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# **Activity Preference, Demographic Characteristics, and Attitudes of the Students toward Physical Education at the University of Eastern Philippines**

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## **Author's contribution**

*The sole author designed, analysed, interpreted and prepared the manuscript.*

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## **ABSTRACT**

The study aimed to determine the activity preference, demographic characteristics, and attitudes of the students toward Physical Education at the University of Eastern Philippines. Specifically, it tried to determine the demographic characteristics of the respondents in terms of age, sex, income level, year level, and body build. It also identified the students' activity preferences and level of attitudes towards physical education activities. Furthermore, it tried to find out if there was a significant relationship between the demographic characteristic and the preference of the students in physical education. It also investigated the significant relationship between the demographic characteristics of the respondents and their attitudes towards physical education activities. Finally, it attempted to find out if a significant relationship existed between the students' preference and their attitudes toward physical education activities. The descriptive-correlational survey design was used in this study. A research instrument patterned from Jean Marie Cando was used in gathering the data which were tabulated and analyzed using frequency counts, percentage, weighted mean, and multiple regression analysis. The findings revealed that most of the college students who were 16-17 years of age were dominated by females and were in the second-year level. Most of the students were ectomorphs. Hence, it can be said that they can be trained in a physical education activity. The UEP college students slightly preferred the activities in physical education. However, the preferred physical fitness and Philippine games considering that they can help develop strong bones and muscles needed for their growth. They slightly preferred rhythmic activities,

individual/dual sports/games, team sports, and outdoor recreation. The rhythmic activities were more on folk dances, ballroom, and modern dance. They need artistry and skill in body movement. Those who had limited talents in dancing refrained from performing it. Most of the college student respondents favored physical education activities such as training for the women's Olympic team, physical fitness, callisthenic, and regular physical activities. However, some highly favored the value of physical activity as a skilled movement, as a way of participating in group activities, and to release emotional stress. This implies a favorable attitude toward physical education activities. Normally a bodybuilder needs to be trained in any form of physical body activities for a healthy and productive manpower resource.

*Keywords: Activity preference; physical education; rhythmic activity; recreation.*

## 1. INTRODUCTION

Attitude can be seen in almost everything one can see and think of, including people, concrete objects, and even abstract ideas. Examples of attitudes may be toward a particular athlete, television, and gender. The attitude then may be defined as a "relatively enduring tendency to respond consistently to an object, person or even in either a favorable or unfavorable way". Its function is to gain knowledge about our world, to adapt and adjust to socially accepted facts, to express the underlying value system of an individual, and to serve as an ego-defense of a person. An individual may act or react to a particular object under given circumstances whether positively, or negatively. S/he may even stay neutral, depending on the influences which can either be environmental and/or hereditary [1]. It can therefore be said that the attitude of a person is shaped both by his/her biological make-up and the culture s/he has learned to live with.

Influences would come first from a person's family, as s/he grows older, from his/her classmates and friends. His/her friends would develop certain attitudes towards things that may be deeply rooted, but not permanent. This means that a strong belief in something may hold for some time, but a change of this belief could happen as a person grows older and experiences more things or events in life. This applies to all aspects of life including one aspect of education which is Physical Education. The role of Physical Education is not only to shape the physical aspect of an individual, but also his/her mental, social, psychological, and emotional well-being [2-4].

Therefore, in achieving this goal, programs are constructed systematically from the elementary to the college level to help a person maximize one's capability in the performance of a wide

range of Physical Education (P.E.) activities. This wide range of P.E. activities could be hypothetically seen as a large mountain which one can choose from, especially for women who "would be mountain climbers because the plight of women in sports programs is an uphill struggle". It is a common observation that as soon as a child is born, sex-role differentiation also begins [5,6]. This is where the influences of the environment and the people around come in, which then often designates appropriate role behaviors on the gender of the individuals, rather than on his or her ability or interest.

The behavior of an individual has been mistakenly used synonymously with attitude, but there is a stable and enduring predisposition to behave or react in a certain way towards people, objects, institutions, etc. The students' attitudes towards education are no exception to the changes due to globalization, the environment, the home, and other people. These factors influence the students' attitudes in some ways. The attitude of the individual is dependent on the result or consequences of his/her actions. They are influenced by the environment, the home, and by other individuals [7,8].

Physically fitness is vital for college and high school students for it helps them develop endurance, strength, power, flexibility, agility, balance, and speed. The objective of the physical training activities is to prepare them for an invigorating and good life. A person who is physically fit may develop adequate skills of a good leader [9,10]. Physical education activities, such as sports, should be implemented effectively it being an integral part of the educational system. The sports development envisions an expanded sports competition from the barangay level involving the Palarong Pambansa. It preserves the cultural heritage and national identity thereby enhancing physical fitness towards excellence in sports and other physical activities.

With this belief, the researcher was encouraged to study the activity preferences and the level of attitude among students towards physical education activities so that the teachers in Physical Education can identify the appropriate sports that can be offered. Thus, the teachers can prepare the teaching strategy needed for the P.E. course. It can therefore be said that participation in sports, exercises, or other related physical activities, does not only develop feelings of physical strength and confidence but also offers the opportunity to strive for excellence and accomplish a goal through effort and training [9-11].

The purpose of this study was to establish a relationship between the demographic characteristics of the students with their activity preferences and attitudes toward Physical Education. Specifically, it aimed to: (1) determine the demographic characteristics of the respondents, (2) identify the activity preference of the college students of the University of Eastern Philippines system, (3) determine the level of attitude toward Physical Education, (4) find out if there was a significant relationship between demographic characteristics and the activity preferences of the students in Physical Education, (5) find out if there was a significant relationship between the demographic characteristics of the respondents and their attitudes towards Physical Education, and (6) find out there a significant relationship between their activity preferences and attitudes towards Physical Education.

## 2. METHODOLOGY

The locale of this study is the University of Eastern Philippines System. The main campus is located in the University of Eastern Philippines, University Town Northern Samar. It has an area of more than 400 hectares with almost 10,000 students having 11 Colleges, to wit: College of Agriculture, College of Arts and Communication, College of Business Administration, College of Engineering, College of Education, College of Law, College of Medicine, College of Nursing,

College of Science, College of Veterinary Medicine and the Graduate School. The satellite campuses are located in Laoang which is the second biggest island municipality in the province of Northern Samar. The other satellite campus is located in the Catubig Valley, Catubig Northern Samar, and the rice granary of the province. Through the years, UEP has committed to fulfilling its quadruple functions in instruction, research, extension, and production. It also aims to enhance its goals in providing an optimum level of education based on access and equity, quality and excellence, brilliance, efficiency and effectiveness, relevance and responsiveness. The respondents were ninety-six (96) college students of the 3 campuses of the University of Eastern Philippines System who were enrolled in the different Physical Education classes.

This study utilized the descriptive-correlational survey method since its purpose was to gather information and data for analysis of the activity preference, demographic characteristics, and attitudes of University of Eastern Philippines System students towards Physical Education. It utilized the descriptive methods because it focused on the demographic characteristics of the respondents in terms of age, sex, income level, year level, body build, activity preference, and attitudes. It also used the correlational method because the researcher would like to find out the relationship between the respondents' demographic characteristics and their level of activity preference. It also tried to find out the relationships between activity preference and attitudes of students towards P.E. activity.

The basic research instruments used in this study included the following: Part I. included the demographic characteristics of the college students in P.E. in terms of age, sex, income level, year level, and body build. Part II. Included the activity preference checklist.

The responses were categorized using the 5-point Likert Scale as follows:

**Chart 1. 5-point Likert Scale**

Weight	Indicator	Scale	Interpretation
5	HP	4.2 – 5	Highly Preferred
4	P	3.4 – 4.1	Preferred
3	SP	2.6 – 3.3	Slightly Preferred
2	LP	1.8 – 2.5	Least Preferred
1	DP	1.0 – 1.7	Do not Preferred

Part III. Consisted of the statement of the attitudes towards Physical Education activities with the following:

**Chart 2. Consisted of the statement of the attitudes towards physical education activities**

Weight	Indicator	Scale	Interpretation
5	HP	4.2 – 5	Highly Preferred
4	P	3.4 – 4.1	Preferred
3	SP	2.6 – 3.3	Slightly Preferred
2	LP	1.8 – 2.5	Least Preferred
1	DP	1.0 – 1.7	Do not Preferred

A letter was prepared addressed to the Executive Director and Chairman of the P.E. Department, asking permission the conduct this study. Upon approval of the letter request, the researcher distributed immediately the research instrument to the respondents. To facilitate the immediate retrieval of the instrument, the researcher personally collected the. The data of the accomplished questionnaire were tabulated, computed, statistically treated, analyzed, and interpreted.

### 3. RESULTS AND DISCUSSION

This chapter includes the analysis of findings on the activity preference, demographic characteristics, and attitudes of the students at the University of Eastern Philippines towards physical education. The tabular data are presented in support of the textual discussion of the findings on the demographic characteristics of the respondents, their activity preferences, their attitude towards physical education, the significant relationship between demographic characteristics and activity preferences, and attitudes of the students toward physical education. The data are arranged according to the statement of the problems on a one-on-one response scheme. Inferences and implications of the findings were taken into consideration to make the study more meaningful, relevant, and beneficial to the end-users.

Table 1 represents the age of the respondents. It was found out that out of 96 respondents, forty-five or 46.9% had ages ranging from sixteen to seventeen years old, forty-two or 43.8% ranged from eighteen to nineteen years old, seven or 7.3% were from twenty to twenty-one years old, one or 1% had an age raging from twenty-two to twenty-three years old and the other one was from twenty-four to twenty-five years old. It can be gleaned from this study that a majority of the college students taking P.E. were young. At their age, they could cope with the rigorous training of

physical education, so they could be molded to become a better citizen. This is disconfirmed by Romero’s finding that regardless of the student’s age, they have a consistent way of showing their attitudes towards education concerning their behavioral traits. Also, this Table 1 shows that seventy-one or 74 percent of the respondents were female while twenty-five or 26% were males. It can be inferred in this study that a majority of the college students are female. Hence, they have the dominant role to play in society. This is confirmed by Pacolor when he revealed in his study that female teachers are better performers compared to male respondents. The finding of this study shows that sixty or 62.5% of the respondents were in the second year and only thirty-six or 37.5% were in the first year. It can be gleaned from this study that a large number of the respondents were second-year college students in the UEP system. This study shows that thirty-six of 37.5% belonged to the income bracket ranging from ₱5,000 to ₱9,999; twenty-nine or 30.2% belonged to the income bracket ranging from ₱10,000 to ₱14,999, and ₱5,000 below. However, four or 4.2 percent belonged to the income bracket between ₱15,000 to 19,999 while 3 or 3.1 percent belonged to the income level of ₱20,000 to ₱24,999. Only one or 1 percent belonged to the income level of ₱25,000 and above. This indicates that a majority of the respondents’ parents earned very minimal income which could hardly support the needs of their students, such as tennis shoes, t-shirts, and other sports materials and equipment such as tumbling mat racket, balls, etc.

Out of the ninety-six college students, sixty-one or 63.5 percent were ectomorphs; twenty-two or 22.9 percent were mesomorphs and thirteen or 13.5 percent were endomorphs. This finding indicates that most of the respondents were ectomorphs which means that they can perform and be trained for any physical activities, such as physical fitness, rhythmic activities,

individual/dual sports game, team sports, and others such as sepak takraw, patintero, palo-sebo. This is confirmed in Jose’s study that students were more preferred individual sporting activities. It was apparent in his findings that the freshmen and the sophomores had generally favorable toward physical education activities.

**Table 1. Frequency distribution of the college students’ demographic characteristics**

Demographic profile	Frequency	Percent
<b>Age</b>		
24-25	1	1%
22-23	1	1%
20-21	7	7.3%
18-19	42	43.8%
16-17	45	36.9%
<b>Total</b>	<b>96</b>	<b>100%</b>
<b>Sex</b>		
Male	25	26%
Female	71	74%
<b>Total</b>	<b>96</b>	<b>100%</b>
<b>Monthly income of parents</b>		
₱ 25,000 – above	1	1
20,000 – 24,999	3	3.1
15,000 – 19,999	4	4.2
10,000 – 14,999	29	30.2
5,000 - 9,999	36	37.5
Below - 5,000	23	24
<b>Total</b>	<b>96</b>	<b>100%</b>
<b>Year Level</b>		
First Year	36	37.5
Second Year	60	62.5
<b>Total</b>	<b>96</b>	<b>100%</b>
<b>Body Build</b>		
Ectomorph	61	63.5
Mesomorph	22	22.9
Endomorph	13	13.5
<b>Total</b>	<b>96</b>	<b>100%</b>

Table 2 shows that the college students slightly preferred the activities in physical education such as rhythmic activities, individual activities, individual/dual sports/games, team sports, and other outdoor recreations. However, they preferred physical fitness and Philippine games. The data in Table 2 reveal that college students preferred gymnastics and acrobatic exercise; however, they highly preferred the self-testing and stretching activities. This finding shows that college students develop a positive attitude towards physical fitness. Most likely students are very much concerned about their physique or body build. This is confirmed by Jose, in her finding that high school students showed a

favorable attitude towards physical education as their activity preference.

The same Table shows that college students slightly preferred rhythmic activities. They preferred line dance, ballroom dances, *carinosa* and *pandango sa ilaw*, and other folk dances. However, they slightly preferred street jazz, foreign folkdances, *tinikling*, *lubi-lubi*, *bakya dance*, *salakot*, *mananguete*, *sakuting*, *sayaw ed tapew na bangko* and *polka sa nayon*. The highly preferred modern dances. It can be gleaned from this finding that college students slightly preferred the rhythmic activities except for the modern dances. They were not inclined to perform folk but modern dances which are classic and can be performed anywhere anytime. This finding is confirmed by Baltazar, in his study, that adolescents develop a positive attitude toward education because they want to appear mature and develop responsiveness to school activities.

From the same Table, the finding reveals that the college students slightly preferred individual/dual sports and games. They slightly preferred table and lawn tennis, track and field, archery, arnis, and taekwondo. However, they highly prefer badminton. It can be inferred from this finding that the college students slightly preferred individual/dual sports and games except for badminton, as they were more focused on their special field of study. However, this finding is negated by Jose, in her study, that individual sporting activities were more preferred than team sports or group activities. From the same Table, the finding shows that college students preferred basketball and volleyball. They slightly preferred baseball, softball, and soccer. This indicates that basketball and volleyball are the most common and known games for young adults. They can be played in an indoor and outdoor environment and the equipment can easily be provided. This is confirmed by Umeyer’s finding that attitudes can usually be seen as products of socialization which tend to be influential throughout life.

The same table reveals that college students preferred other activities such as *patentiro*, *palo-sebo*, *tumbang preso*, *kadang*, *sungka*, *kite flying*, *tug-of-war* and *luksong lubid/tinik*. However, they slightly preferred sipa and sepak takraw. It can be gleaned from this finding that they still preferred other activities such as *patentiro* and *palo-sebo* to preserve the Filipino games’ culture. This is confirmed by Umeyer that belief may originate from a combination of direct

experience, second-hand information, and experience which are first learned from one's family and persist into adulthood.

Table 3 presents the data on the attitudes of college students towards physical education activities. The findings revealed that the majority of them were favorable of the importance of physical education activities, such as training for women's Olympic team, physical fitness, vigorous exercise, calisthenics, and regular physical activity. However, some highlights favored the value of physical activity as a skilled movement, participation in group activities, and a means to release emotional stress. This indicates that their attitudes are favorable toward physical education activities. It is acceptable that normally a body physique needs to be nurtured in a form of physical body activities for a healthy and productive manpower resource. This is confirmed by Romero that as time passes, students' attitudes and behavioral traits change. Nevertheless, no matter how they change they are still related to their past attitudes and behaviors which predispose their present and future attitudes towards education to their behavioral traits.

To test the null hypothesis that there is no significant relationship between activity preference and the demographic characteristics of the respondents, a multiple regression analysis was used. Table 4 shows the summary result of the relationship between activity preference in terms of physical fitness, rhythmic activities, individual/dual sports/games, team sports/games, and other activity preferences and the demographic characteristics of the respondents.

It was found that age, had an F-ratio of .06787 which is less than the significant F of 0.79503 and sex had an F-ratio of .15629 which is less than the significant F of .69348. Thus, the research hypothesis was confirmed that age and sex were not significantly related to the student's preference. Likewise, the coefficient of determination of .00% explained that age and sex do not influence the physical fitness of the students. However, the year level had a greater F-ratio of 1.91909 compared to its significant F of .16923. The parent's monthly income had a greater F-ratio of 1.29821 compared to its significant F of .25743, and body build had also a greater F-ratio of 3.24208 compared to its significant F of .07497. Thus, the null hypothesis was rejected that there is no significant

relationship between body build and physical fitness as an activity preference. Likewise, the coefficient of determination of 2.00%, 1.36%, and 3.33% explain that the year level, parent's monthly income, and body build influenced the physical fitness of the students as physical activity. This implies that the higher level the student is the more that s/he becomes physically fit. The higher the parents' monthly income becomes the more that the students become physically fit. When parents can afford to train their children in eating food, sports facilities, and equipment, the child will develop to be physically fit. However, age and sex do not influence the physical fitness of the students. No matter how old or young they are and regardless of their gender, they can still be physically fit. This finding is confirmed by Gerodias who stated that socio-demographic factors such as age and sex do not influence performance.

### 3.1 Rhythmic Activities

The findings showed that age had a greater F-ratio of 1.47564 than its significant F which is 0.22749 while sex had also a greater F-ratio of 0.57194 than its significant F of 0.45138. This shows that age and sex were significantly related to the activity preference in terms of rhythmic activities. This implies that younger students perform better in folk dance, ballroom, or modern dances than older ones. Male can perform better than females. The young and male students are more dynamic and energetic as far as rhythmic activities are concerned. However, the result of this study revealed that the year level had a greater F-ratio of 4.12227 than its significant F which is 0.4515, and the body build had also a greater F-ratio of 2.61233 than its significant F of 0.10938. This shows that body build was significantly related to activity preference in terms of rhythmic activities. Therefore, the null hypothesis that there is no significant relationship between age, sex, year level, and body build to rhythmic activities was rejected. It means that first and second-year students performed better than those in the higher levels. Those with strong body builds can cope better in rhythmic activities. Their bones and muscles are strong to do any vigorous activities. The F-ratio of the parent's income is 0.00187 which is less than its significant F of 0.96559. This result indicates that the parent's income was not significantly related to activity preference in terms of rhythmic activities. Likewise, the coefficient of determination of 0.00% explained that the parent's monthly income did not affect the

**Table 2. Frequency, distribution of the college students' activity preferences**

<b>Physical fitness</b>	<b>HP 5 F %</b>	<b>P 4 F %</b>	<b>SP 3 F %</b>	<b>LP 2 F %</b>	<b>DP 1 F %</b>	<b>N F %</b>	<b>Weight Total Mean</b>	<b>Interpretation</b>
<b>A. Physical Fitness</b>								
A.1. Self-Testing	30 31.2	51 53.1	15 15.6	0 0	0 0	96 99.9	399 4.2	Highly Preferred
A.2. Gymnastics	16 16.7	29 30.2	37 38.5	9 9.4	5 5.2	96 100	330 3.4	Preferred
A.3. Aerobics exercise	20 20.8	37 38.5	23 23.9	11 11.5	5 5.2	96 99.9	344 3.6	Preferred
A.4. Stretching	39 40.6	42 43.8	12 12.5	3 3.1	0 0	96 100	405 4.2	Highly Preferred
<b>B. Rhythmic Activities</b>								
B.1. Line Dance	17 17.7	40 41.7	17 17.7	13 13.5	9 9.4	96 100	331 3.4	Preferred
B.2. Street Jazz	17 17.7	25 26	31 32.3	15 15.6	8 8.3	96 99.9	316 3.3	Slightly Preferred
B.3. Foreign Folk Dance	13 13.5	33 34.4	28 29.2	18 18.7	4 4.2	96 100	321 3.3	Slightly Preferred
B.4. Ballroom Dances	20 20.8	33 34.4	20 20.8	16 16.7	7 7.3	96 100	331 3.4	Preferred
<b>B.5. Philippine Folkdances</b>								
B.5.1. Carinosa	24 25	27 28.1	24 25	16 16.7	5 5.2	96 100	337 3.4	Preferred
B.5.2. Tinikling	18 18.8	25 26	31 32.3	13 13.5	9 9.4	96 100	318 3.3	Slightly Preferred
B.5.3. Lubi-Lubi	13 13.5	16 16.7	38 39.6	16 16.7	13 13.5	96 100	288 3	Slightly Preferred
B.5.4. Pandango sa Ilaw	24 25	23 23.9	26 27.1	13 13.5	10 10.4	96 100	326 3.4	Preferred
B.5.5. Bakya Dance	9 9.4	20 20.8	30 31.2	24 25	13 13.5	96 100	276 2.9	Slightly Preferred
B.5.6. Salakot	16 16.7	18 18.7	31 32.3	19 19.8	12 12.5	96 100	295 3.1	Slightly Preferred
B.5.7. Mananguete	8 8.3	11 11.5	34 35.4	24 25	19 19.8	96 100	253 2.6	Slightly Preferred
B.5.8. Sakuting	12 12.5	11 11.5	27 28.1	25 26	21 21.9	96 100	256 2.7	Slightly Preferred
B.5.9. Sayaw Ed Tapew na Bangko	10 10.4	12 12.5	33 34.4	19 19.8	22 22.9	96 100	257 2.8	Slightly Preferred
B.5.10. Polka sa Nayon	15 15.6	17 17.5	32 33.3	16 16.7	16 16.7	96 100	287 3	Slightly Preferred
B.6. Modern Dance	52 54.2	22 22.9	13 13.5	9 9.4	0 0	96 100	405 4.2	Highly Preferred
<b>C. Individual/Dual Sports/ Games</b>								
C.1. Badminton	44 45.8	39 40.6	11 11.5	1 1	1 1	96 100	412 4.3	Highly Preferred
C.2. Table Tennis	20 20.8	19 19.8	31 32.3	19 19.8	7 7.3	96 100	314 3.3	Slightly Preferred
C.3. Lawn Tennis	12 12.5	21 21.9	33 34.4	18 18.7	12 12.5	96 100	285 2.9	Slightly Preferred
C.4. Track and Field	11 11.5	19 19.8	34 35.4	20 20.8	12 12.5	96 100	285 2.9	Slightly Preferred
C.5. Archery	8 8.3	14 14.6	27 28.1	26 27.1	21 21.9	96 100	250 2.6	Slightly Preferred

Physical fitness	HP 5 F %	P 4 F %	SP 3 F %	LP 2 F %	DP 1 F %	N F %	Weight Total Mean	Interpretation
C.6. Arnis	16 16.7	19 19.8	25 26	19 19.8	17 17.7	96 100	286 2.9	Slightly Preferred
C.7. Taekwondo	16 16.7	25 26	26 27.1	17 17.7	12 12.5	96 100	304 3.2	Slightly Preferred
<b>D. Team Sports/Games</b>								
D.1. Basketball	27 28.1	29 30.2	20 20.8	12 12.5	8 8.3	96 100	343 3.6	Preferred
D.2. Volleyball	40 41.7	23 23.9	21 21.9	7 7.5	5 5.2	96 100	374 3.9	Preferred
D.3. Baseball	14 14.6	14 14.6	36 37.5	17 17.7	15 15.6	96 100	283 2.9	Slightly Preferred
D.4. Softball	17 17.7	18 18.8	30 31.2	20 20.8	11 11.5	96 100	298 3.1	Slightly Preferred
D.5. Soccer	15 15.6	22 22.9	26 27.1	23 23.9	10 10.4	96 100	297 3.1	Slightly Preferred
<b>E. Others</b>								
E.1. Swimming	16 16.7	32 33.3	18 18.8	13 13.5	17 17.7	96 100	305 3.2	Slightly Preferred
E.2. Weightlifting	2 2.1	13 13.5	25 26	29 30.2	27 28.1	96 100	222 2.3	Least Preferred
E.3. Bridge	1 1	11 11.4	32 33.3	30 31.2	22 22.9	96 100	227 2.4	Least Preferred
E.4. Outdoor Recreation	19 19.8	24 25	29 30.2	14 14.6	10 10.4	96 100	316 3.3	Slightly Preferred
E.5. Parlor Games	39 40.6	30 31.2	14 14.6	8 8.3	5 5.2	96 100	387 3.9	Preferred
E.6. Philippine Games								
E.6.1. Sipa	19 19.8	18 18.8	33 34.4	17 17.9	9 9.4	96 100	309 3.2	Slightly Preferred
E.6.2. Sepak Takraw	13 13.5	22 22.9	41 42.7	11 11.5	9 9.4	96 100	307 3.2	Slightly Preferred
E.6.3. Patintero	40 41.7	32 33.3	16 16.7	4 4.2	4 4.2	96 100	388 4	Preferred
E.6.4. Palo-Sebo	32 33.3	26 27.1	17 17.7	10 10.4	11 11.5	96 100	346 3.6	Preferred
E.6.5. Tumbang Preso	45 46.9	29 30.2	10 10.4	7 7.3	5 5.2	96 100	390 4.1	Preferred
E.6.6. Kadang	30 31.2	26 27.1	21 21.9	11 11.5	8 8.3	96 100	347 3.6	Preferred
E.6.7. Sungka	40 41.7	29 30.2	11 11.5	7 7.3	9 9.4	96 100	372 3.9	Preferred
E.6.8. Kite Flying	28 29.2	28 29.2	20 20.8	13 13.5	7 7.3	96 100	345 3.6	Preferred
E.6.9. Tug-of-War	31 32.3	22 22.9	23 23.9	11 11.5	9 9.4	96 100	343 3.6	Preferred
E.6.10. Luksong lubid/tinik	44 45.8	27 28.1	16 16.7	7 7.3	2 2.1	96 100	392 4.1	Preferred
<b>Grand mean</b>							3.3	<b>Slightly preferred</b>

LEGEND: 4.2 – 5 High Preferred, 3.4 – 4.1 Preferred, 2.6 – 3.3 Slightly Preferred, 1.8 – 2.5 Least Preferred, 1.0 – 1.7 Do not Preferred



**Table 3. Frequency distribution of the college students' attitudes towards physical education**

Statements	HF	F	U	SF	NF	N	Weight	Interpretation
	5 F %	4 F %	3 F %	2 F %	1 F %	F %	Total Mean	
1. I would gladly put up with the necessary training for the chance to try out for the Philippine Women's Olympic Team.	17 17.7	42 43.8	31 32.3	3 3.1	3 3.1	96 100	335 3.7	Favorable
2. The most important value of a physical activity is the beauty found in skilled movement.	33 34.4	50 52.1	9 9.4	2 2.1	2 2.1	96 100	398 4.2	Highly Favorable
3. Physical education programs should stress vigorous exercises since they contribute most to physical fitness.	30 31.2	40 41.7	19 19.8	7 7.3	0 0	96 100	381 4	Favorable
4. Among the best physical activities are those which represent a personal challenge, such as mountain climbing.	23 24	32 33.3	28 29.2	12 12.5	1 1	96 100	377 3.9	Favorable
5. Among the most desirable forms of physical activity are those which represent the beauty of human movement.	25 26	43 44.8	25 26	2 2.1	1 1	96 100	377 3.9	Favorable
6. I would get by far the most satisfaction from games requiring long and careful preparation and involving stiff competition against strong opposition.	19 19.8	41 42.7	29 30.2	7 7.3	0 0	96 100	360 3.8	Favorable
7. The best way to become more socially desirable is to participate in group physical activities.	51 53.1	40 41.7	5 5.2	0 0	0 0	96 100	430 4.5	Highly Favorable
8. The only satisfactory way to relieve severe emotional strain is through some forms of physical activity.	35 36.5	46 47.9	12 12.5	3 3.1	0 0	96 100	401 4.2	Highly Favorable
9. Frequent participation in dangerous sports and physical activities are alright for other people but, ordinarily, they are not for me.	1 1	17 17.7	35 36.5	31 32.3	12 12.5	96 100	252 2.6	Undecided
10. If given a choice, I sometimes would choose a strenuous rather than light physical activity.	10 10.4	34 35.4	33 34.4	19 19.8	0 0	96 100	323 3.4	Favorable
11. I like to engage in socially-oriented physical activities.	30 31.2	49 51	15 15.6	2 2.1	0 0	96 100	395 4.4	Highly Favorable
12. A part of our daily lives must be committed to	22 22.9	42 43.8	25 26	7 7.3	0 0	96 100	367 3.8	Favorable

<b>Statements</b>	<b>HF 5 F %</b>	<b>F 4 F %</b>	<b>U 3 F %</b>	<b>SF 2 F %</b>	<b>NF 1 F %</b>	<b>N F %</b>	<b>Weight Total Mean</b>	<b>Interpretation</b>
vigorous exercise.								
13. I am not particularly interested in those physical activities whose sole purpose is depict human motion as something beautiful.	2 2.1	23 24	41 42.7	26 27.1	4 4.2	96 100	281 3	Undecided
14. Colleges should sponsor many physical activities of social nature.	27 28.1	55 57.3	11 11.5	3 3.1	0 0	96 100	394 4.1	Favorable
15. For a healthy mind in a healthy body the only place to begin is through participation in sports and physical activities every day.	35 36.5	49 51	9 9.4	3 3.1	0 0	96 100	404 4.2	Highly Favorable
16. Being physically fit is not the most important goal in life.	19 19.8	26 27.1	15 15.6	23 24	13 13.5	96 100	303 3.2	Undecided
17. I enjoy sports mostly because they give me a chance to meet new people.	25 26	48 50	15 15.6	8 8.33	0 0	96 100	378 4	Favorable
18. Practically, the only way to relieve frustration and pent-up emotions is through some forms of physical activity.	26 27.1	51 53.1	14 14.6	5 5.3	0 0	96 100	386 4	Favorable
19. Given a choice, I would prefer shooting the rapids in a chance rather than one of the quieter forms of boating.	8 8.33	26 27.1	47 49	14 14.6	1 1	96 100	314 3.3	Undecided
20. One of the things I like most in sports is the great variety of ways human movement can be shown to be beautiful.	24 25	49 51	19 19.8	4 4.2	0 0	96 100	381 4	Highly Favorable
21. Strength and physical stamina are most important prerequisite of a full life.	21 21.9	49 51	24 25	2 2.1	0 0	96 100	377 4	Favorable
22. I am given unlimited pleasure when to see the form and beauty of human emotion.	13 13.5	41 42.7	33 34.4	7 7.3	2 2.1	96 100	344 3.6	Favorable
23. I believe that calisthenics is among the less desirable forms of physical activity.	1 1	15 15.6	55 57.3	21 21.9	4 4.2	96 100	276 2.9	Undecided
24. Watching athletes becoming completely absorbed in their sports nearly always provides new welcome escape from the many demands of present-day life.	5 5.2	36 37.5	40 41.7	15 15.6	0 0	96 100	319 3.3	Undecided

Statements	HF	F	U	SF	NF	N	Weight	Interpretation
	5 F %	4 F %	3 F %	2 F %	1 F %	F %	Total Mean	
25. If I have to choose between simple boating and shooting the rapids, simple boating would usually be my choice.	7 7.3	31 32.3	38 39.6	15 15.6	5 5.2	96 100	308 3.2	Undecided
26. There are better ways of getting to know people than through games and sports.	5 5.2	12 12.5	25 26	42 43.8	12 12.5	96 100	244 2.6	Undecided
27. People should spend thirty to forty minutes a day doing vigorous calisthenics.	11 11.5	31 32.3	44 45.8	10 10.4	0 0	96 100	331 3.4	Favorable
28. Since competition is a fundamental characteristic of Filipino society, highly competitive athletics and games should be encouraged for all.	17 17.7	60 62.5	14 14.6	5 5.2	0 0	96 100	377 3.9	Favorable
29. A happy life does not require regular participation in physical activities.	11 11.5	37 38.5	19 19.8	20 20.8	9 9.4	96 100	309 3.2	Undecided
30. Calisthenics taken regularly is among the best forms of exercise.	16 16.7	40 41.7	32 33.3	8 8.3	0 0	96 100	352 3.7	Favorable
31. The best thing about games and sports is that they give people more confidence in social situations.	42 43.8	49 51	4 4.2	1 1	0 0	96 100	419 4.4	Highly Favorable
32. Among the best forms of physical activity are those providing thrills such as mountain climbing even during rainy days	11 11.5	35 36.5	23 23.9	22 22.9	5 5.2	96 100	313 3.3	Undecided
33. Regular physical activity is major prerequisite to satisfying life.	26 27.1	46 47.9	19 19.8	5 5.2	0 0	96 100	381 4	Undecided
34. Most people could live happy lives without depending upon frequent watching or participating in physical games and exercise.	3 3.1	24 25	30 31.2	31 32.3	8 8.3	96 100	271 2.8	Undecided
<b>GRAND MEAN</b>							<b>3.7</b>	<b>Favorable</b>

Legend: 4.2 – 5 Highly Favorable, 3.4 – 4.1 Favorable, 2.6 – 3.3 Undecided, 1.8 – 2.5 Slightly Favorable, 1.0 – 1.7 Not Favorable

rhythmic activities of the students. So, no matter how small or big the parents' income is, the students can still perform ballroom, folk dances, or modern dances regardless of their parent's income. This finding is confirmed by Gerodias that the parent's monthly salary does not affect performance.

### 3.2 Individual/Dual Sports/Games

The finding showed that age had a greater F-ratio of .73388 than its significant F of .39381. Sex had an F-ratio of 0.50019 which is also greater than its significant F of .48116, while the year level showed its F-ratio of 3.29458 which is greater than its significant F of .07269, and the parents' income had also a greater F-ratio of .66963 compared to its significant F of .41524. However, the F-ratio of the body build which is .30204 is less than its significant F of .58390. Hence, age, sex, year level, and parent's income were significantly related to activity preferences in terms of individual/dual sports/games except for bodybuilders. Therefore, the null hypothesis is rejected. It can be gleaned from this finding that the younger the student is, the more active and dynamic s/he is to do individual/dual sports such as badminton. The male student is robust enough to perform dual sports such as table and lawn tennis. However, the different year levels of students performed various individual and dual sports and games activities, according to their appropriate field of events. Parents' income affected their performance in badminton, archery, taekwondo, and other sports because these events needed time, effort, and sports materials during their sports training. However, regardless of whether the student is ectomorph, mesomorph, or endomorph they can perform individual/dual sports games.

### 3.3 Team Sports/Games

The findings revealed that the F-ratio of age is 1.87189 which is greater than its significant F of 0.17452, while the F-ratio of sex is 2.36743 which is also greater than its significant F of 0.12729, and the F-ratio of parents' income which is 0.709304 is greater than its significant F of 0.40181. However, the F-ratio of the year level which is 0.39741 is also less than its significant F of 0.52960. Thus, age, sex, and parents' income were found to be significantly related to the team sports/games such as volleyball, basketball, baseball, softball, and soccer except for the year level and body build. Therefore, the research hypothesis was accepted that there is a

significant relationship between age, sex, and parents' income to team sports/games. However, regardless of the student's year level, he is capable to play team sports or games. This is confirmed by Jose's study that high school students generally have a favorable attitude towards physical education.

### 3.4 Others

The result of the study revealed that age, sex, and body build were not significantly related to other sports activities except the year level and parents' income. Age had an F-ratio of 0.08014 which is less than its significant F of 0.77773 and body build had also an F-ratio of 0.162848 which is less than its significant F of 0.68746. Furthermore, sex had an F-ratio of 0.83866 which is greater than its significant F of 0.36212 while the year level had an F-ratio of 1.82602 which is greater than its significant F of 0.17984. The parents' income had an F-ratio of 0.52325 which is also greater than its significant F of 0.47125. Therefore, the null hypothesis is rejected that there is no significant relationship between sex, year level, parents' income, and other activity preferences. The data showed that sex, year level, and parents' income had something to do with other activity preferences. It can be inferred that regardless of whether the student is young or old, ectomorph, mesomorph, endomorph, s/he has the ability or capability to play other sports activities such as swimming, parlor games, palo-sebo, kadang, sungka, and others. However, the students in different levels varied in their interest in playing other games such as swimming, sungka, parlor games, and others. Likewise, the students of high-income parents differed in their interest in playing other games from the low-income ones. It is probably due to their home exposure.

### 3.5 Test of Relationship between the Attitudes towards Physical Education and the Demographic Characteristics

To test the null hypothesis that there is no significant relationship between demographic characteristics and the respondents' attitudes towards physical education, a multiple regression analysis was used. Table 5 shows the summary result of the relationship between the demographic characteristics of the respondents and their attitudes towards physical education. Out of the five independent variables on the demographic characteristics one was found to be significantly related while four were not. In terms

**Table 4. Summary result of the relationship between activity preference and the demographic characteristics of the respondents**

<b>Demographic Characteristics</b>	<b>F-Ratio</b>	<b>Significant F</b>	<b>Coefficient of determination</b>	<b>Interpretation</b>
<b><u>Physical Fitness y1</u></b>				
Age x1	0.06787	0.79503	.00%	Not Significant
Sex x2	0.15629	0.69348	.00%	Not Significant
Year Level x3	1.91909	0.16923	2.00%	Significant
Parents Income x4	1.29821	0.25743	1.36%	Significant
Body Build x5	3.24208	0.07497	3.33%	Significant
<b><u>Rhythmic Activities y2</u></b>				
Age x1	1.47564	0.22749	1.54%	Significant
Sex x2	0.57194	0.45138	.60%	Significant
Year Level x3	4.12227	0.4515	4.20%	Significant
Parents Income x4	0.001870	0.96559	.00%	Not Significant
Body Build x5	2.61233	0.10938	2.70%	Significant
<b><u>Individual/Dual Sports/Games y3</u></b>				
Age x1	0.73388	0.39381	.77%	Significant
Sex x2	0.50019	0.48116	.52%	Significant
Year Level x3	3.29458	0.07269	3.38%	Significant
Parents Income x4	0.66963	0.41524	.71%	Significant
Body Build x5	0.30204	0.58390	.32%	Not Significant
<b><u>Team Sports/Games y4</u></b>				
Age x1	1.87189	0.17452	1.95%	Significant
Sex x2	2.36743	0.12729	2.46%	Significant
Year Level x3	0.00151	0.96903	.00%	Not Significant
Parents Income x4	0.709304	0.40181	.75%	Significant
Body Build x5	0.39741	0.5296	.42%	Not Significant
<b><u>Others</u></b>				
Age x1	.08014	.77773	.08%	Not Significant
Sex x2	0.83866	0.36212	.88%	Significant
Year Level x3	1.82602	0.17984	1.90%	Significant
Parents Income x4	0.52325	0.47125	.55%	Significant
Body Build x5	0.162848	0.68746	.17%	Not Significant

**Table 5. Summary result of the relationship between the respondents’ attitudes towards physical education and their demographic characteristics**

Demographic characteristics	F-Ratio	Significant F	Coefficient of determination	Interpretation
Age x1	0.03764	0.84659	.04%	Not Significant
Sex x2	0.001124	0.97198	.00%	Not Significant
Year Level x3	0.08486	0.77145	.00%	Not Significant
Parents Income x4	0.05099	0.82184	.00%	Not Significant
Body Build x5	0.053567	0.46605	.57%	Significant

**Table 6. Summary result of the relationship between attitude towards physical education and activity preference in terms of physical fitness, rhythmic activities, individual/dual sports/games, team sports/games, and other physical education activities**

Activity Preference	F-Ratio	Significant F	Coefficient of determination	Interpretation
Physical Fitness x6	24.03382	.0000	20.36%	Significant
Rhythmic Activities x7	8.13139	.00534	7.96%	Significant
Individual/Dual Sports/Games x8	10.00341	.00210	9.62%	Significant
Team Sports/Games x9	3.14250	.07951	3.23%	Significant
Others x10	12.19844	.00073	11.49%	Significant

of body build, it was found to be significant because its F-ratio of .55567 was greater than the significant F of .46605; thus, the research hypothesis was confirmed that there is a significant relationship between attitude and body build. Likewise, the coefficient of determination of .57% explained how much the attitudes on physical education depend on the body build of the respondents. It implies that respondents having endomorph body build had a favorable attitude toward physical education. It means that the attitude of the student toward physical education is affected by his body build. An endomorph differs in his/her attitude towards P.E from the ectomorph or the mesomorph. An ectomorph is slim, tall, and lean and would vary in attitude towards weightlifting from a mesomorph who is a muscular individual, and robust. This is negated by Rutherford that adolescent attitudes are not influenced by friends. Age, sex, year level, and parents’ income level were not found to be significant because their F-ratios were smaller than the significant F. Thus, the null hypothesis was accepted that there is no significant relationship between attitude and age, sex, year level, and parents’ income level. This finding implies that the students’ attitudes towards physical education are not affected regardless of whether they are young or old, male or female, belonging to different year levels, rich or poor as measured by the parent’s income. This is negated by Cerezo when he revealed that attitudes towards education were significantly related.

**3.6 Test of Relationship between the Respondents’ Attitudes towards Physical Education and their Activity Preferences**

Table 6 shows the summary results of the relationship between the attitudes of the students towards physical education and their activity preferences. The findings revealed that activity preferences in terms of physical fitness, rhythmic activities, individual/dual sports/games, team sports, and others were significantly related to the attitudes of the students towards physical education. Physical fitness was found to be significantly related considering that the F-ratio of 24.03382 is greater than the significant F of 0000, thus the research hypothesis was confirmed. The coefficient of determination of 20.36% indicates how much physical fitness influenced students’ attitudes towards physical education. Hence, the result of the study revealed that the rhythmic activities had also a greater F-ratio of 8.13139 compared to its significant F of 0.00534, while the individual/dual sports/games had a greater F-ratio of 10.00341 than the significant F of 00210. Team sports had also a greater F-ratio of 3.14250 compared to its significant F of 0.07951 and others had a greater F-ratio of 12.19844 compared to its significant F of .00073. Thus the null hypothesis is rejected or disconfirmed. The coefficient explains how much rhythmic activity, individual/dual sports/games, team sports/games, and other physical activity

influenced the attitudes towards physical education. It means that activity preferences have something to do with the respondents' behavior in the level of attitudes toward physical education [12,13]. This implies that the attitudes of the students towards P.E. affect their activity preferences. This is attributed to the students' interest in physical fitness such as aerobics or gymnastics. An endomorph would prefer gymnastics while an ectomorph would prefer aerobics. This is confirmed by Rutherford that there is a discrepancy between attitudes and behavior and the possible influence of adolescence on others' behaviors only [14-16].

#### 4. CONCLUSION

It can be gleaned from this study that a majority of the college students were young. It can be implied that as such they could cope with the rigorous training of P.E. in preparation to mold them to be better citizens of the country. The majority of the college student was female. It implies that they play a dominant role in society. The majority of those who are holding key positions in the government are women. Out of the college students enrolled in P.E., only a few were first-year students as respondents. The large numbers of respondents were second-year college students. A majority of the parents' had a very minimal income to support the needs of their students such as tennis shoes, t-shirts, and other sports and material equipment. However, most of the college students were ectomorphs. They can perform and be trained in any physical activities, such as physical fitness, individual/dual sports/games, team sports, and other games. Furthermore, the college students slightly preferred their activity preferences in physical education. They preferred physical fitness and Philippine games, and slightly prefer rhythmic activities, individual/dual sports/games, team sports/games, and others such as swimming and outdoor recreation. It can be implied that college students have varied preferences.

The attitudes of the students toward physical education were favorable. Normally, a person needs to nurture thus body physique in a form of physical body activities for a healthy and productive manpower source. Physical fitness is an activity preference that was found to be significantly related to year level, parents' income, and body build except for age and sex. It can be implied in this study that regardless of age and sex, the students can perform physical fitness activities such as aerobics and

gymnastics. College students in different year levels varied in their fields of interest as far as physical fitness is concerned. As to their parent's income, the higher their parents earned the more expensive aerobics and gymnastics, they would take, the lower income their parents had, and the cheaper aerobics and gymnastics center they would take as a training ground. An ectomorph varies in his/her interest in physical activities from the endomorph and mesomorph because s/he would suit his/her physical activity preferences according to his/her body build. Rhythmic activities, as a physical activity preference of the college students, were significantly related to age, sex year level, and body build except for parents' income.

It can be inferred that older college students have varied preferences in physical activities according to their age such as performing ballroom or modern dance but may refrain from *tinikling* or *pandango sa ilaw*. The individual/dual sports/games as an activity preference of the college students in P.E. were significantly related to age, sex, year level, parents' income, and body build. It implies that the younger the student is, the more s/he performs actively in individual/dual sports/games such as badminton, arnis, taekwondo, and others. Male students preferred arnis or taekwondo but the female students would prefer badminton or lawn tennis. These preferences of the first and second-year students in sports varied according to their parent's income and body build. The mesomorph differed in their P.E. activity preference from the ectomorph according to their body build. Furthermore, team sports were significantly related to age, sex, and parents' income, except for year level. It can be inferred that the younger the student is, the more s/he is inclined to perform team sports/games such as basketball, volleyball, soccer, and others. The males take more interest in these sports than the female.

Parents' income is a determinant factor in the activity preference of the college student since it involves money to purchase the sports paraphernalia used in their training. Other sports activities were not significantly related to age, sex and body build except for year level and parents' income. Regardless of the students', age gender, and whether they are ectomorphs, endomorphs, and mesomorphs, their preferences in other activities such as swimming, parlor games, Philippine games such as *sipa*, *palo-sebo*, *akdang*, *sungka*, and others. However, the preference of the first and second

years varied according to their parent's income. It implies that the first year preferred *sipa*, *palo-sebo*, *kadang*, *sungka*, and others, while the second year would prefer swimming, weightlifting, and outdoor recreation. But the parents' income would determine how feasible the training would be for this sports/games activity, taking into consideration that the student will provide a swimming trunk or swimming gear. In the case of weightlifting, the student will provide dumbbells with measured pounds. The attitudes of the students towards physical education were not significantly related to age, sex year level, and parent's income except for body build. It can be inferred in this study that regardless of the student's age, sex, year level and parents' income, their attitudes towards physical education did not vary. But the attitudes of the ectomorph towards physical education simply varied because they would suit their body build according to the activities in P.E. The attitudes of the students towards physical education were significantly related to the activity preferences in terms of physical fitness, rhythmic activities, individual/dual sports/games, team sports, and other sports. It can be implied that the attitudes of the students varied in physical activities such as aerobics and gymnastics. Most likely, an ectomorph would prefer team sports such as ball games and other sports activities such as weightlifting and swimming.

### COMPETING INTERESTS

Author has declared that no competing interests exist.

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