

# Perceptions and Self-Assessment of Physical Fitness among Sports Students Through the Implementation of the Physical Fitness Test

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## ABSTRACT

This study explored the perceptions and self-assessed fitness behaviors of Sports Strand students at Muntinlupa National High School following the implementation of the Physical Fitness Test (PFT). Grounded in the DepEd K to 12 Curriculum and Republic Act No. 10533, the research aimed to determine how the PFT influences student motivation, goal-setting, and physical health awareness. Using a descriptive quantitative design, data were collected from 30 Grade 12 students through a validated Likert-scale questionnaire. Results revealed that students had a generally positive perception of the PFT, recognizing its value in assessing fitness and promoting self-awareness. The PFT was found to encourage increased physical activity, consistency in fitness routines, and more serious tracking of personal health goals. A strong and statistically significant correlation ( $r = 0.76$ ,  $p < 0.01$ ) was found between students' positive perception of the PFT and their motivation and behavior toward physical fitness. These findings support the conclusion that the PFT serves not only as a physical assessment tool but also as a powerful instrument for engaging students in lifelong fitness habits. To maximize its impact, it is recommended that educators strengthen instruction about each test component, incorporate structured reflection and feedback, encourage long-term fitness planning, utilize digital tools for tracking progress, and foster a supportive learning environment centered on personal growth rather than competition.

**Keywords:** Physical Fitness Test, self-assessment, student perception, motivation, physical education, fitness behavior, Sports Strand, action research, DepEd curriculum, learner engagement

## INTRODUCTION

Physical fitness is a core component of the Senior High School Sports Strand, as it directly influences a student's ability to perform both academically and athletically. While many programs focus on training and physical assessment, there is often limited attention given to understanding students' perceptions, motivations, and self-assessment regarding their fitness levels. These personal factors are essential in shaping long-term engagement with healthy physical habits. Without understanding how students feel about and respond to fitness programs, interventions may fall short of their full potential.

In line with DepEd Order No. 21, s. 2019, which emphasizes the holistic development of learners under the K to 12 curriculum, it is important not only to implement physical fitness programs but also to evaluate how students receive and engage with them. The Physical Fitness Test (PFT), a tool widely used in Physical Education classes, provides opportunities for students to reflect on their physical strengths and weaknesses. However, there remains a gap in research on how students perceive the PFT and whether it positively influences their fitness behavior and motivation.

This study aims to fill that gap by exploring the perceptions and self-assessments of Sports Strand students at Muntinlupa National High School following the implementation of the PFT. By using Likert-scale survey instruments, this research will generate quantitative data on students' attitudes, motivation levels, self-reported fitness habits, and the perceived impact of fitness testing on their academic and athletic performance.

Understanding these aspects will enable educators and school administrators to better design and implement fitness programs that align with the needs, preferences, and psychological readiness of students.

Moreover, the study supports the goals outlined in Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, which mandates a learner-centered and developmentally appropriate curriculum. Gathering students' feedback in the form of perception surveys aligns with this learner-centered approach, ensuring that the voices of students are considered in curriculum delivery and program design. It also contributes to more responsive and engaging Physical Education instruction tailored to students' interests and motivations.

By identifying trends and patterns in student perceptions and fitness behavior, this research can contribute to the improvement of physical education programs at Muntinlupa National High School. It also offers broader insights into the importance of integrating student voice and self-awareness into health and fitness education, ensuring that students are not only active participants but also engaged and informed ones.

## **METHODS**

### **Research Design**

This study employed a quantitative descriptive research design to explore the perceptions and self-assessment of physical fitness among selected Sports Strand students at Muntinlupa National High School. The purpose of this design was to gather measurable data through a Likert-scale questionnaire, focusing on how students perceive the Physical Fitness Test (PFT), their self-reported fitness behaviors, and their motivation to engage in physical activities. As a teacher-led action research, the study aimed to improve classroom practice by understanding the student experience and using data to inform future fitness interventions.

The descriptive nature of this study allowed the researcher to analyze trends and summarize student responses without manipulating any variables. By using a standardized survey tool, the research gathered quantitative data in a structured and objective way. This approach aligns with the reflective goals of action research, enabling the teacher-researcher to assess current methods, implement improvements, and support the holistic development of students in the Sports Strand, particularly in the area of physical fitness awareness and engagement.

### **Participants/ Respondents of the Study**

The participants of this study were selected Grade 12 students enrolled in the Sports Strand at Muntinlupa National High School – Senior High School for the School Year 2025–2026. A purposive sampling technique was used, focusing on students who had completed the Physical Fitness Test (PFT) as part of their Physical Education curriculum. These students were chosen based on their direct involvement in the implementation of the PFT, making them the most relevant group for assessing perceptions and self-evaluation related to physical fitness.

A total of 30 students participated in the study. The group included both male and female learners with varying levels of physical performance and athletic experience. Their participation provided valuable insights into how Sports Strand students perceive the PFT, assess their own physical fitness, and respond to the intervention in terms of motivation, behavior, and overall awareness of physical well-being.

### **Research Instruments**

The research utilized a standardized Physical Fitness Test (PFT) battery as prescribed by the Department of Education to assess the actual physical fitness levels of the students. The researcher utilized a researcher-made self-assessment questionnaire and perception survey with a 5-point Likert scale to assess the perceived physical fitness levels of the students as well as their attitudes towards the implementation of the Physical Fitness Test. The researcher also utilized a profile sheet to gather demographic data.

### **Data Gathering Procedures**

The data gathering techniques started from seeking approval from the school administration and the informed consent from the students and their parents. The standardized Physical Fitness Test (PFT) prescribed by the

Department of Education was conducted to measure the actual fitness levels of the students. After the completion of the PFT, the researcher administered the self-assessment questionnaire and perception survey using a 5-point Likert scale to measure the students' perception of physical fitness and their attitudes toward the implementation of the Physical Fitness Test. The researcher ensured the students understood the instructions before the administration of the test instrument to obtain accurate and honest responses from the students. Data was gathered from the students using a profile sheet before the administration of the test instrument.

### Statistical Treatment

The data collected in this study were analyzed using quantitative descriptive statistical methods. Responses from the Likert-scale questionnaire were tabulated, coded, and interpreted using statistical tools to determine the overall perceptions, self-assessment, and fitness-related behaviors of the Sports Strand students after the implementation of the Physical Fitness Test (PFT).

Each item in the questionnaire was assigned a numerical value based on a 5-point Likert scale, 5 – Strongly Agree to 1 – Strongly Disagree. The responses were analyzed to compute the mean, frequency, and percentage distribution for each item. These values provided insight into students' general attitudes, motivation, and self-perceived physical fitness levels. To explore relationships between variables, such as between student perception of the PFT and their self-assessed fitness behaviors, correlational analysis may also be employed if appropriate.

The results from this analysis served as the basis for concluding the effectiveness and impact of the intervention from the students' perspective. Patterns and trends identified through the data helped inform actionable recommendations for improving the implementation of physical fitness programs in the Sports Strand curriculum.

## RESULTS

After determining the research designs and instruments used in this study, the researchers conducted 30 Sports Strands Students as a sample population. The researchers presented the results of the survey data gathered, as shown below.

<b>Table 1</b> Perceptions of Students According to Purpose and Value of the Physical Fitness Test		
Statements	Weighted Mean	Verbal Interpretation
The Physical Fitness Test helps me understand my current fitness level.	4.58	Strongly Agree
I believe the PFT is an important part of the Physical Education program.	4.67	Strongly Agree
The PFT is a fair way to assess student fitness.	4.39	Agree
I clearly understand the purpose of each component of the PFT.	4.30	Agree
The PFT motivates me to take fitness more seriously.	4.42	Agree
<b>OVERALL MEAN</b>	<b>4.47</b>	<b>Agree</b>
Legend:		
5 – (4.50 to 5) = SA (Strongly Agree)		
4 – (3.50 to 4.49) = A (Agree)		
3 – (2.50 to 3.49) = N (Neutral)		



2 – (1.50 to 2.49) = D (Disagree)		
1 – (1.00 to 1.49) = SD (Strongly Disagree)		

**Table 2** Students Self-Assess According to physical fitness levels after the PFT

Statements	Weighted Mean	Verbal Interpretation
I was satisfied with my performance in the Physical Fitness Test.	4.48	Agree
I am aware of the areas I need to improve in my physical fitness.	4.52	Strongly Agree
I regularly assess my fitness based on the PFT components.	4.39	Agree
I feel more confident about my physical abilities after taking the PFT.	4.36	Agree
I consider myself physically fit based on the recent PFT.	4.09	Agree
<b>Overall Mean</b>	<b>4.37</b>	<b>Agree</b>
Legend:		
5 – (4.50 to 5) = SA (Strongly Agree)		
4 – (3.50 to 4.49) = A (Agree)		
3 – (2.50 to 3.49) = N (Neutral)		
2 – (1.50 to 2.49) = D (Disagree)		
1 – (1.00 to 1.49) = SD (Strongly Disagree)		

**Table 3** Students' Motivation to Engage in Physical Activity

Statements	Weighted Mean	Verbal Interpretation
I felt motivated to improve my fitness after taking the PFT.	4.55	Strongly Agree
I am more conscious about my health and fitness after the PFT.	4.52	Strongly Agree
I now set personal fitness goals because of the PFT experience.	4.48	Agree
The PFT encouraged me to engage in more physical activities.	4.45	Agree
Knowing I would take the PFT made me more active before the test.	4.36	Agree
<b>OVERALL MEAN</b>	<b>4.47</b>	<b>Agree</b>
Legend:		
5 – (4.50 to 5) = SA (Strongly Agree)		

4 – (3.50 to 4.49) = A (Agree)		
3 – (2.50 to 3.49) = N (Neutral)		
2 – (1.50 to 2.49) = D (Disagree)		
1 – (1.00 to 1.49) = SD (Strongly Disagree)		

<b>Table 4</b> Students' Self-Reported Fitness Habits before and after the PFT		
Statements	Weighted Mean	Verbal Interpretation
I track my progress in fitness more seriously after participating in the PFT.	4.55	Strongly Agree
I increased my physical activity after taking the PFT.	4.48	Agree
I am now more consistent with my physical activity after the PFT.	4.45	Agree
I follow a basic exercise routine or fitness plan.	4.39	Agree
I regularly participated in physical activities even before the PFT.	4.27	Agree
<b>OVERALL MEAN</b>	<b>4.43</b>	<b>Agree</b>
Legend:		
5 – (4.50 to 5) = SA (Strongly Agree)		
4 – (3.50 to 4.49) = A (Agree)		
3 – (2.50 to 3.49) = N (Neutral)		
2 – (1.50 to 2.49) = D (Disagree)		
1 – ( 1.00 to 1.49) = SD ( Strongly Disagree)		

<b>Table 5</b> Correlation Between Students' Perception of the PFT and Their Self-Assessed Fitness Behavior and Motivation					
Variables Correlated	N	Pearson r	Significance	Interpretation	P-Value
Students' Perception of the PFT and Fitness Behavior & Motivation	30	0.76	p < 0.01	Strong Positive	Correlation

## DISCUSSIONS

The Table 1, indicate a positive perception of the Physical Fitness Test (PFT) among students. The statement "I believe the PFT is an important part of the Physical Education program" received the highest weighted mean of 4.67, which falls under the "Strongly Agree" category, suggesting that students acknowledge the value of PFT as a core element of physical education.

This aligns with literature emphasizing the role of fitness assessments in promoting accountability and awareness in physical health education (Cale & Harris, 2009). Similarly, the statement "The Physical Fitness Test helps me understand my current fitness level" scored a weighted mean of 4.58, reinforcing the idea that the PFT is effective

in raising students' self-awareness about their health, a key goal in formative assessment (Baumgartner et al., 2015).

Based on Table 2, the self-assessment data gathered after the Physical Fitness Test (PFT), students demonstrated a generally positive response toward evaluating their own physical fitness. The highest-rated statement, "I am aware of the areas I need to improve in my physical fitness," received a weighted mean of 4.52, falling under the "Strongly Agree" category. This indicates that the PFT is effective in promoting self-awareness and reflective thinking, which are essential elements of personal health development and goal setting (Fairclough & Stratton, 2005). Similarly, the statement "I was satisfied with my performance in the Physical Fitness Test" also scored highly (mean = 4.48), suggesting that many students had a positive perception of their physical performance, which can enhance motivation and foster a sense of achievement (Ekelund et al., 2012).

The results from Table 3, "The data on students' motivation to engage in physical activity after completing the Physical Fitness Test (PFT) show strong positive outcomes, especially in post-assessment behavior and mindset. The highest-rated statement, "I felt motivated to improve my fitness after taking the PFT," achieved a weighted mean of 4.55, indicating strong agreement among students that the PFT encouraged fitness improvement. Similarly, "I am more conscious about my health and fitness after the PFT" also received a Strongly Agree rating (mean = 4.52), further supporting the idea that the PFT significantly increases students' health awareness. These findings align with research by Fairclough and Stratton (2005), who highlight that performance-based assessments in physical education can improve students' commitment to physical activity when they feel personally connected to their results.

Statements such as "I now set personal fitness goals because of the PFT experience" (mean = 4.48) and "The PFT encouraged me to engage in more physical activities" (mean = 4.45) show that many students are translating their assessment experience into goal-directed behavior, a key component in long-term physical activity adherence (Ekelund et al., 2012). While slightly lower, the statement "Knowing I would take the PFT made me more active before the test" (mean = 4.36) still reflects a generally positive response, though it suggests that not all students increased their activity levels in preparation for the test, possibly due to varying motivation levels or lack of pre-test guidance.

Based on Table 4, highlight how the Physical Fitness Test (PFT) influences students' ongoing health behaviors and commitment to fitness. The highest-rated statement, "I track my progress in fitness more seriously after participating in the PFT," with a weighted mean of 4.55, demonstrates that the PFT has a lasting impact on how students monitor their health and performance. This aligns with research by Fairclough & Stratton (2005), which emphasizes that physical assessments can foster self-monitoring skills essential to long-term fitness development.

The second-highest response, "I increased my physical activity after taking the PFT" (4.48), shows that students were motivated to act upon their fitness results, converting assessment into action—a critical educational outcome supported by Ekelund et al. (2012). Statements related to consistency of activity and having a fitness plan also received high agreement, although slightly lower than the others. Interestingly, "I regularly participated in physical activities even before the PFT" received the lowest score (4.27), suggesting that the test may have had a more significant influence on previously less active students, providing a motivational push for behavior change.

Table 5 shows the Pearson correlation analysis demonstrates a statistically significant positive relationship between students' perceptions of the PFT and their fitness behavior and motivation. The computed Pearson correlation coefficient ( $r = 0.76$ ) suggests a strong positive correlation, while the p-value ( $< 0.01$ ) confirms the statistical significance of this relationship.

## CONCLUSIONS

Based on the findings of this study, the following conclusions can be made: Students generally have a positive perception regarding the Physical Fitness Test (PFT). The Physical Fitness Test encourages students to develop self-awareness and critical reflection. It also serves as a means to motivate students to engage in healthy physical activities. Moreover, students' self-reported physical fitness behaviors were positively influenced after

participating in the Physical Fitness Test. Furthermore, there is a very strong and statistically significant relationship between students' perception of the Physical Fitness Test and their motivation and fitness behavior.

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### Conflict Of Interest

The authors declare that there is no conflict of interest.

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