

## Factors For Adherence To Exercise: Motivation To Pursue Fitness Among Mapeh Teachers In Zamboanga City

Dante T. Ramírez

danteramirez@zscmst.edu.ph  
Zamboanga State College of Marine  
Sciences and Technology

### *Abstract*

The pursuit of a sustainable fitness program is viewed as a global issue and mission. Clearly, this is a global problem, and it should be prioritized as the first step in any health-care program. It is the value, knowledge, talents, and experiences obtained via physical activity in order to achieve and maintain health-related fitness and maximize health. This study examines what factors motivate MAPEH instructors to exercise. There are 72 MAPEH teachers from Zamboanga City's top eight (8) schools participated in the research. The findings reveal that respondents demonstrated above-average level on Identified Regulation motivating component. MAPEH teachers choose to exercise freely because they appreciate the benefits of exercise. They like exercise sessions, regard physical activity as a pleasurable pastime, and receive pleasure and fulfillment from physical activity. The respondents in this study do not believe they should exercise because other people, such as friends/family/partner, have pushed them to do so. This study revealed that exercising is a personal responsibility of someone for health, social belonging, and personal development. This study is very vital in analyzing the features of exercise and how active participants are motivated to consistently doing the practice. The information from this study can help program fitness programs for the faculty and other employees of organizations with similar profile.

Keywords: Exercise, Physical Health, Fitness, Motivation, MAPEH teachers, Philippines.

### **Introduction**

Within the sphere of education, the overall health, both physical and mental, of instructors significantly influences the excellence of the education they provide. As the requirements of the teaching vocation keep progressing, the significance of consistent physical activity and wellness within educators, especially those teaching MAPEH (Music, Arts, Physical Education, and Health), should not be underestimated. This research endeavors to explore the multifaceted factors that influence adherence to exercise routines and the underlying motivations driving fitness pursuits among MAPEH teachers in Zamboanga City. By delving into their unique challenges, intrinsic and extrinsic motivators, and perceptions of the impact of exercise on their professional and personal lives, this study seeks to contribute valuable insights to the enhancement of teacher well-being and, consequently, the overall educational landscape.

Education holds a crucial and fundamental role for all individuals. It encompasses effective teaching methods aimed at facilitating student learning. Additionally, it encompasses various forms of assessment that reflect students' skill development. The genuine objective of education is to empower students to cultivate creativity and enthusiasm for their academic and personal pursuits. Education serves as a highly significant tool for elevating the economic, political, and cultural status of both individuals and their nations. It stands as a pathway through which students evolve into accomplished members of society. Moreover, education acts as the cornerstone for gaining knowledge and earning respect. It imparts wisdom and fosters diverse skills within each student. This knowledge is attainable by engaging in the study of specific subjects and learning life lessons that contribute to a comprehensive understanding of existence itself (Abas, 2019). Furthermore, a genuine fascination with a subject holds significance; the greater your enthusiasm for a specific topic, the deeper your comprehension of its content will be. The encouragement provided by parents significantly influences a student's enthusiasm for studying the Arts. Consequently, nurturing personal passion for a subject is crucial and requires careful handling. Parental support also holds a pivotal role in strengthening a student's determination regarding their pursuit, thereby sustaining their motivation (Sumayang et.al, 2022). Educators who are fully committed to their profession and responsibilities demonstrate a determination to conquer any educational challenges they face. They focus on the creation of integration and localization solutions that are tailored to

tackle complicated scenarios in restricted work environments (Tan et.al, 2019). The MAPEH initiative was executed extensively concerning its program objectives, curriculum, educational materials, teacher credentials and expertise, administrative reinforcement, financial backing, and collaboration with the community. No notable contrast emerged between the evaluations provided by the two respondent groups regarding the execution of the MAPEH initiative concerning the elements. The principal obstacles confronted by both respondent sets during the MAPEH initiative's implementation encompassed: a) Inadequate funding to adequately cater to the necessities of the MAPEH program, b) Insufficient facilities for Music, Arts, Physical Education, and Health Education, c) Varied levels of competence among MAPEH educators across different subject components, d) Limited student engagement in MAPEH activities due to the pandemic's constraints, and e) Challenges associated with conducting online instruction for MAPEH activities. Based on the study findings, an action plan was devised (Dulay, 2022). Within the context of the current K to 12 curriculum framework, which places students at the forefront, the viewpoints of the students assume a pivotal role in establishing effective quality assessment mechanisms. These mechanisms are indispensably required to facilitate the continual evaluation of significant achievements, including student engagement in activities. Based on the students' perspectives, it is evident that the school allocates greater support to academic endeavors in contrast to sports-related undertakings. Consequently, it becomes imperative for the educational institution to proactively bolster and sustain sports activities. This entails providing ample training opportunities, sufficient training durations, a suitable number of trainers, comprehensive scope and duration for sporting events, and the widespread dissemination of relevant information (Tabuena, 2021).

### **Statements of the Problems**

This research answers the following questions: 1) What are the levels of motivational factors of MAPEH teachers in adherence to exercise according to Markland & Tobin's (2004) Behavioral Exploratory Motivational Factor Exercise Questionnaire? 2) Is there a significant difference in the motivational factors for adherence to exercise among MAPEH teachers when classified according to age, gender and marital status?

### **Literature Review**

MAPEH, encompassing Music, Arts, Physical Education, and Health, emerges as an invigorating yet demanding subject within the secondary curriculum. Beyond its multifaceted composition, it centers on fostering holistic growth among students. Equally highlighted and cultivated are motor abilities, cognitive prowess, and ethical values. Among the constituent parts of MAPEH, physical education takes center stage in educational institutions. It constitutes a pedagogical journey aimed at imparting knowledge, attitudes, and behaviors essential for students to lead wholesome and vibrant lives. Physical education contributes significantly to sustaining physical well-being, honing motor proficiencies, and building muscular strength. Moreover, its positive impacts often transcend into other domains, notably enhancing scholastic achievements (Valentino, 2023). Nevertheless, current shifts in the landscape of physical education, as well as broader societal currents accentuating health and wellness, might be steering modern aspirants towards embarking on physical education careers with the intention of positively influencing children's fitness and well-being. This inclination toward fostering childhood fitness and wellness through a career in physical education is captured by the concept of a "fitness orientation" (Richards, 2017). In the context of the novel educational landscape imposed by the pandemic's remote learning paradigm, both educators and students might grapple with additional obstacles. Educating a diverse array of students with varying cognitive capacities, talents, proficiencies, interests, and preferred learning methods, particularly within a heterogeneous student populace, can pose a formidable task. In this scenario, instructors are compelled to formulate instructional strategies tailored to individual students, accounting for their preparedness, inclinations, and existing knowledge (Estrella & De Guzman, 2022).

The realm of sports management assumes a substantial position within educational institutions, constituting an indispensable component for the successful execution of sports programs. The management of sports organizations takes on the role of steering sports development and formulating overarching strategic plans in the sports domain. It undertakes the orchestration of all pertinent resources, operational procedures, and functions. Simultaneously, it upholds a strategy for nurturing human resources potential. This managerial domain also encompasses the administration of sports-related business operations, entailing

effective communication, coordination, and the discernment of optimal resolutions. Furthermore, it entails the implementation of suitable strategies, processes, and checks, while addressing and mitigating conflicting interests. This fusion of management and sports marketing emerges as a pivotal, albeit intricate, facet, meticulously overseeing the harmonious and cost-effective execution of both sports and business functions. (Panganiban, 2018). Motivation, whether originating from within or influenced by external factors, holds a fundamental role in attaining commendable, and even exceptional, outcomes in both academic pursuits and extracurricular engagements. Consequently, acknowledging achievements becomes a pivotal component of external motivation, nurturing the empowerment of students. Hence, educators should adeptly administer sincere and positive recognition to high-performing students, thereby stimulating heightened engagement and active participation in classroom endeavors. Correspondingly, it was observed that the respondents exhibited a sense of trepidation when juxtaposed with remarkably adept peers in various educational undertakings, as this contrast of competence led them to perceive themselves as inferior in comparison to the excellence demonstrated by their counterparts. (Balaquit & Inabangan, 2019).

## **METHODOLOGY**

This chapter presented the research design, research setting, research instrument, data gathering procedure, data analysis procedure and the statistical treatment of data.

### **Research Design**

This study used a descriptive quantitative design. It mainly aimed to determine the motivational factors in adherence to exercise among the MAPEH teachers. Hence, quantitative design warranted the use of inferential statistics such as the Mean and Standard Deviation, One-Way Analysis of Variance, and T-Test for Independent Samples.

### **Research Locale**

The research was conducted in the top eight (8) schools in the Zamboanga City Division of the Department of Education (DepEd), in Zamboanga City, Region IX. The Division is part of the basic secondary public school office of the DepEd. The study involved the MAPEH teachers of Zamboanga City from the West Coast and the East Coast.

The schools in the West Coast were Zamboanga National High School-West with a population of 7,308 students and 28 MAPEH teachers, Don Pablo Lorenzo Memorial High School with a population of about 5,000 students and 18 MAPEH teachers, Ayala National High School with 4,764 students and 14 MAPEH teachers, and Ramon Enriquez High School with 1,870 students and 7 MAPEH teachers.

The schools in the East Coast were Zamboanga City High School with 9,876 students and 38 MAPEH teachers, Talon-Talon National High School 4,506 students and 13 MAPEH teachers, Maria Clara L. Lobregat National High School with about 4200 students and 13 MAPEH teachers, and Curuan National High School with 1,490 students and 9 MAPEH teachers.

### **Respondents of the Study**

The study included 72 MAPEH teachers from the top eight (8) schools in the Zamboanga City. A Stratified Random Sampling technique was used to determine the number of sample in the said educational setting.

### **Research Instrument**

The research instrument is adopted from Markland & Tobin's (2004) Behavioral Exploratory Motivational Factor Exercise Questionnaire.

Stratified random sampling technique was used to determine the number of sample in the said educational setting. The questionnaire is composed of 18 validated Likert Scale survey statements which classify the five general Motivational Factors Adhering to exercise.

### **Data Gathering Procedure**

The researcher secured permission to the Department of Education (DepEd) and principal prior to the administration of the survey tests. All participants were given a letter of consent and agreed to take part of this research-based endeavor.

Upon the agreement between the MAPEH teacher and researcher, a schedule was set to conduct the study. The researcher ensured that the place of testing was conducive.

Respondents were given clear instructions before the conduct of the survey. They were asked whether they have understood the instructions and were allowed to ask questions for clarification.

### **Data Analysis Procedure**

The researcher analyzed the gathered data in the Markland & Tobin's (2004) Behavioral Exploratory Motivational Factor Exercise Questionnaire.

The questionnaire is composed of 18 validated Likert Scale survey statements which classify the five general Motivational Factors Adhering to exercise. Each of the statements was rated by the respondents using the 5 to 1 scale with 5 as the most truthful statement.

### Statistical Treatment

Data gathered through the instruments were subjected to the following statistical treatments:

To answer problem number2, Mean and Standard Deviation were used to determine the dominant motivating factors in adherence to exercise among the MAPEH Teachers.

To answer problemnumber3, One-Way Analysis of Variance and T-Test for Independent Samples were used to determine the difference in the participants' dominant motivating factor in adherence to exercise among the MAPEH Teachers when data are classified according to age, gender, marital status, economic status, and length of service.

### RESULTS

Research Problem no. 1:What are the levels of motivational factors of MAPEH teachers in adherence to exercise according to Markland & Tobin's (2004) Behavioral Exploratory Motivational Factor Exercise Questionnaire?

There are five embedded categories to get the motivational factors of MAPEH teachers in adherence to exercise accordingMarkland & Tobin's (2004) Behavioral Exploratory Motivational Factor Exercise Questionnaire. These are Intrinsic Regulation, Identified Regulation, Introjected Regulation, External Regulation, and Amotivation.

Table 2.1 Intrinsic Regulation

**Scale:** 1.00-1.99 Low 2.00-2.99 Moderate; 3.00-3.99 Above Moderate; 4.00-4.99 High; 5 Very High

| C REGULATION                          | Obs | Total | Mean   | Var    | Std Dev |
|---------------------------------------|-----|-------|--------|--------|---------|
| N4BecauseIthinkexerciseisfun          | 72  | 252   | 3.5    | 0.5915 | 0.7691  |
| N10BecauseIenjoymyexerciseses<br>sion | 72  | 223   | 3.0972 | 0.9904 | 0.9952  |

|                                                                           |           |            |               |               |               |
|---------------------------------------------------------------------------|-----------|------------|---------------|---------------|---------------|
| N15Because I find exercise a pleasurable activity                         | 71        | 240        | 3.3803        | 0.7533        | 0.8679        |
| N17Because I get pleasure and satisfaction from participating in exercise | 72        | 238        | 3.3056        | 0.8067        | 0.8982        |
| <b>AVERAGE</b>                                                            | <b>72</b> | <b>238</b> | <b>3.3208</b> | <b>0.7855</b> | <b>0.8826</b> |

Intrinsic Regulation means that the person chose to exercise freely. The individual feels that the reward of exercise is something pleasant to him. In this motivational factor, the respondents' had an above average truthfulness with an average mean of 3.3208 as shown in Table 2.1. This means that the respondents think exercise is fun, they enjoy exercise sessions, they find exercise a pleasurable activity, and they get pleasure and satisfaction from participating in exercise. This result parallels Ryan RM, Deci EL's (2002) with the idea that the core message in self-determination theory is that motivation quality and satisfaction of basic psychological needs will fuel the direction of human behavior and psychological well-being or they need to feel satisfied and attached to their activities.

Table 2.2 Identified Regulation

**Scale:** 1.00-1.99 Low; 2.00-2.99 Moderate; 3.00-3.99 Above Moderate; 4.00-4.99 High; 5 Very High

The same results were yielded in the Identified Regulation motivational factor as respondents responded with an above average truthfulness with an average mean of 3.3889 as shown in Table 2.2. The subsequent interpretation to this is that they value the benefits of exercise, they believe that it's important for them to exercise regularly, and that they think it is important to make the effort to exercise regularly. This results reinforces the idea of Rosato, F. 1994 that overall fitness involves the interaction and the interdependence of physical, mental, spiritual, social, and emotional aspects unique to a person's well-being. If any aspect of fitness deviates from normal, it affects the individual's overall fitness and the ability to meet the demands of that person's way of life.

Table 2.3 Introjected Regulation

**Scale:** 1.00-1.99 Low; 2.00-2.99 Moderate; 3.00-3.99 Above Moderate; 4.00-4.99 High; 5 Very High

| <b>IDENTIFIED REGULATION</b>                                               |  |  |  |  |  |
|----------------------------------------------------------------------------|--|--|--|--|--|
| N3Because I value the benefits of exercise                                 |  |  |  |  |  |
| N8Because it is important to do exercise regularly                         |  |  |  |  |  |
| N14Because I think it is important to make effort to do exercise regularly |  |  |  |  |  |
| <b>AVERAGE</b>                                                             |  |  |  |  |  |

| <b>INTROJECTED REGULATION</b>                           | <b>Obs</b> | <b>Total</b> | <b>Mean</b>   | <b>Var</b>    | <b>Std Dev</b> |
|---------------------------------------------------------|------------|--------------|---------------|---------------|----------------|
| Because I feel guilty when I don't exercise             | 72         | 185          | 2.5694        | 1.0374        | 1.0185         |
| N7BecausefeelashamedwhenImissan exercisession           | 72         | 125          | 1.7361        | 1.1547        | 1.0746         |
| N13BecausefeellikeafailurewhenIhav entexercisedinawhile | 71         | 143          | 2.0141        | 1.3855        | 1.1771         |
| <b>AVERAGE</b>                                          | <b>72</b>  | <b>151</b>   | <b>2.1065</b> | <b>1.1925</b> | <b>1.0901</b>  |

The respondents had a moderate truthfulness when they were asked questions about the Introjected Regulations as shown in Table 2.3. Somewhat they have a neutral believe (average mean 2.1065) in this motivational factors as they don't necessarily feel guilty when they don't exercise, nor feel ashamed when they miss an exercise session, nor they feel like a failure when they haven't exercised in a while. This result aligns with the findings of Knapp, D.N., 2008, which revealed that exercise can increase a person's life's span; but more importantly, it is also the reason why one can have a quality of life. Exercise is part of a lifestyle, and having it as part of one's life will take time, effort, and commitment. If someone committed to this lifestyle of exercising, one can feel guilty when he misses the activity. In the same breadth, this result may also be matching the findings of Wilson and Brookfield, 2009, which dictate that 50% of individuals starting an exercise program will drop within the period of six months, or these are people who do not feel guilty when they miss exercise sessions.

Table 2.4 External Regulation

**Scale:** 1.00-1.99 Low; 2.00-2.99 Moderate; 3.00-3.99 Above Moderate; 4.00-4.99High; 5 Very High

| <b>EXTERNAL REGULATION</b>                        | <b>Obs</b> | <b>Total</b> | <b>Mean</b> | <b>Var</b> | <b>Std Dev</b> |
|---------------------------------------------------|------------|--------------|-------------|------------|----------------|
| Because other people say I should                 | 72         | 131          | 1.8194      | 1.1078     | 1.0525         |
| N6 Because my friends family partner say I should | 72         | 125          | 1.7361      | 1.7463     | 1.3215         |
| N11 To please other people                        | 72         | 62           | 0.8611      | 1.0227     | 1.0113         |

|                                                                      |           |            |              |               |               |
|----------------------------------------------------------------------|-----------|------------|--------------|---------------|---------------|
| N16 Because I feel under pressure from my friends family to exercise | 72        | 97         | 1.3472       | 1.4693        | 1.2121        |
| <b>AVERAGE</b>                                                       | <b>72</b> | <b>104</b> | <b>1.441</b> | <b>1.3365</b> | <b>1.1494</b> |

The motivational factor of External Regulation garnered a low truthfulness to the respondents with an average mean of 1.441 as shown in Table 2.4. This means that the participants in the survey do not believe that they should exercise because other people say, because their friends/family/partner say so, to please other people, or because they feel under pressure from their friends/family to exercise.

Table 2.5 Amotivation

**Scale:** 1.00-1.99 Low; 2.00-2.99 Moderate; 3.00-3.99 Above Moderate; 4.00-4.99 High; 5 Very High

| <b>AMOTIVATION</b>                         | <b>Obs</b> | <b>Total</b> | <b>Mean</b>  | <b>Var</b>    | <b>Std Dev</b> |
|--------------------------------------------|------------|--------------|--------------|---------------|----------------|
| N5 I don't see why should have to exercise | 71         | 41           | 0.5775       | 0.7618        | 0.8728         |
| N9 I cant see why should bother exercising | 72         | 77           | 1.0694       | 1.2486        | 1.1174         |
| N12 I don't see the point of exercising    | 70         | 32           | 0.4571       | 0.7445        | 0.8629         |
| N18 I think exercising is a waste of time  | 72         | 17           | 0.2361       | 0.4083        | 0.6389         |
| <b>AVERAGE</b>                             | <b>71</b>  | <b>41.8</b>  | <b>0.585</b> | <b>0.7908</b> | <b>0.873</b>   |

Amotivation meted the lowest level of truthfulness with an average mean of 0.585 as shown in Table 2.5. This means that they answered negatively to "I don't see why I should have to exercise," "I can't see why I should bother exercising," "I don't see the point in exercising," "I think exercising is a waste of time." This can be interpreted that the respondents believe that they have to exercise, they have a reason to exercise, and exercising is not a waste of time.

The responses to Amotivation validates the Department of Education's rationale, that in the K to 12 Physical Education Curriculum Guide December 2013 of the Department of Education, Fitness and movement education content is the core of the K to 12 PE Curriculum. It includes value, knowledge, skills and experiences in physical activity participation in order to (1) achieve and maintain

health-related fitness (HRF), as well as (2) optimize health. This is where MAPEH teachers align themselves to valuing exercise as an important program of their profession and individual practice as MAPEH teachers.

**Research Problem no. 2:** Is there a significant difference in the motivational factors for adherence to exercise among MAPEH teachers when classified according to;

- a. age
- b. gender
- c. marital status

Table 3.1.6 OVER-ALL Difference: Age (\*Significant at the 0.05)

| VARIABLES   |                | SS       | DF  | MS       | F        | SIG      |
|-------------|----------------|----------|-----|----------|----------|----------|
| INTRINSIC   | Between Groups | 5.204765 | 3   | 1.734922 | 2.240954 | 0.083896 |
|             | Within Groups  | 203.6117 | 263 | 0.774189 |          |          |
|             | Total          | 208.8165 | 266 |          |          |          |
| IDENTIFIED  | Between Groups | 2.159204 | 2   | 1.079602 | 1.614656 | 0.201568 |
|             | Within Groups  | 132.3881 | 198 | 0.668627 |          |          |
|             | Total          | 134.5473 | 200 |          |          |          |
| INTROJECTED | Between Groups | 24.3821  | 3   | 8.127366 | 6.743049 | 0.000237 |
|             | Within Groups  | 236.2379 | 196 | 1.205295 |          |          |
|             | Total          | 260.62   | 199 |          |          |          |
| EXTERNAL    | Between Groups | 41.86567 | 3   | 13.95522 | 10.34361 | 0.000001 |
|             | Within Groups  | 356.1791 | 264 | 1.349163 |          |          |
|             | Total          | 398.0448 | 267 |          |          |          |
| AMOTIVATION | Between Groups | 30.62757 | 3   | 10.20919 | 13.22129 | 4.614594 |
|             | Within Groups  | 201.5385 | 261 | 0.772178 |          |          |
|             | Total          | 232.166  | 264 |          |          |          |
| AVERAGE     | Between Groups | 1559.094 | 17  | 91.7114  | 96.01671 | 1.487264 |

|  |                      |          |      |          |  |  |
|--|----------------------|----------|------|----------|--|--|
|  | <b>Within Groups</b> | 1129.955 | 1183 | 0.955161 |  |  |
|  | <b>Total</b>         | 2689.049 | 1200 |          |  |  |

Based on the age brackets of 20-30, 31-40, and 41 and up, generally there is no significant difference within these groups as shown in Table 3.1.6Summary.

In Intrinsic Regulation, all age brackets in this motivational factor share the same beliefs.

The results were yielded in the Identified Regulation motivational factor within the three age groups bracket. All of the age brackets value the benefits of exercises, they believe that it's important for them to exercise regularly, and that they think it is important to make the effort to exercise regularly.

There is a significant difference as in the Introjected Regulations as shown in the same table. All age brackets have a different beliefs in this motivational factors as they don't necessarily feel guilty when they don't exercise, nor feel ashamed when they miss an exercise session, nor they feel like a failure when they haven't exercised in a while.

All the age group brackets do differ in their belief in motivational factor of External Regulation. The participants in the survey do believe that they should exercise because other people say, because their friends/family/partner say so, to please other people, or because they feel under pressure from their friends/family to exercise.

All age brackets in the Amotivation factor meted the lowest level of truthfulness and thus resulted to no significant difference among the age group brackets. This means that all age bracket in this factor share the same responses.

The results in the Age assumes the idea of Rink, J., Hall, T., and Williams, L. (2015) is true that if the educator is aware of his primary motives in doing the very exercise he is telling to the students to do consistently. Because an educator is a physical being as well, he is bound to make his reasons as to what are the motivational factors that brought him to teaching exercise in the school, and foremost, as a teacher, what are his motivational factors as a physical being.

#### GENDER

Table 3.2Difference: GENDER(\*Significant at the 0.05)

| VARIABLES          |               | Mean     | Mean Difference | Df | T        | SIG      |
|--------------------|---------------|----------|-----------------|----|----------|----------|
| <b>Intrinsic</b>   | <b>Male</b>   | 3.281609 | -0.14522        | 68 | -0.8752  | 0.192272 |
|                    | <b>Female</b> | 3.426829 |                 |    |          |          |
| <b>Identified</b>  | <b>Male</b>   | 3.390805 | -0.02383        | 68 | -0.14632 | 0.442049 |
|                    | <b>Female</b> | 3.414634 |                 |    |          |          |
| <b>Introjected</b> | <b>Male</b>   | 2.091954 | -0.05845        | 68 | -0.2948  | 0.384524 |
|                    | <b>Female</b> | 2.150407 |                 |    |          |          |
| <b>External</b>    | <b>Male</b>   | 1.310345 | -0.21405        | 68 | -1.10065 | 0.137465 |
|                    | <b>Female</b> | 1.52439  |                 |    |          |          |
| <b>Amotivation</b> | <b>Male</b>   | 0.62069  | 0.110527        | 68 | 0.706945 | 0.241008 |
|                    | <b>Female</b> | 0.510163 |                 |    |          |          |
| <b>Average</b>     | <b>Male</b>   | 2.13908  | -0.0662         | 68 | -0.342   | 0.232887 |
|                    | <b>Female</b> | 2.205285 |                 |    |          |          |

As shown in Table 3.2 on Intrinsic Regulation of all Gender in this motivational factor share the same beliefs. There is no significant difference in their beliefs in the context of Intrinsic Regulation on Gender given the data produced is at 0.192272 sig. which is above 0.05 threshold.

Identified Regulation of all genders in this motivational factor share the same beliefs. There is no significant difference in their belief in the context of Identified Regulation on Gender given the data produced is at 0.442049 sig. which is above 0.05 threshold.

Introjected Regulation of all genders in this motivational factor share the same beliefs. There is no significant difference in their belief in the context of Introjected Regulation on Gender given the data produced is at 0.384524sig. which is above 0.05 threshold.

External Regulation of all genders in this motivational factor share the same beliefs. There is no significant difference in their

belief in the context of External Regulation on Gender given the data produced is at 0.137465sig. which is above 0.05 threshold.

Amotivation External Regulation of all genders in this motivational factor share the same beliefs. There is no significant difference in their belief in the context of Amotivation on Gender given the data produced is at 0.241008sig. which is above 0.05 threshold.

In Table 3.2, male and female MAPEH teachers generally do not differ in their responses on the Markland & Tobin's (2004) Behavioral Exploratory Motivational Factor Exercise Questionnaire.

There is no significant difference in all five motivational factors of Intrinsic Regulation, Identified Regulation, Introjected Regulation, External Regulation, and Amotivation with 0.232887 sig. average which is above the 0.05 threshold. This result contradicted Trost et al's (2002) idea that in the demographic and biological factors, they noted that the research indicates that men are more involved than women in physical activity. It means that with MAPEH teachers, both male and female are motivated to exercise.

Huberty et al. in 2008 supports the result of this finding as it propose that high self-efficacy is particularly important with women adherers to exercise. The authors add that self-worth (i.e., the foundations of a person's specific values about exercise) is also an important factor to exercise adherence in women.

#### MARITAL STATUS

Table 3.3 Difference: MARITAL STATUS(\*Significant at the 0.05)

| VARIABLES          |                | Mean     | Mean Difference | Df | T        | SIG      |
|--------------------|----------------|----------|-----------------|----|----------|----------|
| <b>Intrinsic</b>   | <b>Single</b>  | 3.204545 | -0.22089        | 69 | -1.2699  | 0.104193 |
|                    | <b>Married</b> | 3.425439 |                 |    |          |          |
| <b>Identified</b>  | <b>Single</b>  | 3.131313 | -0.49149        | 69 | -3.30733 | 0.000749 |
|                    | <b>Married</b> | 3.622807 |                 |    |          |          |
| <b>Introjected</b> | <b>Single</b>  | 1.994949 | -0.2068         | 69 | -1.07052 | 0.144058 |
|                    | <b>Married</b> | 2.201754 |                 |    |          |          |
| <b>External</b>    | <b>Single</b>  | 1.393939 | -0.08632        | 69 | -0.44835 | 0.327652 |

|                    |                |          |          |    |          |          |
|--------------------|----------------|----------|----------|----|----------|----------|
|                    | <b>Married</b> | 1.480263 |          |    |          |          |
| <b>Amotivation</b> | <b>Single</b>  | 0.638889 | 0.097222 | 69 | 0.590641 | 0.278345 |
|                    | <b>Married</b> | 0.541667 |          |    |          |          |
| <b>Average</b>     | <b>Single</b>  | 2.072727 | -0.18166 | 69 | -1.10109 | 0.171    |
|                    | <b>Married</b> | 2.254386 |          |    |          |          |

As shown in Table 3.3, Intrinsic Regulation of all marital statuses in this motivational factor share the same beliefs. There is no significant difference in their belief in the context of Intrinsic Regulation on Marital Status given the data produced is at 0.104193sig. which is above 0.05 threshold.

Identified Regulation of all marital statuses in this motivational factor do not share the same beliefs. There is a significant difference in their belief in the context of Identified Regulation on Marital Status given the data produced is at 0.000749 sig. which is below the 0.05 threshold.

Introjected Regulation of all marital statuses in this motivational factor share the same beliefs. There is no significant difference in their belief in the context of Introjected Regulation on Marital Status given the data produced is at 0.144058sig. which is above the 0.05 threshold.

External Regulation of all marital statuses in this motivational factor share the same beliefs. There is no significant difference in their belief in the context of External Regulation on Marital Status given the data produced is at 0.327652sig. which is above the 0.05 threshold.

Amotivation of all marital statuses in this motivational factor share the same beliefs. There is no significant difference in their belief in the context of Amotivation on Marital Status given the data produced is at 0.278345sig. which is above the 0.05 threshold.

In Table 3.3, single and married teachers generally do not differ in their responses on the Markland & Tobin's (2004) Behavioral Exploratory Motivational Factor Exercise Questionnaire.

In summary, there is no significant difference in all five motivational factors of Intrinsic Regulation, Identified Regulation, Introjected Regulation, External Regulation, and Amotivation when the respondents were classified according to their marital status 0.171 sig. which is above the 0.05 threshold.

## CONCLUSION

Based on the findings of this study, select MAPEH Teachers of Zamboanga City have an above moderate level of respond in the Intrinsic Regulation and Identified Regulation motivational factors and a moderate level of Introjected Regulation motivational factors adhering to exercise.

The respondents feel that the reward of exercise is something pleasant to them. The respondents believed that exercise is fun. They enjoy exercise sessions, find exercise a pleasurable activity, and they obtain pleasure and satisfaction from participating in the exercise. Furthermore, the MAPEH teachers value the benefits of exercise. They believed that it's important for them to exercise regularly and that they think it is important to exert effort to exercise regularly.

## REFERENCES

- Ames, C. (1992). Classrooms: Goals, Structures, and Student Motivation. *Journal of Educational Psychology*, 84, 261–271. doi:10.1037/0022-0663.84.3.261
- Ames & R. Ames (Eds.), *Research on motivation in education* (pp. 259–295). New York: Academic Press.
- Anderman, E. M., & Anderman, L. H. (2013). *Classroom motivation* (2nd ed.). Columbus: Pearson.
- Andrew, G. M. et al. (1981). Reasons for dropout from exercise programs in post-coronary patients. *Medicine and Science in Sports and Exercise*, 13, 164.
- Atkinson, J. W. (1957). Motivational determinants of risk-taking behavior. *Psychological Review*, 64, 359–372. doi:10.1037/h0043445
- Atkinson, J. W. (1964). *An introduction to motivation*. Princeton: Van Nostrand.
- Badola, S. (2013). Effect of School's on Academic Achievement Motivation Of Secondary level Students. *Educationia Confab*, 2, 61–66.
- Bandura, Albert (2004) *Health Promotion by Social Cognitive Means*. Department of Psychology, Stanford University, Stanford, California.
- Bauman AE, Sallis JF, Dzewaltowski DA, Owen N (2002) Toward a better understanding of the influences on physical activity. *Am J Prev Med* 23: 5-14.

Bauman AE, Reis RS, Sallis JF, Wells JC, Loos RJF, et al. (2012) Correlates of physical activity: Why are some people physically active and others not? *The Lancet* 380: 258-271.

Bieg, S., Backes, S., & Mittag, W. (2011). The role of intrinsic motivation for teaching, teachers' care and autonomy support in students' self-determined motivation. *Journal for Educational Research Online*, 3, 122–140.

Bracken, B.A. (2009). Positive self-concepts. In R. Gilman, E.S. Huebner & M.J. Furlong (Eds.), *Handbook of positive psychology in schools* (pp. 89-106). New York: Routledge.

Braithwaite, R., Spray, C. M., & Warburton, V. E. (2011). Motivational climate interventions in Physical Education: A meta-analysis. *Psychology of Sport and Exercise*, 12, 628–638. doi:10.1016/j.psychsport.2011.06.005 88 B.

Brunstein, J. C., & Heckhausen, H. (2010). Leistungsmotivation [Achievement motivation]. In H. Heckhausen & J. Heckhausen (Eds.), *Motivation und Handeln [Motivation and action]*. (4th ed.). Berlin: Springer.

Bryk, A. S., & Raudenbush, S. W. (1992). *Hierarchical linear models in social and behavioral research. Applications and data analysis methods*. Newbury Park: Sage.

Cerin E, Mackinnon DP (2009) A commentary on current practice in mediating variable analyses in behavioural nutrition and physical activity. *Public Health Nutr* 12: 1182-1188.

Chemolli E, Gagné M (2014) Evidence against the continuum structure underlying motivation measures derived from self-determination theory. *Psychol Assess* 26: 575-585.

Covington, M. V. (1999). Caring about learning: The nature and nurturing of subject-matter appreciation. *Educational Psychologist*, 34(2), 127–136. doi:10.1207/s15326985 ep3402\_5

Covington, M. V. (2000). Goal theory, motivation, and school achievement: an integrative review. *Annual Review of Psychology*, 51, 171–200. doi:10.1146/annurev.psych.51.1.171

De Castella, K., Byrne, D., & Covington, M. (2013). Unmotivated or motivated to fail? A cross-cultural study of achievement motivation, fear of failure, and student disengagement. *Journal of Educational Psychology*, 105, 861–880. doi:10.1037/a0032464 Deci EL. *Intrinsic Motivation*. Plenum, New York; 1975.

Deci EL, Ryan RM (1985) Intrinsic motivation and self-determination in human behavior. Plenum Press, New York, NY. 7.

Deci EL, Ryan RM (2000) The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry* 4: 227-268.

Eccles, J., & Midgley, C. (1989). Stage environment fit: Developmentally appropriate classrooms for early adolescents. In R. E. Ames & C. Ames (Eds.), *Research on motivation and education: Goals and cognitions* (Vol. 3, pp. 139–186). New York: Academic Press. Eder, F. (1996).

Erdmann, R. (Ed.). (1983). *Motive und Einstellungen im Sport* [Motives and attitudes in sport]. Schorndorf: Hofmann. What influences motivation in Physical Education? 89

Friederichs SA, Bolman C, Oenema A, Lechner L (2015) Long term effects of self-determination theory and motivational interviewing in a web-based physical activity intervention: randomized controlled trial. *The International Journal of Behavioral Nutrition and Physical Activity* 12: 101.

Friederichs SAH, Bolman C, Oenema A, Lechner L (2015) Profiling physical activity motivation based on self-determination theory: a cluster analysis approach. *Psychology* 3: 1.

Fortier MS, Duda JL, Guerin E, Teixeira PJ (2012) Promoting physical activity: development and testing of self-determination theory-based interventions. *Int J Behav Nutr Phys Act* 9: 20.

Fortier MS, Wisemana E, Sweetb SN, O’Sullivan TL, Blanchardd CM, et al. (2011) A moderated mediation of motivation on physical activity in the context of the Physical activity counseling randomized control trial. *Psychology of Sport and Exercise* 12: 71-78.

Guerin E, Fortier M (2012) Motivational profiles for physical activity: Cluster analysis and links with enjoyment. *Revue phénEPS/PHEnex Journal* 4: 1-21.

Hallal PC, Bauman AE, Heath GW, Kohl HW 3rd, Lee IM, et al. (2012 ) Physical activity: more of the same is not enough. *The Lancet* 380: 190-191.

Hallal PC, Andersen LB, Bull FC, Guthold R, Haskell W, et al. (2012) Global physical activity levels: Surveillance progress, pitfalls, and prospects. *The Lancet* 380: 247-257.

Hallal PC, Bauman AE, Heath GW, Kohl HW 3rd, Lee IM, et al. (2012 ) Physical activity: more of the same is not enough. *The Lancet* 380: 190-191.

Hardcastle SJ, Hancox J, Hattar A, Maxwell-Smith C, Thøgersen-Ntoumani C, et al. (2015) Motivating the unmotivated: how can health behavior be changed in those unwilling to change? *Front Psychol* 6: 835.

Hannon, J. C., & Ratliffe, T. (2007). Opportunities to participate and teacher interactions in coed versus single-gender Physical Education settings. *Physical Educator*, 64, 11–20.

Harwood, E., Spray, C. M., & Keegan, R. (2008). Achievement goal theories in sport. In T. S. Horn (Ed.), *Advances in sport psychology* (3rd ed., pp. 157–185). Champaign, IL: Human Kinetics.

Hascher, T. (2004). *Wohlbeinden in der Schule* [Well-being at school]. Münster: Waxmann. Heckhausen, H. (1971). Leistungsmotivation und Sport [Achievement Motivation and Sport]. In Ausschuss deutscher Leibeserzieher (Ed.) (Ed.), *Motivation im Sport* [Motivation in Sport] (pp. 25-40). Schorndorf: Hofmann.

Heckhausen, D. H. (1977). Achievement motivation and its constructs: A cognitive model. *Motivation and Emotion*, 1, 283–329. doi:10.1007/BF00992538

Heckhausen, J., & Heckhausen, H. (2010). *Motivation und Handeln* [Motivation and action]. (4th ed.). Berlin: Springer. Heemsoth, T., & Miethling, W.-D. (2012). Schülerwahrnehmungen des Unterrichtsklimas [Students' perception of classroom climate]. *Sportwissenschaft*, 42, 228–239. doi:10.1007/s12662-012-0245-9 90 B.

King, A. C. et al. (1991). Group- vs. home-based exercise training in healthy older men and women: a community based clinical trial. *Journal of the American Medical Association*, 266 (11), 1535.

Knapp, D. N., Gutmann, M., Squires, R., & Pollock, M. L. (1983). Exercise adherence among coronary artery bypass surgery (CABS) patients. *Medicine and Science in Sports and Exercise*, 15 (2), 120.

Knapp, D. N. (1988). Behavioral management techniques and exercise promotion. In R. K. Dishman (Ed.), *Exercise Adherence*. Champaign, IL: Human Kinetics.

Korkiakangas EE, Alahuhta MA, Laitinen JH: Barriers to regular exercise amoeng adults at high risk or diagnosed with type 2 diabetes: a systematic review. *Health Promot Int*. 2009, 24: 416-427. 10.1093/heapro/dap031

Judith Rink, Tina Hall, and Lori Williams: [Schoolwide Physical Activity](#) (2015)

Marsch LA, Gustafson DH (2013) The role of technology in health care innovation: A commentary. *J Dual Diagn* 9: 101-103.

Massie, J. F., & Shepard, R. J. (1971). Physiological and psychological effects of training - A comparison of individual and gymnasium programs, with a characterization of exercise drop-out. *Medicine and Science in Sports*, 3, 110.

McGlynn (1987). *Dynamics of fitness: A practical approach*. Dubuque, IA: William C. Brown. Nelson, R. O. et al. (1983). Self-reinforcement: appealing misnomer or effective mechanism? *Behavior Research and Therapy*, 21, 557.

Niederkofler, C. Herrmann, S. Seiler & E. Gerlach Breuer, H.-P. (1982). Entwicklung und Validierung eines Beobachtungsbogens zur Messung von leistungsmotivförderndem Lehrerverhalten im Sportunterricht [Development and Validation of an observational instrument for the assessment of motivational teacher behaviour in Physical Education]. Hamburg: Czwalina.

Niederkofler, C. Herrmann, S. Seiler & E. Gerlach Hovelynck, J., Vanden Auweele, Y., & Mouratidis, T. (2007). Group development in the physical education class. In J. Liukkonen, Y. V. Auweele, B. Vereijken, D. Alfermann & Y. Theodorakis (Eds.), *Psychology for physical educators: Student in focus* (2nd ed.) (pp. 101-119). Champaign, IL, US: Human Kinetics.

Patrick H (2014) Ascending mount maslow with oxygen to spare: A self-determination theory perspective. *Psychological Inquiry* 25: 101-107.

Patrick H, Canavello A (2011) Methodological overview of a self-determination theory based computerized intervention to promote leisure-time physical activity. *Psychol Sport Exerc* 12: 13-19.

Pingree S, Hawkins R, Baker T, duBenske L, Roberts LJ, et al. (2010) The value of theory for enhancing and understanding e-health interventions. *Am J Prev Med* 38: 103-109.

Pollock, et al. (1977). Effects of frequency and duration of training on attrition and incidence of injury. *Medicine and Science and Sports*, 9, 31.

Rhodes RE, Pfaeffli LA (2010) Mediators of physical activity behaviour change among adult non-clinical populations: a review update. *International Journal of Behavioral Nutrition and Physical Activity* 7: 37.

Rhodes RE, deBruijn GJ (2013) How big is the physical activity intention-behaviour gap? A meta-analysis using the action control framework. *Br J Health Psychol* 18: 296-309.

Rosato, F. (1994). *Fitness for wellness: The physical connection* (3rd ed.). St. Paul MN: West Publishing Co. Trotter, (1984). *Maybe it's the music*. *Psychology Today*, 8, 19.

Ryan RM, Williams GC, Patrick H, Deci EL. Self-determination theory and physical activity: The dynamics of motivation in development and wellness. *Hellenic Journal of Psychology*. 2009;6:107–124.

Ryan RM, Deci EL (2002) Overview of self-determination theory: An organismic dialectical perspective. In: RM

Ryan, EL Deci, *Handbook of Self Determination Research*. University of Rochester Press, Rochester, NY.

Teixeira PJ, Carraça EV, Markland D, Silva MN, Ryan RM (2012) Exercise, physical activity, and self-determination theory: A systematic review. *Int J Behav Nutr Phys Act* 9: 78.

Thøgersen-Ntoumani C, Ntoumanis N (2006) The role of self-determined motivation in the understanding of exercise-related behaviours, cognitions and physical self-evaluations. *J Sports Sci* 24: 393-404.

Vansteenkiste M, Sierens E, Soenens B, Luyckx K, Lens W (2009) Motivational profiles from a self-determination perspective: The quality of motivation matters. *Journal of Educational Psychology* 101: 671-688.

Wigfield, A., Eccles, J. S., Roeser, R., & Davis-Kean, P. (2006). Development of achievement motivation. In W. Damon & N. Eisenberg (Eds.), *Handbook of child psychology* (6th ed., pp. 933–1002). New York: Wiley.

Williams GC, Niemiec CP, Elliot AJ, LaGuardia JG, Gorin AA, et al. (2014) Virtual Look AHEAD program: Initial support for a partly virtualized intensive lifestyle intervention in type 2 diabetes. *Diabetes Care* 37: e169-170.

Wilson, Z. (2012). The effects of single-gender classes on students' physical fitness test performances and attitudes. *Doctoral Dissertations and Projects*. Paper 555. Retrieved from

<http://digitalcommons.liberty.edu/doctoral/555> Wolters, P. (2008). "Schwierige" Schülerinnen und Schüler ["Difficult" students]. *Sportpädagogik*, 32(2), 4–9.

Wolters, P., & Gebken, U. (2008). Schulsportverweigerer [Refusers of school sports]. In E. Balz & P. Wolters (Eds.), *Schulsport. Didaktik und Methodik* [Physical Education. Didactics and methods] (pp. 207–211). Seelze-Velber: Friedrich.

Xiang, P., McBride, R., & Guan, J. (2004). Children's motivation in elementary Physical Education: A longitudinal study. *Research Quarterly for Exercise and Sport*, 75, 71–80. doi:10.1080/02701367.2004.10609135

Zhou, J., & Urhahne, D. (2013). Teacher judgment, student motivation, and the mediating effect of attributions. *European Journal of Psychology of Education*, 28, 275–295. doi:10.1007/s10212-012-0114-9