. The researcher followed ethical consideration guidelines that adhered to ten elements: social value; informed consent; vulnerability of research participants; risks, benefits, and safety; privacy and confidentiality of information; justice; transparency; qualification of the researcher; adequacy of facilities; and community involvement.

Social Value. The value of the research was significant if its contribution effectively addressed the community's needs. In this study, the social value focused on an intervention program aimed at burnout and attitudes toward physical activity among tertiary students in the new normal. The researcher examined the relationship between burnout and attitudes toward physical activity among tertiary students in the new normal. The study results served as the basis for developing an effective intervention to curb the exponential growth in burnout cases among tertiary students, thereby preventing negative attributions to their developmental growth as future professionals. In addition, the results provided a foundation for creating programs to ensure students' physical fitness despite academic pressures. Furthermore, the study served as a reference point for establishing a healthy community, a harmonious culture, and a daily advocacy for wellness.

Informed Consent. The researcher ensured that the necessary information was relayed to the respondents as they took the survey. He also relayed the benefits of the study if they actively and successfully participated in the study process. The participants received a formal letter with their consent attached. There was a formal orientation on data collection and ensuring its anonymity. The signed informed consent served as the basis for proceeding to the next phase of the process. If the respondents refused to engage for personal reasons, the researcher did not force them and humbly accepted their decision. The orientation served as the venue for emphasizing the significance of their contribution to the study, as they were qualified respondents. All necessary information was included during the orientation to ensure the authenticity of the data.

Vulnerability of the Research Participants. Proper assessment of the respondents' vulnerability was the key to avoiding exploitation and maintaining anonymity. The respondents were tertiary students of legal age who could make decisions independently. The involvement of the individuals in the study required proper orientation to obtain the authenticity of the data. All qualified respondents

received a letter outlining the study's details and process. If the respondents did not participate, the researcher did not force them and respectfully acknowledged their decision. Further, the researcher prioritized confidentiality to prevent information leakage and adhered to protocols for handling respondents' personal information.

Risk, Benefits, and Safety. In adherence to the safety and health protocols from the Inter-Agency Task Force (IATF) for the Management of Infectious Disease Resolutions, the researcher was able to process the sharing of the platform to ensure the safety of the respondents' involvement. The researcher used Google Forms to disseminate the adapted questionnaire, which was emailed to the respondents. However, the program chairs requested that email addresses remain private and asked the class mayors to obtain the research link for proper dissemination. In this regard, the anticipated problem in the process was the delay in data collection due to respondents' availability. To address this concern, the respondents were updated and informed from time to time.

Moreover, to avoid intimidation, updates were thoroughly reviewed and phrased appropriately to maintain a professional connection between the two parties. In addition, the researcher was confident that there were no physical threats because of the chosen platform for the data-gathering process. Aside from this, the respondents' feedback was considered to avoid intimidation and emotional threats. During orientation, the respondents were informed that they had one week to complete the survey link and that the researcher was open to virtual dialogue if clarifications or concerns arose.

Furthermore, the respondents were informed and benefited throughout the study, and they were allowed to continue their participation for further development. Hence, the respondents' rights, safety, and welfare were respected during the entire process. All information was protected to ensure quality and confidentiality. There was no direct benefit to participating in the process. To compensate participants for their effort, they received a token and 8 GB of shared mobile data after the final instructions.

Privacy and Confidentiality of Information. Regarding the respondents' right to privacy as stipulated in Republic Act 10173, the Data Privacy Act of 2018, the researcher ensured that no records were exploited or exposed without the respondents' proper consent. Moreover, during data gathering, the researcher disabled the software (Google) from collecting any personal information of the respondents to protect their confidentiality as they engaged in the study.

Justice. The researcher carefully selected the study's respondents using the criteria presented or suggested by the panel to maintain the quality of the selection process. The respondents met the following criteria: they were continuing tertiary students (officially enrolled), currently enrolled in physical education courses, and 18 years old and above. The researcher thoroughly discussed the terms and conditions before disseminating the online links and emphasized that respondents spent no more than 30 minutes completing the study, depending on connectivity. Furthermore, the researcher emphasized the respondents' contributions and provided just compensation for their active engagement in the data-gathering process.

Transparency. To provide transparency to the readers, all necessary information was explained thoroughly. The appendix adequately discussed tables, sketches, and other figures to provide additional details for future studies. Most importantly, the researcher did not limit the explanation to a single chapter but reported the most essential portions to align with the study's objectives.

Qualifications of the Researcher. The researcher completed the academic requirements for the Master of Arts in Education with a major in Physical Education. Therefore, he was qualified and equipped to conduct intellectual discourse in the study. He participated in seminars and training to broaden his research scope and to mentor and be mentored by peers in the academe. He acquired the knowledge, skills, and insights necessary to conduct the study. The contributions of the UIC-REC, research advisers, panelists, and other authorities further strengthened the study through their suggestions, recommendations, and advice.

Adequacy of Facilities. Conducting the study required appropriate facilities to obtain valid results, conclusions, and recommendations. The researcher was enrolled and utilized on-campus facilities that provided sufficient resources. The university library offered premium databases such as ProQuest, SAGE, ERIC, Emerald Insight, and the PH e-journal to support the review of related literature. The researcher also had a stable internet connection at work and at home, as well as access to a laptop, smartphone, tablet, and other devices to support the research procedures. When respondents volunteered to participate, they were allowed to request internet support, such as mobile data or Wi-Fi, during survey completion.

Community Involvement. The researcher respected the respondents' community. As individuals of legal age, the tertiary student community served as a valuable asset in developing and refining the intervention plan. The respondents actively participated in determining the relationship between burnout and attitudes toward physical activity by completing the survey and providing honest responses. Moreover, the active engagement of tertiary students was essential during the implementation of the intervention plan, making their involvement vital to the study.

Results and Discussion

This section presents the analysis, interpretation, and discussion of the study's findings.

Level of Burnout among Physical Education Major Students

Table 1 shows the level of burnout among students majoring in physical education. It has an overall mean rating of 2.68, indicating

moderate burnout, which suggests that burnout is sometimes evident among students. This implies that students occasionally experience exhaustion as they collaborate with peers and work with teachers, and feel worn out after a busy day. Similarly, this implies that students who engage in physical activity have a slight feeling of exhaustion due to physical demands, which is manageable. Additionally, they may face both physical and psychological exhaustion at times. The average standard deviation of 0.69 suggests that responses to the burnout items are close to the mean.

Table 1. *Level of Burnout Among Physical Education Major Students*

Personal Burnout	*Mean*	*SD*	*Description*
1. Feeling tired every time they engage to any physical activity.	2.74	0.97	Moderate
2. Feeling physically exhausted every time they engage to any physical activity.	2.73	1.08	Moderate
3. Feeling emotionally exhausted every time they engage to any physical activity.	2.35	1.06	Low
4. Thinking they can't take it anymore every time they will engage to any physical activity	2.29	1.18	Low
5. Feeling worn out every time they engage to any physical activity.	2.48	1.09	Moderate
6. Feeling weak and susceptible to illness every time they engage to any physical activity.	2.13	1.11	Low
Category Mean	2.45	0.84	Low
Studies-Related Burnout			
7. Feeling worn out at the end of the day.	3.05	1.14	Moderate
8. Feeling exhausted thinking about the whole day of class.	3.04	1.22	Moderate
9. Feeling tired every time they woke up.	2.93	1.19	Moderate
10. Having not enough energy for their friends and family during their leisure time.	2.50	1.20	Moderate
11. Causing there to have emotional exhaustion.	2.91	1.23	Moderate
12. Studying gives them frustration.	2.86	1.21	Moderate
13. Feeling burnt out because of their studies.	2.87	1.21	Moderate
Category Mean	2.88	0.94	Moderate
Classmate-Related Burnout			
14. Having a hard time working with someone.	2.60	1.05	Moderate
15. Working with someone drains their energy	2.47	1.08	Low
16. Assigning work with someone frustrates them	2.40	1.12	Low
17. Giving their best if assigned to work with someone.	3.72	1.30	Moderate
18. Feeling tired of working with someone.	2.48	1.13	Low
19. Wondering how long they will be able to continue working with someone.	2.70	1.11	Moderate
Category Mean	2.73	0.80	Moderate
Instructor-Related Burnout			
20. Finding it hard working with one of their instructors.	2.57	1.15	Moderate
21. Being drained of their energy if assigned to work with one of their instructors.	2.36	1.12	Low
22. Being frustrated when they are assigned to work with one of my instructors.	2.32	1.12	Low
23. Giving their best if I work with one of my instructors.	3.78	1.35	High
24. Being tired of working with their instructors.	2.15	1.12	Low
25. Wondering how long they will be able to work with one of their instructors.	2.50	1.10	Low
Category Mean	2.61	0.81	Moderate
Overall Mean	2.68	0.69	Moderate

This finding parallels the study by Kyaw et al. (2022), which reported a moderate level of burnout among students, with 28.3% manifesting light exhaustion during physical activity. In addition, this finding is consistent with the study by Gale et al. (2014), which found that a moderate level of burnout is evident among tertiary students in the lower years who are assigned tasks with their peers and teachers. The study by Cazolari et al. (2020) presents challenges for students who have slight difficulty managing various personal encounters, which affect their engagement in physical activity.

Personal Burnout. Personal burnout obtained a category mean of 2.45, which is low. This means that students' level of personal burnout is rarely manifested. The item scores ranged from 2.13 to 2.74. The item 'feeling weak and susceptible to illness every time engaging in physical activity' had the lowest mean. In contrast, the item 'feeling tired every time engaging in physical activity' had the highest mean.

This implies that students who engage in various physical activities are rarely or negligibly exhausted despite the daily tasks they accomplish. This finding corroborates the study by Taylor et al. (2022), which found a 11% personal burnout rate, indicating that students sometimes feel exhausted when given a new or cyclical task. In addition, these findings parallel those of Fu et al. (2023), who report lower levels of personal burnout among students who manage their tasks effectively. Therefore, students who actively engage in physical activity are not weak or susceptible to illness but are enthusiastic.

Studies-related Burnout. Burnout related to studies obtained a category mean of 2.88, indicating moderate levels. This means that students' study-related burnout is sometimes evident. The item scores ranged from 2.50 to 3.05. The item 'having not enough energy

for their friends and family during leisure time' had the lowest mean, while the item 'feeling worn out at the end of the day' had the highest mean.

This implies that academic tasks slightly exhaust students and sometimes affect their engagement in recreational activities. This finding is consistent with Estrada-Araoz et al. (2023), who reported that 43% of tertiary-level students have moderate study-related burnout, specifically due to academic demands. This finding also parallels Khosravi (2021), who reports that 62.75% of students experience study-related burnout and feel exhausted at times due to numerous academic tasks.

Classmate-related Burnout. Classmate-related burnout had a category mean of 2.73, indicating moderate levels. This means that students' levels of classmate-related burnout are sometimes evident. The item scores ranged from 2.40 to 2.70. The item 'working with someone frustrates them' had the lowest mean, while the item 'wondering how long they will be able to continue working with someone' had the highest mean.

This implies that students sometimes struggle to work with peers. The findings are consistent with Dacawe's (2023) study, which showed that 63% of students have a moderate level of classmate-related burnout. Further, this finding parallels the study by Madigan and Curran (2020), which found that students working with someone, especially on academic tasks involving demonstrations, are moderately burned out due to conflicts of interest. Cruz et al. (2021) noted that some students prefer working alone to ensure they meet their expectations when performing various activities. In addition, Luk et al. (2016) also mentioned that factors such as social interaction and physical capabilities are associated with moderate burnout among students.

Instructor-related Burnout. Instructor-related burnout had a category mean of 2.61, indicating moderate levels. This means that the students' level of instructor-related burnout is sometimes evident. The item scores ranged from 2.15 to 3.78. The item 'being tired of working with their instructors' had the lowest mean, while the item 'giving their best if I work with one of my instructors' had the highest mean.

This implies that students feel tired on occasion when working with instructors, and that burnout often manifests when they give their best. The findings corroborate those of Jiang et al. (2017), who found that students experienced exhaustion on some occasions while working with their instructors, as they were aware that teachers would give them instructions that would encourage them to engage. Additionally, this result is consistent with a study by Ennis (2017), which found that students rarely experience exhaustion due to instructors' guidance and presence, which encourages collaboration throughout the process. Therefore, the results of this domain simply indicate that students' interest in working with their instructors in physical activity is associated with a strong attitude that reduces instructor-related burnout.

Level of Attitude Towards Physical Activity of Physical Education Major Students

Table 2. *Level of Attitude Towards Physical Activity of Physical Education Majors*

Attitude	*Mean*	*SD*	*Description*
Fun			
1. Thinking physical activity is fun.	4.37	1.05	Very High
2. Looking forward to doing physical activity.	4.19	1.06	Moderate
3. Enjoying doing physical activity with their classmates.	4.31	1.02	Very High
4. Achieving their physical activity goals even if they are tired.	3.90	1.09	High
5. Persuading their friends to join them in doing physical activity.	3.77	1.13	High
6. Feeling better after physical activity.	4.00	1.05	High
7. Feeling stronger after physical activity.	3.97	1.06	High
8. Thinking better after physical activity.	3.92	1.07	High
9. Improving their schoolwork after physical activity.	3.84	1.04	High
10. Thinking their good friends enjoy doing physical activity	3.91	1.04	High
11. Thinking their classmates enjoy doingphysical activity.	4.01	1.03	High
12. Thinking other children enjoy doing physical activity.	4.06	1.07	High
13. Thinking their teachers enjoy doing physical activity.	4.03	1.05	High
14. Thinking their parents/guardians enjoy physical activity.	3.73	1.07	High
Category Mean	4.00	0.83	High
Learning			
1. Learning about culture through video exercise.	3.72	1.02	High
2. Learning about music through video exercise.	3.85	1.04	High
3. Learning about art through video exercise.	3.73	1.03	High
4. Learning about arithmetic through video exercise.	3.52	1.05	High
6. Learning about writing through video exercise.	3.67	1.04	High
7. Learning about composition through video exercise.	3.49	1.10	High
8. Learning about healthy lifestyle from video exercise.	3.61	1.02	High
9. Learning about healthy diet from video exercises.	3.95	1.03	High
10. Learning about hygiene from video exercises.	3.93	1.06	High

11. Learning about environmental protection from video exercises.	3.91	1.04	High
Category Mean	3.74	0.81	High
Benefits			
1. Making them fit.	4.33	1.05	Very High
2. Relaxing them.	4.18	1.05	High
3. Improving their thinking.	4.15	1.04	High
4. Improving their analytical skills.	4.08	0.98	High
5. Enhancing their self-concept.	4.15	1.02	High
6. Giving them new experiences every time.	4.25	0.96	Very High
7. Giving them more willpower.	4.10	1.00	High
8. Giving them good health.	4.30	0.96	Very High
9. Improving their sleep.	4.16	1.01	High
10. Improving their schoolwork.	3.90	1.02	High
Category Mean	4.16	0.89	High
Fitness			
1. Being confident with their strength.	3.84	1.06	High
2. Being confident with their endurance.	3.84	1.05	High
3. Being confident with their balance.	3.86	1.02	High
4. Being confident with their agility.	3.82	1.04	High
5. Being confident with their flexibility.	3.72	1.10	High
6. Being confident with their rhythm.	3.81	1.01	High
7. Being confident with their hand-eye coordination.	3.73	1.06	High
8. Being confident with doing physical activity elegantly.	3.85	1.01	High
Category Mean	3.81	0.91	High
Self-efficacy			
1. Knowing how to choose physical activity in video exercise that suits them.	3.92	1.04	High
2. Knowing how to do physical activity if there is a video exercise to follow	4.01	1.00	High
3. Following physical activity in video with minimal mistakes even without a teacher.	3.85	1.01	High
4. Knowing which is their favorite physical activity in video exercise.	3.93	1.03	High
Category Mean	3.93	0.90	High
Importance			
1. Spending time to be physically active	4.27	0.96	Very High
2. Forming a habit of being physically active.	4.28	1.03	Very High
3. Being physically active for their health.	4.28	1.04	Very High
4. Being physically active is something they would not give up in their life.	4.07	1.03	High
5. Despite having a lot of work to do, they keep being physically active.	3.91	1.08	High
Category Mean	4.16	0.92	High
Personal Best			
1. Trying their best to engage in physical activity.	4.17	1.06	High
2. Targeting is to go beyond what they have achieved in physical activity.	3.95	1.05	High
3. Striving for breakthroughs in physical activity.	3.96	1.04	High
4. Doing their personal best in physical activity.	4.17	1.01	High
5. Seeking to explore their best potential in physical activity.	4.23	1.01	Very High
Category Mean	4.10	0.94	High
Total Mean	3.97	0.75	High

Table 2 shows physical education students' attitudes toward physical activity. It has an overall mean rating of 3.97, with a description of 'high,' indicating that students' attitude towards physical activity is often evident. This implies that students are aware that doing physical activity with their peers is fun, that integrating technology into learning exercises is possible, that they benefit from physical activity, that they are aware of their physical capabilities in physical activity, and that engaging with various physical activities is important. They are exploring and discovering skills through physical activities. Additionally, the standard deviation is 0.75, which means that responses are close to the mean.

The result is similar to that of Keskin et al. (2017), who supported this study by finding that students with a high attitude toward physical activity are more likely to participate in various recreational and curricular activities. In addition, the findings are the same in the study by Araújo and Dosil (2015): a high attitude towards physical activity influences students' engagement in promoting physical fitness. Mouratidou and Barkoukis (2018) found that an elevated attitude level improved fitness. This underscores the importance of promoting a positive attitude among students to allow them to engage more in physical activity.

Fun. Fun obtained a category mean of 4.00, indicating a high level. This means that the students' level of fun is often manifested. The

item scores ranged from 3.73 to 4.37. The item "thinking their parents/guardians enjoy physical activity" had the lowest mean, while "thinking physical activity is fun" had the highest mean.

The findings are consistent with the study by Yavuz (2019), which shows that fun has a significant effect on students' engagement in physical activity, boosting individual motivation, self-determination, discipline, and critical thinking skills that impact lifelong learning through experience. The findings are also consistent with the study by Macias et al. (2021), which found that fun increases students' attitudes and involvement in physical activity. The findings are consistent with those of Burns et al. (2019), which revealed a significant effect on students' attitudes towards physical activity when parents are involved in recreational activities. Parents' involvement in physical activity will be fun and promote the students' well-being. In addition, the findings are consistent with those of Kamionka et al. (2023), which revealed that parent involvement significantly affects students' intensity in various physical activities. The findings are supported by the study by Cozett and Roman (2022), which found that parents' involvement helps students boost their positive attitude toward physical activity.

Learning. Learning obtained a category mean of 3.74, which is described as high. This means that the students' level of learning is often manifested. The item mean scores ranged from 3.61 to 3.95. The item "learning about a healthy lifestyle from video exercise" had the lowest mean, while "learning about a healthy diet through video exercises" had the highest mean.

The study by González et al. (2016), which found that integrating technology significantly affects students' learning, supports this conclusion. Training programs through video exercises allow students to learn at their own pace, reinforcing the importance of an active lifestyle. Martinek et al. (2019), who argued that learning by doing has a significant impact on people's lives, specifically in the area of physical activity through the use of technology, support this study. Additionally, Rasberry et al. (2011) expound that high levels of attitude also mark the ultimate achievement of an individual, as they demonstrate and perform well the fundamentals of certain skills across different approaches to learning.

Benefit. Benefit obtained a category mean of 3.81, which is described as high. This means that the students' level of benefit is often manifested. The item scores ranged from 3.90 to 4.33. The item "improving their schoolwork" had the lowest mean, while "making them fit" had the highest mean.

This finding parallels the study by Gollub (2022), which shows that a high level of attitude toward physical activity significantly affects students' cognitive function. It maps a long-term benefit to the physical and cognitive functions essential for a student to perform academic tasks. The finding is also present in the study by Donnelly et al. (2016), which shows that physical activity contributes to attitudes that affect students' cognitive function and physical health as they surmount academic challenges.

This result is consistent with the findings of Coledam and Ferraiol (2017) and Rubis (2020) that an active lifestyle, whether recreational or sports-related, significantly affects overall body performance and protects against various diseases. The finding is also consistent with that of Bravo et al. (2020) and Warburton and Bredin (2017), which reveal that a positive attitude significantly affects brain development, fitness and health, academic performance, and social-emotional health. Further, Divine et al. (2022) supported this study's findings by demonstrating a significant relationship between attitude and the benefits of physical activity, thereby helping students understand the importance of engaging in various activities.

Fitness. Fitness obtained a category mean of 3.81, which is described as high. This means the students' fitness levels are often evident. The item mean scores ranged from 3.72 to 3.86. The item "being confident with their flexibility" had the lowest mean, while "being confident with their balance" had the highest mean.

This finding affirms the study by Dinç et al. (2019), which found a significant relationship between attitude toward physical activity and students' fitness levels. Students with a positive attitude toward physical activity possess confidence in a certain skill. Therefore, students who regularly engage in various physical activities understand the benefits and may improve their physical health.

Also, the result confirms the study by Rahman et al. (2020) on attitudes, which found that students with a positive attitude were more likely to have an active lifestyle, specifically by engaging in athletics and recreational activities that develop their physical components. In the study by O'Keeffe et al. (2020), students who are aware of fitness components are more likely to have a positive outlook on fitness in general. The consistency and influence of peers will allow them to enjoy the entire physical activity and later realize that fitness is a tool for better health (Mirsafian, 2014).

Self-Efficacy. Self-efficacy had a category mean of 3.93, which is considered high. This means the students' fitness levels are often evident. The item mean scores ranged from 3.85 to 4.01. The item "following physical activity in a video with minimal mistakes even without a teacher" had the lowest mean, while "knowing how to do physical activity if there is a video exercise to follow" had the highest mean.

The finding is consistent with the study by Latino et al. (2023), which found that self-efficacy significantly affects students' attitudes toward engaging in different sets of physical activity. Furthermore, the finding is consistent with the study by Shin & Gwon (2023), which reveals that 48.4% of students' self-efficacy levels significantly contribute to their competence in physical activity. Allison et al. (1999) support the findings by showing that higher self-efficacy is associated with a more positive attitude towards physical activity. They can perform well even without the teacher's physical assistance. It indicates that students are confident in their ability to follow

exercise flows independently. According to Wang et al. (2022), self-efficacy significantly and positively affects a student's attitude when they can use certain skills independently with minimal errors.

Importance. Importance obtained a category mean of 4.16, indicating a high level. This means the students' fitness levels are often evident. The item mean scores ranged from 3.91 to 4.28. The item "despite having a lot of work to do, they still keep being physically active" had the lowest mean, while "forming a habit of being physically active" and "being physically active for their health" had the highest mean.

The findings of this study parallel those of Penn State (2010), which show a positive correlation between attitudes towards physical activity and unintentional activity, leading students to believe that movement contributes to their overall health. Similarly, the study by Ståhl et al. (2001) revealed that 18% of the total population aged 18–29, including tertiary students, has a significant positive attitude towards physical activity despite their daily routines. They tend to channel their exhaustion into physical activity to form a habit and maintain their overall health. According to Kurtz and Lim (2023), recognizing the importance of physical activity for overall health also underscores the value of recreational or leisure activities for diverting or managing exhaustion.

Personal Best: Obtained a category mean of 3.97, which is described as high. This means the students' fitness levels are often evident. The item mean scores ranged from 3.95 to 4.23. The item "targeting is to go beyond what they have achieved in physical activity" had the lowest mean (3.95), and "seeking to explore their best potential in physical activity" had the highest mean (4.23).

Swann et al. (2020) argue that personal best drives an individual to achieve beyond the target, ensuring the highest quality and excellence in every activity. Texeira et al. (2012) also affirm that personal factors determine an individual's consistency in achieving targets, especially in activities that improve health and physique. Additionally, personal best serves as a driver for an individual to create a structured physical activity plan, assess the activity's compatibility with the individual's capabilities, and anticipate possible outcomes of the skill set (Gouveia et al., 2019). Students are competitive by nature. They are motivated to become the best versions of themselves and achieve valuable outcomes through physical activity (Guan et al., 2022). As they also learn the significance of physical activity for their well-being, they also desire to achieve a certain image that gives them more confidence and boosts their self-esteem (Siong & John, 2021).

Therefore, it is crucial for all students to establish their personal best in physical activity as early as possible and enable them to reach their full potential and become athletes or health advocates through movement (Rosenkranz et al., 2021)

Significance of the Relationship Between Burnout and Attitude Towards Physical Activity

Table 3. *Significance of the Relationship Between Burnout and Attitude Towards Physical Activity*

Attitude Towards Physical Activity	*r*	*Sig. (2-tailed)*	*Decision*
Burnout	-.131	.022	Significant

Table 3 shows that burnout significantly and negatively correlates with attitude towards physical activity ($r= -.131$; $p<0.05$). This means there is a weak negative correlation between burnout and PE majors' attitudes towards physical activity. In addition, the p-value of .022 is less than the 0.05 level of significance. It indicates a significant relationship between burnout and the attitude towards physical activity. In practical terms, this significant relationship suggests that individuals experiencing higher levels of burnout tend to have a less positive attitude toward physical activity and vice versa. This finding underscores the importance of considering burnout levels when assessing attitudes toward physical activity, particularly among PE majors.

Relacion (2023), who argues that someone who experiences burnout may be more likely to escape and engage in various physical activities to divert their attention, supports this conclusion. In addition, he found a significant relationship between burnout and attitude towards physical activity among public junior high school teachers, indicating that a low burnout rating was associated with a high attitude towards physical activity. Similarly, Balatoni et al. (2023) supported the result by reporting that 45.4% of individuals prefer cycling, running, or working out in a gym to divert their attention from burnout.

The finding was validated and confirmed by the Theory of Reasoned Action by Ajzen and Fishbein (1991), which showed that students were aware of the destructive effects of burnout, which increased their attitude, and that they participated in different activities as outlets. Self-control manifests as they decide to engage in various activities rather than succumb to exhaustion. Linder et al. (2017) noted that a positive attitude enables an individual to engage in physical activity, suggesting that physical activity diverts one's attention away from burnout. The finding also supports Worthington's (2021) study, which shows that when attitude is high, intention to perform increases. Burnout is low, while attitudes towards physical activity are high. In addition, the theory explains that despite the physical exhaustion from their academic tasks, students tend to engage in physical activity or use it to divert their attention.

Further, Stults-Kolehmainen and Sinha (2013) support the findings by showing that physical activity is a practical coping mechanism for every individual. Students are naturally active, but they also feel exhausted after a day of finishing academic tasks. Despite exhaustion, they still have time to play and socialize, recharge, and forget cyclical tasks. De Souza et al. (2021) explain that students are always satisfied after engaging in physical activity, as they are aware of the coping effects on their minds and bodies, which can help them prevent a possible increase in burnout. Gehlhar et al. (2022) noted that as students adapt to the demands of life, they also use physical activity to commune within their domains and develop strategies to protect their bodies from various illnesses.

Furthermore, regular physical activity has been shown to confer various health benefits for both physical and mental health (Van Sluijs et al., 2021). Shao and Zhou (2023) suggest that maintaining engagement in physical activity will help an individual attain a better physical state useful for daily tasks. Therefore, physical activity is an effective tool for reducing students' burnout (Aira et al., 2021).

Conclusions

Based on the findings, the following conclusions were drawn:

The level of burnout among PE majors is moderate. This implies that students' burnout is sometimes evident. This also means that students sometimes feel exhausted after physical activity, worn out from various academic tasks, have difficulty working with their peers, and exhibit exhaustion when working with their instructors. PE major students' attitude toward physical activity was high, indicating that students' physical activities often involved fun, learning, benefits, fitness, self-efficacy, and personal bests. This implies that their discipline is fun, a program that enhances their fitness and efficacy, and beneficial to their health and future as they aspire to become professional PE teachers. Students also have a positive outlook and favorable disposition toward various physical activities. Burnout among PE majors is significantly negatively associated with their attitude toward physical activity. This implies that their level of burnout does not affect their high attitude towards physical activity.

The following recommendations were derived:

The level of burnout among PE majors is moderate and sometimes evident to the students. The school administrators and academic support staff, specifically the guidance counselors, shall provide regular one-on-one consultations and allow the students to have open communication and feedback about their concerns to prevent burnout. There is a high level of attitude towards physical activity of PE major students. Interactive teacher learning by incorporating techniques involving PE Major students in the learning process. Encouraging them to participate in group discussions, hands-on activities, peer teaching, and real-world applications of physical education concepts. There was a significant, negative relationship between burnout and attitude towards physical activity of PE major students. Future researchers may build on this study and use other variables and research designs to examine other factors that affect students' attitudes towards physical activity. Since the scope of this study is the formulation of the intervention plan, Bachelor of Physical Education (BPED) Program Chairs and PE Instructors in Davao City may utilize and implement it for their students.

References

Abed, M. G., Abdulbaqi, R. F., & Shackelford, T. K. (2022). Saudi Arabian Students' Beliefs about and Barriers to Online Education during the COVID-19 Pandemic. Children, 9(8), 1170. https://doi.org/10.3390/children9081170

Abun, D. (2021). Employees' self-efficacy and work performance of employees as mediated by work environment. Social Science Research Network. https://doi.org/10.2139/ssrn.3958247

Abuso, F. A. (2017). Reforming Instructional Practices via Interactive Engagement, Deliberate Practice and Coaching in Professional Education Courses. American Journal of Educational Research, 5(9), 959–964. https://doi.org/10.12691/education-5-9-5

Aga, A. H. (2022). Teacher's competence on attitude of high school students towards physical education in a Kellem Wollega Zone, Ethiopia. International Journal of Health Sciences (IJHS) (En LíNea), 3671–3678. https://doi.org/10.53730/ijhs.v6ns1.5589

Aira, T., Vasankari, T., Heinonen, O. J., Korpelainen, R., Kotkajuuri, J., Parkkari, J., Savonen, K., Uusitalo, A., Valtonen, M., Villberg, J., Vähä-Ypyä, H., & Kokko, S. (2021). Physical activity from adolescence to young adulthood: patterns of change, and their associations with activity domains and sedentary time. the International Journal of Behavioural Nutrition and Physical Activity (Online), 18(1). https://doi.org/10.1186/s12966-021-01130-x

Ajzen, I. (1991). The theory of planned behavior. Organizational Behavior and Human Decision Processes, 50(2), 179–211. https://doi.org/10.1016/0749-5978(91)90020-t

Akosah-Twumasi, P., Emeto, T. I., Lindsay, D., Tsey, K., & Malau-Aduli, B. S. (2018). A Systematic Review of Factors That Influence Youths Career Choices—the Role of Culture. Frontiers in Education, 3. https://doi.org/10.3389/feduc.2018.00058

Alla, X. (2024). Lifelong learning. Interdisciplinary Journal of Research and Development, 11(1), 27. https://doi.org/10.56345/ijrdv11n105

Allison, K. R., Dwyer, J. J. M., & Makin, S. (1999). Self-Efficacy and participation in vigorous physical activity by high school students. Health Education & Behavior, 26(1), 12–24. https://doi.org/10.1177/109019819902600103

Araújo, A. T., & Dosil, J. (2015). The influence of attitudes toward physical activity and sports. Motriz: Revista de Educação Física, 21(4), 344–351. https://doi.org/10.1590/s1980-65742015000400002

Armon, G., Melamed, S., Shirom, A., & Shapira, I. (n.d.). Elevated burnout predicts the onset of musculoskeletal pain among apparently healthy employees. Journal of Occupational Health Psychology, 15(4), 399–408. https://doi.org/10.1037/a0020726

Armstrong, S., Wong, C. A., Perrin, E., Page, S., Sibley, L., & Skinner, A. (2018). Association of physical activity with income,

Race/Ethnicity, and sex among adolescents and young adults in the United States. JAMA Pediatrics, 172(8), 732. https://doi.org/10.1001/jamapediatrics.2018.1273

Bai, Q., Liu, S., & Kishimoto, T. (2020). School Incivility and Academic Burnout: The Mediating Role of Perceived Peer Support and the Moderating Role of Future Academic Self-Salience. Frontiers in Psychology, 10. https://doi.org/10.3389/fpsyg.2019.03016

Balatoni, I., Szépné, H. V., Kiss, T., Adamu, U. G., Szulc, A. M., & Csernoch, L. (2023). The importance of physical activity in preventing fatigue and burnout in healthcare workers. Healthcare, 11(13), 1915. https://doi.org/10.3390/healthcare11131915

Barni, D., Danioni, F., & Benevene, P. (2019). Teachers' Self-Efficacy: The role of personal values and motivations for teaching. Frontiers in Psychology, 10. https://doi.org/10.3389/fpsyg.2019.01645

Bartram, J. (2017, September 4). What is meant by independent learning?: Essential Study Toolkit. Canvas. Retrieved October 5, 2022, from https://canvas.hull.ac.uk/courses/30746/pages/what-is-meant-by-independent-learning#:%7E:text=One%20broad%20definition%20of%20independent,two%20facets%20of%20learning%20independently.

Bécares, L., & Priest, N. (2015). Understanding the Influence of Race/Ethnicity, Gender, and Class on Inequalities in Academic and Non-Academic Outcomes among Eighth-Grade Students: Findings from an Intersectionality Approach. PLOS ONE, 10(10), e0141363. https://doi.org/10.1371/journal.pone.0141363

Benefits of Physical Activity. (2022, May 3). Centers for Disease Control and Prevention. Retrieved May 14, 2022, from https://www.cdc.gov/physicalactivity/basics/pa-health/index.htm

Bidzan-Bluma, I., & Lipowska, M. (2018). Physical Activity and Cognitive Functioning of Children: A Systematic review. International Journal of Environmental Research and Public Health/International Journal of Environmental Research and Public Health, 15(4), 800. https://doi.org/10.3390/ijerph15040800

Bravo, A. E. R., De Juanas Oliva, Á., & Castilla, F. J. G. (2020). Effect of Physical-Sports Leisure activities on young people's psychological wellbeing. Frontiers in Psychology, 11. https://doi.org/10.3389/fpsyg.2020.543951

Burns, R. D., Bai, Y., Fu, Y., Pfledderer, C. D., & Brusseau, T. A. (2019). Parent Engagement and Support, Physical Activity, and Academic Performance (PESPAAP): a proposed theoretical model. International Journal of Environmental Research and Public Health/International Journal of Environmental Research and Public Health, 16(23), 4698. https://doi.org/10.3390/ijerph16234698

Çakiroğlu, T. (2021). The role of athletic self-efficacy and athletic perfectionism in predicting athletic performance of Gazi University student athletes. Journal of Educational Issues, 7(2), 300. https://doi.org/10.5296/jei.v7i2.19108

Campos, J. Á. D. B., Carlotto, M. S., & Marôco, J. (2013). Copenhagen Burnout Inventory - student version: adaptation and transcultural validation for Portugal and Brazil. Psicologia (Universidade Federal Do Rio Grande Do Sul. Impresso), 26(1), 87–97. https://doi.org/10.1590/s0102-79722013000100010

Castelli, D.M., Glowacki, E., Barcelona, J.M., Calvert, H.G., & Hwang, J. (2015). Active Education: Growing Evidence on Physical Activity and Academic Performance. https://ies.ed.gov/ncee/rel/Products/Region/central/Ask-A-REL/20031

Cazolari, P. G., De Sousa Cavalcante, M., Demarzo, M. M. P., Cohrs, F. M., Sanudo, A., & Schveitzer, M. C. (2020). Burnout and Well-Being Levels of Medical Students: a Cross-Sectional Study. Revista Brasileira De Educação Médica, 44(4). https://doi.org/10.1590/1981-5271v44.4-20190138.ing

Chen, W., Mason, S., Hypnar, A., & Hammond-Bennett, A. (2016). Association of Quality Physical Education Teaching with Students' Physical Fitness. PubMed, 15(2), 335–343. https://pubmed.ncbi.nlm.nih.gov/27274673

Cheung, P., & Li, C. (2019). Physical Activity and Mental Toughness as Antecedents of Academic Burnout among School Students: A Latent Profile Approach. International Journal of Environmental Research and Public Health, 16(11), 2024. https://doi.org/10.3390/ijerph16112024

Cheval, B., & Boisgontier, M. P. (2021). The theory of effort minimization in physical activity. Exercise and Sport Sciences Reviews, 49(3), 168–178. https://doi.org/10.1249/jes.0000000000000252

Coledam, D. H. C., & Ferraiol, P. F. (2017). Engagement in physical education classes and health among young people: does sports practice matter? A cross-sectional study. Sao Paulo Medical Journal, 135(6), 548–555. https://doi.org/10.1590/1516-3180.2017.0111260617

Cozett, C., & Roman, N. V. (2022). Recommendations to enhance parental involvement and adolescent participation in physical activity. International Journal of Environmental Research and Public Health/International Journal of Environmental Research and Public Health, 19(3), 1333. https://doi.org/10.3390/ijerph19031333

Cruz, A. B., Kim, M., & Kim, H. D. (2021). Physical Education Attitude of Adolescent Students in the Philippines: Importance of

Curriculum and Teacher Sex and Behaviors. Frontiers in Psychology, 12. https://doi.org/10.3389/fpsyg.2021.658599

Dacawe, A. (2023). Burnout in academia: Pharmacy students' burnout level during the resumption of in-person classes post-pandemic lockdowns. Pharmacy Education, 23(1), 521–532. https://doi.org/10.46542/pe.2023.231.521532

De Souza, R. O., Guilherme, F. R., Elias, R. G. M., Reis, L. L. D., De Souza, O. a. G., Ferrer, M., Santos, S. L. C. D., & Osiecki, R. (2021). Associated determinants between evidence of burnout, physical activity, and health behaviors of university students. Frontiers in Sports and Active Living, 3. https://doi.org/10.3389/fspor.2021.733309

deJonge, M. L., Omran, J., Faulkner, G. E., & Sabiston, C. M. (2020). University students' and clinicians' beliefs and attitudes towards physical activity for mental health. Mental Health and Physical Activity, 18, 100316. https://doi.org/10.1016/j.mhpa.2019.100316

Dewa, C. S., Loong, D., Bonato, S., Thanh, N. X., & Jacobs, P. (2014). How does burnout affect physician productivity? A systematic literature review. BMC Health Services Research, 14(1). https://doi.org/10.1186/1472-6963-14-325

Elfil, M., & Negida, A. (2017). Sampling methods in Clinical Research; an Educational Review. DOAJ (DOAJ: Directory of Open Access Journals), 5(1), e52. https://doaj.org/article/a5a27ed2b7fc4138a0261efdcd63fff9

Ennis, C. D. (2017). Educating students for a lifetime of physical activity: enhancing mindfulness, motivation, and meaning. Research Quarterly for Exercise and Sport, 88(3), 241–250. https://doi.org/10.1080/02701367.2017.1342495

Estrada-Araoz, E. G., Paredes-Valverde, Y., Quispe-Herrera, R., Larico-Uchamaco, G. R., & Paricahua-Peralta, J. N. (2023). Examining the relationship between academic burnout and the university student's engagement: A Cross-Sectional study on the return to Face-to-Face classes. Journal of Law and Sustainable Development, 11(2), e424. https://doi.org/10.55908/sdgs.v11i2.424

Ferrick. (2019, April 1). Interpersonal vs Intrapersonal Conflict | Marsha Ferrick PhD BCC. Marsha Ferrick Coaching. Retrieved May 11, 2022, from https://marshaferrickcoaching.com/interpersonal-intrapersonal-conflict/

Fiske, S. (2021, February 28). When Homework Causes Stress. Gateway High School. Retrieved May 10, 2021, from https://gateway.aurorak12.org/2021/03/02/when-homework-causes-stress/

Fodor, D. P., Pohrt, A., Gekeler, B. S., Knoll, N., & Heuse, S. (2020). Intensity Matters: The Role of Physical Activity in the Job Demands-Resources Model. Revista de Psicología Del Trabajo y de Las Organizaciones, 36(3), 223–229. https://doi.org/10.5093/jwop2020a21

Fu, W., Li, Y., Liu, Y., Li, D., Wang, G., Liu, Y., Zhang, T., & Zheng, Y. (2023). The influence of different physical exercise amounts on learning burnout in adolescents: The mediating effect of self-efficacy. Frontiers in Psychology, 14. https://doi.org/10.3389/fpsyg.2023.1089570

Gale, A. J., Martin, D., Martin, K., & Duffey, M. A. (2014). The Burnout Phenomenon: A Comparative Study of Student Attitudes toward Collaborative Learning and Sustainability. Journal of Interior Design, 39(1), 17–31. https://doi.org/10.1111/joid.12022

Gehlhar, A., Schmidt, N., Eisenburger, N., Feddern, S., Kossow, A., Nießen, J., Wessely, S., Wiesmüller, G. A., Grüne, B., & Joisten, C. (2022). Impact of physical activity on COVID-19-related symptoms and perception of physical performance, fatigue and exhaustion during stay-at-home orders. BMJ Open Sport & Exercise Medicine, 8(2), e001319. https://doi.org/10.1136/bmjsem-2022-001319

Gerber, M., Brand, S., Elliot, C., Holsboer-Trachsler, E., Pühse, U., & Beck, J. (2013). Aerobic exercise training and burnout: a pilot study with male participants suffering from burnout. BMC Research Notes, 6(1). https://doi.org/10.1186/1756-0500-6-78

Golovey, L. A., Danilova, M. V., Gruzdeva, I. A., & Rykman, L. V. (2021). Psychological Well-Being and Intra-personal Conflicts in Adolescence. Psychology in Russia: State of the Art/Psychology in Russia. State of the Art, 14(3), 132–146. https://doi.org/10.11621/pir.2021.0309

Griffiths, S. (2014, November 24). Self efficacy in sport and exercise: Determining effort, persistence and performance - BelievePerform - The UK's leading Sports Psychology Website. BelievePerform - the UK's Leading Sports Psychology Website. https://members.believeperform.com/self-efficacy-sport-exercise-determining-effort-persistence-performance/

Gulanes, A., Fadare, S., Apolinario, C., & Baligod, M. (2024). Unveiling The Impact: Linking Student Assessment And Instructional Management In Physical Education Programs. Educational Administration: Theory and Practice, 438–444. https://doi.org/10.53555/kuey.v30i4.1483

Hagger, M. S. (2019). The Reasoned Action Approach and the Theories of Reasoned Action and Planned Behavior. Psychology. https://doi.org/10.1093/obo/9780199828340-0240

Hernández Cardozo, C. C. (2012). [Reseña] How Learning Works: Seven Research-Based Principles for Smart Teaching. Revista Iberoamericana de Educación, 59(4), 12. https://doi.org/10.35362/rie5941370

Hobfoll, S., & Ford, J. (2007). Conservation of Resources Theory. Encyclopedia of Stress, 562–567. https://doi.org/10.1016/b978-

012373947-6.00093-3

Horcajo, J., Santos, D., & Higuero, G. (2022). The effects of self-efficacy on physical and cognitive performance: An analysis of meta-certainty. Psychology of Sport and Exercise, 58, 102063. https://doi.org/10.1016/j.psychsport.2021.102063

Isoard-Gautheur, S., Ginoux, C., Gerber, M., & Sarrazin, P. (2019). The Stress–Burnout Relationship: Examining the Moderating Effect of Physical Activity and Intrinsic Motivation for Off-Job Physical Activity. Workplace Health & Safety, 67(7), 350–360. https://doi.org/10.1177/2165079919829497

Jeon, L., Buettner, C. K., Grant, A. A., & Lang, S. N. (2019). Early childhood teachers' stress and children's social, emotional, and behavioral functioning. Journal of Applied Developmental Psychology, 61, 21–32. https://doi.org/10.1016/j.appdev.2018.02.002

Jiang, L., Tripp, T. M., & Hong, P. Y. (2017). College instruction is not so stress free after all: A qualitative and quantitative study of academic entitlement, uncivil behaviors, and instructor strain and burnout. Stress and Health, 33(5), 578–589. https://doi.org/10.1002/smi.2742

Kaggwa, M. M. (2021, August 30). Prevalence of burnout among university students in low- and middle-income countries: A systematic review and meta-analysis. PLOS ONE. https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0256402

Kamionka, A., Lipowska, M., Lizińczyk, S., & Lipowski, M. (2023). The impact of parents' physical activity goals and parental attitudes on physical activity during leisure time among children in middle childhood. Frontiers in Public Health, 11. https://doi.org/10.3389/fpubh.2023.1170413

Kellmann, M., Kopczynski, S., & Chen-Stute, A. (2014). Attitudes Towards Physical Activity and Exercise Participation – a Comparison of Healthy-Weight and Obese Adolescents. Deutsche Zeitschrift Für Sportmedizin, 2014(05). https://doi.org/10.5960/dzsm.2014.113

Keskin, Ö., Hergüner, G., Dönmez, A., Berisha, M., & Üçan, E. (2017). The Examination of the Attitudes of Secondary School Students Towards Physical Education Course. Malaysian Online Journal of Educational Sciences, 5(3), 60–68. http://files.eric.ed.gov/fulltext/EJ1150427.pdf

Khosravi, M. (2021). Burnout among Iranian medical students: Prevalence and its relationship to personality dimensions and physical activity. European Journal of Translational Myology. https://doi.org/10.4081/ejtm.2021.9411

Kong, Y. (2021). The role of experiential learning on students' motivation and classroom engagement. Frontiers in Psychology, 12. https://doi.org/10.3389/fpsyg.2021.771272

Kurtz, B., & Lim, S. (2023, September 8). Importance of Physical Activity: Benefits, Advice, and More. Oak St. Health. https://www.oakstreethealth.com/importance-of-physical-activity-benefits-advice-and-more-543590

Kyaw, T. M., Murthi, K., Aveliar, V., Anadan, T., Chelven, A. a. K., Mun'em, F. A., Kamal, S., & Mazlan, N. L. (2022). Assesment of Burnout & Stress Among Medical & Non-medical Students Age 18 Years and Above in Malaysia. Research Square (Research Square). https://doi.org/10.21203/rs.3.rs-1767581/v1

Lakicevic, N., Gentile, A., Mehrabi, S., Cassar, S., Parker, K., Roklicer, R., Bianco, A., & Drid, P. (2020). Make Fitness Fun: Could Novelty Be the Key Determinant for Physical Activity Adherence? Frontiers in Psychology, 11. https://doi.org/10.3389/fpsyg.2020.577522

Lam, K. (2021, June 14). How physical activity affects school performance. LiteracyPlanet. Retrieved May 14, 2022, from https://www.literacyplanet.com/blog/how-physical-activity-affects-school-performance/#:%7E:text=According%20to%20the%20US%20Center,components%20of%20improved%20academic%20performance.

Latino, F., Tafuri, F., Saraiello, E., & Tafuri, D. (2023). Classroom-Based Physical Activity as a Means to Improve Self-Efficacy and Academic Achievement among Normal-Weight and Overweight Youth. Nutrients, 15(9), 2061. https://doi.org/10.3390/nu15092061

Lee, P., & Bierman, K. L. (2018). Longitudinal trends and year-to-year fluctuations in student–teacher conflict and closeness: Associations with aggressive behavior problems. Journal of School Psychology, 70, 1–15. https://doi.org/10.1016/j.jsp.2018.06.002

Lim, S., & Lee, A. (2011). Work and nonwork outcomes of workplace incivility: Does family support help? Journal of Occupational Health Psychology, 16(1), 95–111. https://doi.org/10.1037/a0021726

Lim, S., & Tai, K. (2014). Family incivility and job performance: A moderated mediation model of psychological distress and core self-evaluation. Journal of Applied Psychology, 99(2), 351–359. https://doi.org/10.1037/a0034486

Linder, A., Harper, A., Jung, J., & Woodson-Smith, A. (2017). https://psycnet.apa.org/record/2018-00761-011. College Student Journal, 51(4), 550-560(11). https://www.ingentaconnect.com/contentone/prin/csj/2017/00000051/00000004/art00011?crawler=true

Little, W. (2014, November 6). Chapter 1. An Introduction to Sociology. Pressbooks. https://opentextbc.ca/introductiontosociology/chapter/chapter1-an-introduction-to-sociology/

Luk, J. W., Patock-Peckham, J. A., Medina, M., Terrell, N., Belton, D., & King, K. M. (2016). Bullying Perpetration and Victimization as Externalizing and Internalizing Pathways: A Retrospective study linking Parenting Styles and Self-Esteem to Depression, Alcohol Use, and Alcohol-Related problems. Substance Use & Misuse, 51(1), 113–125. https://doi.org/10.3109/10826084.2015.1090453

Madigan, D. J., & Curran, T. (2020). Does Burnout Affect Academic Achievement? A Meta-Analysis of over 100,000 Students. Educational Psychology Review, 33(2), 387–405. https://doi.org/10.1007/s10648-020-09533-1

Mahaseth, H. (2017, April 4). Early Childhood Development: Physical Activity in Early Childhood. Novak Djokovic Foundation. Retrieved May 16, 2022, from https://novakdjokovicfoundation.org/early-childhood-development-physical-activity-early-childhood/

Marangoni, L. S., Pottratz, S., & Boiangin, N. (2023). The Impacts of Burnout on Athletic Identity and Attitude towards Sport. Youth, 3(4), 1121–1136. https://doi.org/10.3390/youth3040071

Marques, A., Martins, J., Martins, M., Costa, J., Sarmento, H., Onofre, M., & Carreiro Da Costa, F. (2011). The importance of attitudes towards physical activity and its relationship with practice of physical activity. British Journal of Sports Medicine, 45(15), A7. https://doi.org/10.1136/bjsports-2011-090606.21

Martinek, T. J., Holland, B., & Seo, G. (2019). Understanding Physical Activity Engagement in Students: Skills, Values, and Hope. [Entender la participación de la actividad física en los estudiantes: conocimientos, valores y esperanza]. Revista Internacional De Ciencias Del Deporte, 15(55), 88–101. https://doi.org/10.5232/ricyde2019.05506

McCormack, H. M., MacIntyre, T. E., O'Shea, D., Herring, M. P., & Campbell, M. J. (2018). The Prevalence and Cause(s) of Burnout Among Applied Psychologists: A Systematic Review. Frontiers in Psychology, 9. https://doi.org/10.3389/fpsyg.2018.01897

McPherson, A., Mackay, L., Kunkel, J., & Duncan, S. (2018). Physical activity, cognition and academic performance: an analysis of mediating and confounding relationships in primary school children. BMC Public Health, 18(1). https://doi.org/10.1186/s12889-018-5863-1

Menesini, E., & Salmivalli, C. (2017). Bullying in schools: the state of knowledge and effective interventions. Psychology, Health & Medicine, 22(sup1), 240–253. https://doi.org/10.1080/13548506.2017.1279740

Mirsafian, H. (2014). Attitudes of Iranian Male University Students Toward Sport and Exercise with Reference to Age, Educational Level, and Field of Study. Physical Culture and Sport. Studies and Research, 64(1), 18–28. https://doi.org/10.2478/pcssr-2014-0027

Mouratidou, K., & Barkoukis, V. (2018). Greek Physical education Teachers' gender biases in learning and teaching. the Physical Educator, 75(2), 210–228. https://doi.org/10.18666/tpe-2018-v75-i2-7105

Naderi, Zeinab & Bakhtiari, Soheila & Momennasab, Marzieh & Abootalebi, Maliheh & Mirzaei, T.. (2018). Prediction of academic burnout and academic performance based on the need for cognition and general self-efficacy: A cross-sectional analytical study. Revista Latinoamericana de Hipertension. 13. 584-591. Nair, M. (2021, December 13). What Is Academic Burnout? University of the People. Retrieved May 11, 2022, from https://www.uopeople.edu/blog/what-is-academic-burnout/#:%7E:text=Academic%20burnout%20can%20be%20defined,and%20reduced%20ability%20in%20school.

Nelson, T. D., Benson, E. R., & Jensen, C. D. (2019). Negative Attitudes Toward Physical Activity: Measurement and Role in Predicting Physical Activity Levels Among Preadolescents. Journal of Pediatric Psychology, 35(1), 89–98. https://doi.org/10.1093/jpepsy/jsp040

Newman, T. (2021, May 4). What does being physically fit mean? Medical News Today. https://www.medicalnewstoday.com/articles/7181#overview

Norez, D. (2023). Academic burnout in college students: The impact of personality characteristics and academic term on burnout. https://doi.org/10.58809/fuel3102

Nuñez, M. I. L. (2020, October 27). Burnout and Personal Accomplishment. Encyclopedia MDPI. Retrieved May 16, 2022, from https://encyclopedia.pub/entry/2336

O'Keeffe, B., MacDonncha, C., & Donnelly, A. (2020). Students' attitudes towards and experiences of the Youth-fit health-related fitness test battery. European Physical Education Review, 27(1), 41–56. https://doi.org/10.1177/1356336x20917416

Owusu, D., Arthur, F., Okyere-Dankwa, R., Affreh, O., Kumedzro, F. K., & Maison, R. S. (2024). Academic stress and burnout among distance education students in a Ghanaian higher education institution. Cogent Education, 11(1). https://doi.org/10.1080/2331186x.2024.2334686

Oyoo, S., Mwaura, P., Kinai, T., & Mutua, J. (2020). Academic Burnout and Academic Achievement among Secondary School

Students in Kenya. Education Research International, 2020, 1–6. https://doi.org/10.1155/2020/5347828

Poobalan, A. S., Aucott, L. S., Clarke, A., & Smith, W. C. S. (2012). Physical activity attitudes, intentions and behaviour among 18–25 year olds: A mixed method study. BMC Public Health, 12(1). https://doi.org/10.1186/1471-2458-12-640

Poobalan, A., Aucott, L., Clarke, A., & Smith, W. C. (2012b). Physical activity attitudes, intentions and behaviour among 18–25 year olds: A mixed method study. BMC Public Health, 12(1). https://doi.org/10.1186/1471-2458-12-640

Rahman, M., Gu, D., Liang, C., Rashid, R. M., & Akter, M. (2020). Effects of Attitude, Motivation, and Eagerness for Physical Activity among Middle-Aged and Older Adults. Journal of Healthcare Engineering, 2020, 1–9. https://doi.org/10.1155/2020/1014891

Rahmatpour, P., Chehrzad, M. M., Ghanbari, A., & Sadat-Ebrahimi, S. (2019). Academic burnout as an educational complication and promotion barrier among undergraduate students: A cross-sectional study. DOAJ (DOAJ: Directory of Open Access Journals), 8, 201. https://doi.org/10.4103/jehp.jehp_165_19

Rasberry, C. N., Lee, S. M., Robin, L., Laris, B. A., Russell, L. A., Coyle, K., & Nihiser, A. J. (2011). The association between school-based physical activity, including physical education, and academic performance: A systematic review of the literature. Preventive Medicine, 52, S10–S20. https://doi.org/10.1016/j.ypmed.2011.01.027

Raypole, C. (2020, October 22). Drained from Work? 9 Ways to Restore Your Work-Life Balance. Healthline. https://www.healthline.com/health/mental-health/tired-from-work

Read, S., Grundy, E., & Foverskov, E. (2015). Socio-economic position and subjective health and well-being among older people in Europe: a systematic narrative review. Aging and Mental Health/Aging & Mental Health, 20(5), 529–542. https://doi.org/10.1080/13607863.2015.1023766

Rebecca, R. (2020, April 28). The Importance of Physical Fitness. Medical Associates of Northwest Arkansas. Retrieved May 14, 2022, from https://www.mana.md/the-importance-of-physical-fitness/

Reiter-Palmon, R., Kennel, V. L., & Kaufman, J. C. (2018). Individual Creativity in the Workplace (1st ed.). Elsevier Gezondheidszorg. https://www.sciencedirect.com/book/9780128132388/individual-creativity-in-the-workplace#book-description

Relacion, J. P. (2023). BURNOUT AND ATTITUDE TOWARDS PHYSICAL ACTIVITY OF PUBLIC JUNIOR HIGH SCHOOL TEACHERS: BASIS FOR AN INTERVENTION PLAN. PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL, 16(2822–4353), 91–122. https://doi.org/10.5281/zenodo.10441673

Relationships on burnout syndrome in Secondary Education teachers. Psicothema, 29(3), 370–377. https://doi.org/10.7334/psicothema2016.309

Rich-Edwards, J. W., Kaiser, U. B., Chen, G. L., Manson, J. E., & Goldstein, J. M. (2018). Sex and Gender Differences Research Design for Basic, Clinical, and Population Studies: Essentials for Investigators. Endocrine Reviews, 39(4), 424–439. https://doi.org/10.1210/er.2017-00246

Rosenkranz, R. R., Ridley, K., Guagliano, J. M., & Rosenkranz, S. K. (2021). Physical activity capability, opportunity, motivation and behavior in youth settings: theoretical framework to guide physical activity leader interventions. International Review of Sport and Exercise Psychology, 16(1), 529–553. https://doi.org/10.1080/1750984x.2021.1904434

Rotas, E. E., & Cahapay, M. B. (2020). Difficulties in Remote Learning: Voices of Philippine University Students in the Wake of COVID-19 Crisis. Asian Journal of Distance Education, 15(2), 147–158. https://doi.org/10.5281/zenodo.4299835

Rubis, D. D. (2020). Physical Activity to Help Students Perform Better in the Classroom. Health and Physical Education Commons. https://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?article=1245&context=education_masters

Sangwan, Naveen & Rathee, Dr & Chahal, Parveen & Rani, Tinku. (2024). A study on the college students' attitudes towards and participation in competitive physical activity. International Journal of Multidisciplinary Research and Growth Evaluation. 05. 340-345.

Scott, E. (2020, October 22). How Your Personality Traits Can Put You at Risk for Burnout. Verywell Mind. https://www.verywellmind.com/mental-burnout-personality-traits-3144514

Senanayake, K. (2021, August 23). Can changing our attitude help us prevent burnout? The Medium. https://themedium.ca/can-changing-our-attitude-help-us-prevent-burnout/

Seppala, E. (2017, October 25). Your High-Intensity Feelings May Be Tiring You Out. Harvard Business Review. Retrieved May 10, 2022, from https://hbr.org/2016/02/your-high-intensity-feelings-may-be-tiring-you-out

Shafieinia, M., Hidarnia, A., Kazemnejad, A., & Rajabi, R. (2016). Effects of a theory based intervention on physical activity among female employees: a Quasi-Experimental study. Asian Journal of Sports Medicine./Asian Journal of Sports Medicine, 7(2). https://doi.org/10.5812/asjsm.31534

Shanafelt, T. D., Hasan, O., Dyrbye, L. N., Sinsky, C., Satele, D., Sloan, J., & West, C. P. (2015). Changes in burnout and satisfaction with Work-Life balance in physicians and the general US working population between 2011 and 2014. Mayo Clinic Proceedings, 90(12), 1600–1613. https://doi.org/10.1016/j.mayocp.2015.08.023

Shao, T., & Zhou, X. (2023). Correlates of physical activity habits in adolescents: A systematic review. Frontiers in Physiology, 14. https://doi.org/10.3389/fphys.2023.1131195

Sileyew, K. J. (2020). Research design and methodology. In IntechOpen eBooks. https://doi.org/10.5772/intechopen.85731

Simonton, K. L., & Garn, A. C. (2019). Negative emotions as predictors of behavioral outcomes in middle school physical education. European Physical Education Review, 26(4), 764–781. https://doi.org/10.1177/1356336x19879950

Siong, C. N., & John, J. F. (2021). Goal content and attitudes toward physical activity among primary school students during COVID-19 conditional movement control order. Asian Journal of Sport and Exercise Psychology, 1(2–3), 103–107. https://doi.org/10.1016/j.ajsep.2021.09.005

Slaverio, C. (2020, May 25). How does physical activity affect academic performance? PhysioInq South Penrith. Retrieved May 14, 2022, from https://www.southpenrithphysio.com.au/blog/how-physical-activity-affect-academic-performance

Song, J., Bong, M., Lee, K., & Kim, S. I. (2015). Longitudinal investigation into the role of perceived social support in adolescents' academic motivation and achievement. Journal of Educational Psychology, 107(3), 821–841. https://doi.org/10.1037/edu0000016

Stahl, A. (2020, September 1). Work-From-Home Burnout: Causes And Cures. Forbes. https://www.forbes.com/sites/ashleystahl/2020/09/01/work-from-home-burnout-causes-and-cures/?sh=3998e47fb881

Stults-Kolehmainen, M., & Sinha, R. (2013). The effects of stress on physical activity and exercise. Sports Medicine (Auckland), 44(1), 81–121. https://doi.org/10.1007/s40279-013-0090-5

Suguis, J. E., & Belleza, S. S. (2022). Student engagement as influenced by physical activity and student motivation among college students. International Journal of Sports Science and Physical Education, 7(1), 28. https://doi.org/10.11648/j.ijsspe.20220701.15

Swann, C., Rosenbaum, S., Lawrence, A., Vella, S. A., McEwan, D., & Ekkekakis, P. (2020). Updating goal-setting theory in physical activity promotion: a critical conceptual review. Health Psychology Review, 15(1), 34–50. https://doi.org/10.1080/17437199.2019.1706616

Taylor, C. E., Scott, E. J., & Owen, K. (2022). Physical activity, burnout and quality of life in medical students: A systematic review. the Clinical Teacher, 19(6). https://doi.org/10.1111/tct.13525

Tikkanen, L., Pyhältö, K., Soini, T., & Pietarinen, J. (2021). Crossover of burnout in the classroom – Is teacher exhaustion transmitted to students? International Journal of School & Educational Psychology, 9(4), 326–339. https://doi.org/10.1080/21683603.2021.1942343

Tomaszek, K., & Muchacka-Cymerman, A. (2020). Examining the Relationship Between Student School Burnout and Problematic Internet Use. Educational Sciences: Theory & Practice, 20(2), 16–31. https://doi.org/10.12738/jestp.2020.2.002

Toprak, M., Avcı, Y., & Cengiz, Ö. (2021). School physical education courses: A study on challenges and on restoring their functions. Pegem Journal of Education and Instruction, 11(4). https://doi.org/10.47750/pegegog.11.04.29

Utami, N. a. B., Situmorang, A. S., & Slamet, S. (2020). Penerapan Daily Physical Activity di Sekolah Malacampa Elementary School-Main, Tarlac City, Philippines. Tegar, 3(2), 54–58. https://doi.org/10.17509/tegar.v3i2.24510

Van Sluijs, E. M. F., Ekelund, U., Crochemore-Silva, I., Guthold, R., Ha, A. S., Lubans, D. R., Oyeyemi, A. L., Ding, D., & Katzmarzyk, P. T. (2021). Physical activity behaviours in adolescence: current evidence and opportunities for intervention. Lancet (British Edition), 398(10298), 429–442. https://doi.org/10.1016/s0140-6736(21)01259-9

Walters, S. (2020). 2.2 Research Designs in Psychology. Pressbooks. https://psychology.pressbooks.tru.ca/chapter/3-2-psychologists-use-descriptive-correlational-and-experimental-research-designs-to-understand-behaviour/

Wang, K., Li, Y., Zhang, T., & Luo, J. (2022). The Relationship among College Students' Physical Exercise, Self-Efficacy, Emotional Intelligence, and Subjective Well-Being. International Journal of Environmental Research and Public Health/International Journal of Environmental Research and Public Health, 19(18), 11596. https://doi.org/10.3390/ijerph191811596

Whittington, K. D., Shaw, T., McKinnies, R. C., & Collins, S. K. (2021). Promoting Personal Accomplishment to Decrease Nurse Burnout. Nurse Leader, 19(4), 416–420. https://doi.org/10.1016/j.mnl.2020.10.008

World Health Organization. (2020, November 26). Physical activity. World Health Organization. https://www.who.int/news-room/fact-sheets/detail/physical-activity

World Health Organization: WHO. (2022, October 5). Physical activity. https://www.who.int/news-room/fact-sheets/detail/physical-activity

Worthington, A. K. (2021, May 30). Theory of Planned Behavior – Persuasion Theory in Action: An Open Educational Resource. Pressbooks. https://ua.pressbooks.pub/persuasiontheoryinaction/chapter/theory-of-planned-behavior/

Yavuz, C. (2019). The Relationships among Attitude towards Sports, Loneliness and Happiness in Adolescents. Universal Journal of Educational Research (Print), 7(3), 790–796. https://doi.org/10.13189/ujer.2019.070319

Ye, Y., Huang, X., & Liu, Y. (2021). Social Support and Academic Burnout Among University Students: A Moderated Mediation Model. Psychology Research and Behavior Management, Volume 14, 335–344. https://doi.org/10.2147/prbm.s300797

Zaveri, S. (2016, November 5). Individual Differences: Types, Causes and Role | Psychology. Psychology Discussion - Discuss Anything About Psychology. Retrieved May 11, 2022, from https://www.psychologydiscussion.net/psychology/individual-differences-psychology/individual-differences-types-causes-and-role-psychology/2557

Affiliations and Corresponding Information

Dexter C. Dapitan, LPT, MAEd
Lyceum of the Philippines
dexterdapitan07@gmail.com

Neil Ryan B. Ado, LPT, PhD
St. Mary's College of Tagum – Philippines