Satisfaction, Perception and Attitude of First Year Students towards Physical Activities toward Health and Fitness Curriculum in Ifugao State University-Potia Campus

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ABSTRACT

This study assessed the level of satisfaction, perception, and attitude of first-year students toward the Physical Activity Towards Health and Fitness (PATHFit) curriculum at Ifugao State University–Potia Campus. Employing a descriptive research design under a quantitative framework, the study involved 200 first-year education students selected through stratified random sampling. Data were collected using a structured questionnaire with a 5-point Likert scale and analyzed using descriptive statistics (median and mode) and inferential tests (Kruskal-Wallis and Mann-Whitney U). The study focused on students' satisfaction with the PATHFit curriculum, their perception of its contribution to physical wellness and a healthy lifestyle, and their attitude toward its implementation in higher education.

Results revealed that students expressed high levels of satisfaction, with positive perceptions and favorable attitudes toward the PATHFit program. The analysis also showed no significant differences in satisfaction, perception, and attitude when grouped according to sex and previous fitness experience. These findings indicate that the PATHFit curriculum effectively promotes student engagement, health awareness, and overall well-being. The study recommends the continued enhancement of the curriculum to sustain its impact and relevance. Insights from the research may guide educators, administrators, and policymakers in improving physical education programs in higher education institutions.

Keywords: PATHFit curriculum, physical education, satisfaction, perception, attitude, student engagement.

INTRODUCTION

Physical Education (PE) plays an essential role in students' physical, mental, and social development, and the integration of the PATHFit (Physical Activity Towards Health and Fitness) curriculum into higher education has become a strategic approach to instill lifelong health practices. Satisfaction, perception, and attitude toward this curriculum serve as critical indicators of its impact and success. As noted by Pangrazi and Beighle (2019), PATHFit offers a structured, intentional blend of physical training, mental wellness, and health education that goes beyond conventional PE. Such multidimensional instruction increases student satisfaction, especially when the curriculum promotes inclusivity, visible progress, and a variety of activities. Gatchalian and Romero (2020) observed that students responded favorably when the curriculum was delivered through interactive sessions and provided clear fitness improvements. Likewise, Dulay (2015) found that students at Ifugao State University expressed higher satisfaction levels when activities were meaningful, goal-oriented, and personalized to their fitness interests.

Perception, defined as the way students interpret and internalize the curriculum's relevance and quality, significantly shapes their learning experience. According to Barsoto (2019), students tend to perceive PATHFit

positively when its lessons are applicable to real-life wellness challenges such as stress management, sedentary behavior, and long-term fitness planning. Varela et al. (2019) emphasized that perceptions improve when the content helps students develop practical health skills and encourages self-awareness. The personalization of physical activities and the relevance of topics like nutrition and mental health contribute to a stronger connection with the curriculum. At Ifugao State University – Potia Campus, perception is also influenced by the cultural environment, available physical resources, and the alignment of program content with students' daily lives and community health values.

Attitude refers to students' emotional responses and behavioral tendencies toward the PATHFit curriculum and is closely tied to both satisfaction and perception. Chen and Wang (2017) reported that positive attitudes emerge when PE classes are enjoyable, instructional methods are effective, and student progress is acknowledged. Guided by the Self-Determination Theory (Deci & Ryan, 2000), it is evident that when students feel autonomous, competent, and supported by peers and instructors, they develop greater intrinsic motivation. This is further supported by the Expectancy-Value Theory (Eccles et al., 1998), which proposes that students' attitudes are influenced by how much they value the program and how successful they expect to be. Araujo and Dosil (2015) found that when students believe the curriculum aligns with their goals and offers a supportive environment, their attitudes improve significantly. At Ifugao State University, a positive attitude was observed when instructors used encouraging teaching strategies and provided opportunities for collaborative learning. Rodriguez et al. (2021) noted that students who actively participated in PATHFit experienced enhanced mental focus, emotional resilience, and greater self-confidence—factors contributing to a constructive and enthusiastic outlook toward the subject.

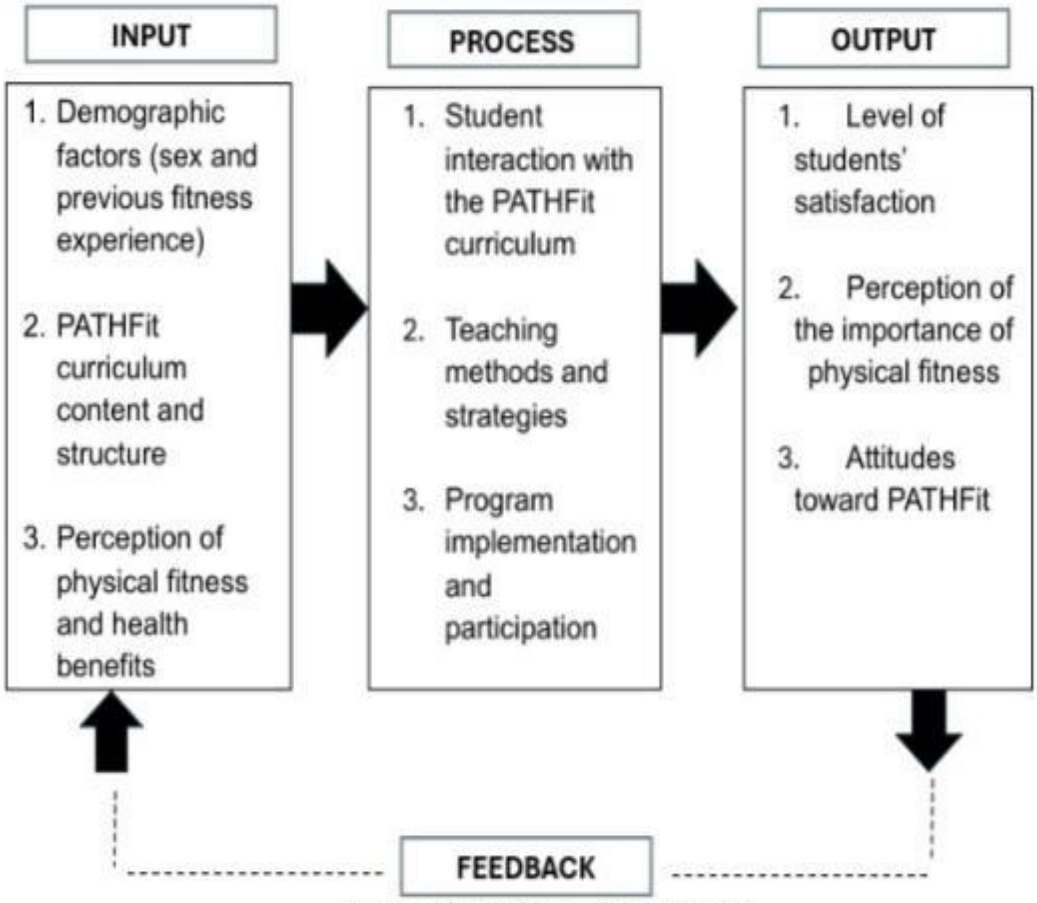

Figure 1. Paradigm of the Study

Student satisfaction, perception, and attitude toward the PATHFit curriculum are influenced by the relevance of the content, the effectiveness of instruction, and the personal significance of health and fitness goals. These dimensions are also affected by the academic environment, instructor support, and cultural context within institutions like Ifugao State University – Potia Campus. When strategically implemented, PATHFit not only advances physical health but also nurtures holistic development and instills positive lifelong habits.

Statement of the Problem

The Main objective of this particular concern is to evaluate the level of satisfaction perception and attitude of students towards exercise and other related activities based on the Physical Activities Toward Health and Fitness curriculum. Particularly this study aims to answer the following questions:

1. To what extent do students feel satisfied with the Physical Activities Toward Health and Fitness course?
2. To what extent do students perceive the importance of Physical Activities Toward Health and Fitness in promoting physical fitness and a healthy lifestyle?
3. What are the perceived attitudes of students towards the Physical Activities Toward Health and Fitness curriculum and its implementation in the higher education system?
4. What are the perceived recommendations for enhancing the program?
5. Is there any significant differences in satisfaction, perception, and attitude based on demographic factors such as sex or previous fitness experience?

Research Hypothesis

1. There are significant differences in satisfaction, perception and attitude based on demographic factors (sex and previous fitness experience).

METHODOLOGIES

This study utilized a descriptive quantitative research design to assess the satisfaction, perception, and attitudes of first-year students toward the Physical Activity Towards Health and Fitness (PATHFit) curriculum at Ifugao State University – Potia Campus. The quantitative approach enabled the researchers to gather numerical data from a broad group of participants, allowing for the identification of trends and the evaluation of the program's effectiveness.

The study's conceptual framework was anchored in the Input-Process-Output (IPO) model. Inputs included the students' demographic profiles such as sex and previous fitness experience, along with their initial impressions of the PATHFit curriculum. The process involved the students' actual engagement with the curriculum—covering classroom participation, instructional methods, and activity implementation. The outputs focused on students' reported levels of satisfaction, perception of the curriculum's impact on physical wellness, and their attitudes toward its delivery and value in higher education.

Data collection was conducted using a structured survey questionnaire composed of 5-point Likert-scale items designed to align with the study's objectives. The questionnaire was validated by experts in the field and underwent pilot testing to ensure its reliability and clarity. After necessary revisions, it was administered in person over a one-week period.

A total of 200 first-year education students served as respondents, selected through stratified random sampling to ensure balanced representation across variables such as sex and previous fitness experience. The Raosoft sample size calculator was used to determine the appropriate number of participants for statistical accuracy. Ethical considerations were strictly observed, with participants informed about the purpose of the study, their rights, and the voluntary and confidential nature of their involvement.

Data were processed and analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including median and mode, were used to summarize responses, while inferential tests—specifically the Kruskal-Wallis and Mann-Whitney U tests—were employed to determine if significant differences existed based on demographic factors. This methodology provided a comprehensive and ethical foundation for evaluating the effectiveness and reception of the PATHFit curriculum.

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RESULTS AND DISCUSSION

Table 1. Extent of satisfaction with the Physical Activities Toward Health and Fitnes

Variable	Level	Counts	Percentage
1. The PATHFit curriculum meets my expectations.	Neutral	7	23.33
	Agree	14	46.67
	Strongly Agree	9	30.00
2. The quality of teaching in PATHFit is satisfactory.	Neutral	7	23.33
	Agree	13	43.33
	Strongly Agree	10	33.33
3. The learning materials are helpful and relevant.	Disagree	1	3.33
	Neutral	5	16.67
	Agree	9	30.00
	Strongly Agree	15	50.00
4. PATHFit supports my personal health and fitness goals.	Disagree	1	3.33
	Neutral	5	16.67
	Agree	9	30.00
	Strongly Agree	15	50.00
5. The curriculum content is relevant to modern fitness practices.	Disagree	2	6.67
	Neutral	8	26.67
	Agree	13	43.33
	Strongly Agree	7	23.33
6. Facilities and equipment for PATHFit activities are accessible and well-maintained.	Strongly Disagree	1	3.33
	Disagree	3	10.00
	Neutral	9	30.00
	Agree	13	43.33
	Strongly Agree	4	13.33
7. The range of activities in the program is engaging and sufficient.	Neutral	11	36.67
	Agree	15	50.00
	Strongly Agree	4	13.33
8. Feedback and guidance from instructors are helpful for my progress.	Disagree	2	6.67
	Neutral	3	10.00
	Agree	13	43.33
	Strongly Agree	12	40.00
9. The assessment methods reflect my learning and participation.	Strongly Disagree	1	3.33
	Neutral	3	10.00
	Agree	17	56.67
	Strongly Agree	9	30.00
10. I am generally satisfied with the overall structure and organization of the curriculum.	Strongly Disagree	1	3.33
	Neutral	8	26.67
	Agree	9	30.00
	Strongly Agree	12	40.00

The survey findings revealed a generally high level of student satisfaction with the PATHFit (Physical Activity Towards Health and Fitness) curriculum at Ifugao State University – Potia Campus. Most respondents indicated that the program effectively met their expectations, with 76.67% either agreeing or strongly agreeing with this statement. This suggests that students perceived the course as aligned with their academic and health-related goals, particularly in its capacity to deliver structured physical activity and fitness education. According to Chen and Wang (2017), satisfaction in physical education programs is significantly enhanced when students experience clarity of goals, enjoyment of activities, and visible progress in personal fitness—all of which are elements embedded in the PATHFit curriculum. The quality of instruction emerged as a key contributor to student satisfaction. Approximately 76.66% of students agreed or strongly agreed that the teaching was effective, emphasizing the importance of instructor competence and communication. Instructor feedback and assessment methods also received notably high ratings, with 83.33% of respondents acknowledging their value in supporting personal progress. This aligns with Hlalele's (2016) assertion that timely and constructive feedback plays a central role in promoting learner motivation, engagement, and self-regulation. Similarly, Espinosa (2015) stressed that when assessment mechanisms reflect student performance authentically and are perceived as fair, they contribute to a stronger sense of satisfaction and learning efficacy. Learning materials were also positively received, with 80% of students agreeing that they were helpful and relevant to the course objectives. This reflects the curriculum's effectiveness in integrating theoretical knowledge with practical application—a hallmark of modern physical education. Students further expressed that PATHFit supported their personal fitness and health goals, reinforcing the program's alignment with real-world wellness needs. Rodriguez et al. (2021) noted that structured physical education programs that incorporate goal-setting and personal relevance tend to have more sustainable impacts on students' health behavior and overall satisfaction. However, certain areas elicited more moderate responses. For example, access to facilities and the condition of equipment received mixed feedback, with over 40% indicating neutrality or dissatisfaction. This suggests that

while the instructional quality is high, institutional support through infrastructure and logistics remains an area for growth. Lindqvist et al. (2014) emphasized that the availability of adequate resources—such as safe, accessible, and well-maintained facilities—is crucial for promoting active participation and sustaining high satisfaction in physical education settings. Furthermore, although the diversity and engagement of activities were positively rated by a majority, a notable percentage remained neutral, indicating that the curriculum may benefit from increased variety and personalization. As student preferences and fitness levels vary, integrating more adaptive and student-centered activity options could further enhance engagement and overall satisfaction. This idea is supported by Deci and Ryan's Self-Determination Theory (2000), which argues that autonomy, competence, and relatedness are essential psychological needs that drive motivation and satisfaction in educational settings. Overall, the findings underscore that the PATHFit curriculum is well-received by students, particularly in terms of instructional delivery, curriculum relevance, and personal goal alignment. Nevertheless, the data also point to areas that require continuous development—specifically in facilities and program variety. Addressing these aspects could lead to an even more impactful learning experience and reinforce the long-term value of fitness education among tertiary-level students.

Table 2. Students' perception on the Importance of Physical Activities Toward Health and Fitness.

Variable	Level	Counts	Percentage
1. I enjoy participating in PATHFit activities.	Neutral	8	26.67
	Agree	6	20.00
	Strongly Agree	16	53.33
2. PATHFIT motivates me to incorporate regular exercise into my routine.	Disagree	1	3.33
	Neutral	12	40.00
	Agree	9	30.00
	Strongly Agree	8	26.67
3. I feel confident about my physical abilities through PATHFit.	Neutral	6	20.00
	Agree	12	40.00
	Strongly Agree	12	40.00
4. I actively look forward to PATHFit sessions.	Disagree	1	3.33
	Neutral	6	20.00
	Agree	18	60.00
	Strongly Agree	5	16.67
5. PATHFit inspires me to try new physical activities.	Disagree	1	3.33
	Neutral	6	20.00
	Agree	14	46.67
	Strongly Agree	9	30.00
6. My attitude toward physical fitness has improved since starting the program.	Disagree	1	3.33
	Neutral	5	16.67
	Agree	17	56.67
	Strongly Agree	7	23.33
7. I feel supported by instructors and peers in my fitness journey.	Disagree	2	6.67
	Neutral	5	16.67
	Agree	14	46.67
	Strongly Agree	9	30.00
8. I feel encouraged to make fitness a regular part of my routine.	Disagree	1	3.33
	Neutral	9	30.00
	Agree	14	46.67
	Strongly Agree	6	20.00
9. The program helps me feel a sense of accomplishment.	Neutral	5	16.67
	Agree	15	50.00
	Strongly Agree	10	33.33
10. I am committed to fully engaging in the activities offered by PATHFit.	Disagree	1	3.33
	Neutral	8	26.67
	Agree	12	40.00
	Strongly Agree	9	30.00

Table 2 presents the students' perception of the Physical Activity Toward Health and Fitness (PATHFit) curriculum, revealing a highly favorable view of its relevance and impact on students' physical, mental, and lifestyle wellness. A significant majority—70% of respondents—Strongly Agreed that PATHFit is a valuable component of their education, emphasizing its importance not only as a curriculum requirement but as a meaningful contributor to their personal development. This reflects the idea that physical education, when designed around the students' needs and real-life application, fosters deeper engagement and motivation. Furthermore, 50% Strongly Agreed that the knowledge gained from PATHFit is applicable to daily life, and 60% Strongly Agreed that it supports both physical and mental well-being. These results demonstrate the curriculum's effectiveness in translating classroom content into real-world utility—an essential characteristic of impactful educational programs. This aligns with the findings of Gu and Zhang (2016), who emphasized that when physical education connects with students' everyday lives and goals, it leads to more favorable attitudes and stronger behavioral outcomes. When examining PATHFit's role in promoting healthy lifestyle

habits, 33.33% of students Strongly Agreed and 40% Agreed that it helped them establish consistent health practices. Moreover, confidence in personal health management was evident, with a combined 63.33% agreeing or strongly agreeing that PATHFit enhanced their ability to take charge of their well-being. Similarly, 80% of students Agreed or Strongly Agreed that the program improved their confidence in maintaining overall wellness, indicating its broader psychological and motivational benefits. Students also affirmed the curriculum's long-term value, with 80% recognizing the usefulness of knowledge gained from PATHFit in relation to their future lifestyle or career aspirations. This finding aligns with the assertion of Chen and Wang (2017), who reported that student-centered fitness curricula that integrate lifelong learning principles significantly enhance students' motivation and adherence to healthy behaviors beyond school settings. Additionally, 50% of students Strongly Agreed that their understanding of the connection between fitness and well-being was strengthened through PATHFit. This suggests that the program is not only addressing physical fitness but also educating students about the deeper, holistic dimensions of health. While the overall perception was highly positive, the 23.33% of students who remained Neutral regarding lifestyle encouragement suggest that there is still room to develop more inclusive and motivational approaches, especially for those who may not yet feel fully engaged by the current structure of the program. The results in Table 2 suggest that PATHFit is widely perceived as a valuable, effective, and impactful part of students' education. It fosters positive attitudes toward physical activity, promotes confidence in managing personal health, and equips students with life-long health strategies. With continued refinement, especially in fostering deeper engagement for less-involved students, the program stands to further amplify its benefits as a cornerstone of holistic wellness education.

Table 3. Perceived Attitude Towards Physical Fitness

Variable	Level	Counts	Percentage
1. PATHFit is a valuable part of my education.	Neutral	3	10.00
	Agree	6	20.00
	Strongly Agree	21	70.00
2. The skills I learn in PATHFit are applicable to daily life.	Disagree	1	3.33
	Neutral	6	20.00
	Agree	8	26.67
	Strongly Agree	15	50.00
3. PATHFit promotes both physical and mental well-being.	Neutral	6	20.00
	Agree	6	20.00
	Strongly Agree	18	60.00
4. The program encourages me to lead a healthier lifestyle.	Disagree	2	6.67
	Neutral	7	23.33
	Agree	7	23.33
	Strongly Agree	14	46.67
5. PATHFit has positively impacted my physical health.	Strongly Disagree	1	3.33
	Neutral	6	20.00
	Agree	10	33.33
	Strongly Agree	13	43.33
6. The curriculum has helped me establish healthy lifestyle habits.	Disagree	2	6.67
	Neutral	6	20.00
	Agree	12	40.00
	Strongly Agree	10	33.33
7. I feel more confident managing my physical health through PATHFit.	Disagree	3	10.00
	Neutral	8	26.67
	Agree	10	33.33
	Strongly Agree	9	30.00
8. The program motivates me to prioritize physical and mental health.	Disagree	1	3.33
	Neutral	5	16.67
	Agree	12	40.00
	Strongly Agree	12	40.00
9. The knowledge I gain will be useful in my future career or lifestyle.	Neutral	6	20.00
	Agree	12	40.00
	Strongly Agree	12	40.00
10. PATHFit improves my understanding of the relationship between fitness and well-being.	Neutral	4	13.33
	Agree	11	36.67
	Strongly Agree	15	50.00

Table 3 revealed that students generally exhibit a positive attitude toward the PATHFit curriculum, particularly in areas such as enjoyment, confidence in physical abilities, willingness to try new activities, and sense of accomplishment. A majority (53.33%) of the students Strongly Agreed that they enjoy participating in PATHFit activities, while only 20% expressed neutrality. This underscores the role of enjoyment in sustaining participation in physical education. According to Jones and Collins (2018), students are more likely to engage meaningfully in fitness programs when they experience them as fun and rewarding, which fosters a lasting

appreciation for physical activity. The data further show that confidence-building is a major success of the program: 80% of respondents either Agreed or Strongly Agreed that PATHFit improved their confidence in their physical abilities. This supports Gu and Zhang's (2016) claim that confidence gained from school-based physical education leads to more positive attitudes and stronger self-efficacy toward health maintenance. Similarly, 76.67% of students felt motivated to try new physical activities, which implies that PATHFit encourages exploratory behavior—a key indicator of attitude change and intrinsic motivation. However, the results also highlighted areas requiring attention. For instance, when asked whether PATHFit motivates them to engage in regular exercise, only 56.67% responded positively, and a notable 40% remained Neutral. This suggests that while the program is well-liked during scheduled sessions, its impact on promoting consistent fitness habits outside the classroom may be limited. Maher et al. (2014) emphasized that motivation to sustain physical activity is often tied to personalized feedback and clear goal-setting, indicating that PATHFit may benefit from more tailored motivational strategies. Instructor and peer support was recognized by 76.67% of students, and 83.33% agreed or strongly agreed that they felt a sense of accomplishment in the program. These findings echo Hlalele (2016), who noted that social support systems in educational settings play a critical role in nurturing students' attitudes toward health behaviors. Such interpersonal encouragement contributes to a positive classroom climate and enhances engagement. Despite these strengths, there were neutral or negative responses in key indicators such as exercise motivation and regular participation—areas critical to cultivating long-term behavior change. This implies a gap between the positive attitude during participation and actual behavioral follow-through beyond class. As Pereira et al. (2020) cautioned, student enthusiasm for physical education tends to decline over time unless the curriculum evolves with their interests and provides more inclusive and personalized opportunities for growth. The findings affirm that PATHFit fosters a generally favorable attitude toward fitness among most students by enhancing enjoyment, boosting confidence, and offering supportive peer and instructor interactions. Yet, for broader and more lasting impact, the curriculum should incorporate more adaptive, engaging, and personalized activities to appeal to students with varying motivation levels. With continued improvement, PATHFit can further empower students to sustain active, healthy lifestyles both within and beyond the academic setting.

Table 4. Perceived Recommendations for Enhancing the Program

Variable	Level	Counts	Percentage
1. Access to more modern equipment would improve the experience.	Strongly Disagree	1	3.33
	Disagree	1	3.33
	Neutral	3	10.00
	Agree	12	40.00
	Strongly Agree	13	43.33
2. Increasing the variety of activities would make the curriculum more engaging.	Neutral	8	26.67
	Agree	11	36.67
	Strongly Agree	11	36.67
3. Better scheduling would reduce barriers to participation.	Neutral	10	33.33
	Agree	7	23.33
	Strongly Agree	13	43.33
4. Providing individualized feedback would enhance engagement.	Disagree	1	3.33
	Neutral	6	20.00
	Agree	11	36.67
	Strongly Agree	12	40.00
5. More group activities would encourage teamwork and social interaction.	Disagree	1	3.33
	Neutral	7	23.33
	Agree	9	30.00
	Strongly Agree	13	43.33
6. Emphasizing mental well-being would enhance the program's benefits.	Disagree	2	6.67
	Neutral	4	13.33
	Agree	14	46.67
	Strongly Agree	10	33.33
7. Improved communication about program objectives would increase its impact.	Disagree	1	3.33
	Neutral	4	13.33
	Agree	13	43.33
	Strongly Agree	12	40.00
8. Incorporating real-world applications of fitness principles would make the program more practical.	Neutral	6	20.00
	Agree	14	46.67
	Strongly Agree	10	33.33
9. Addressing resource or scheduling barriers would enhance satisfaction.	Disagree	1	3.33
	Neutral	8	26.67
	Agree	14	46.67
	Strongly Agree	7	23.33
10. Better teaching methods would improve overall engagement.	Disagree	1	3.33
	Neutral	5	16.67
	Agree	6	20.00
	Strongly Agree	18	60.00

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Table 4 reveals critical insights into how the PATHFit curriculum can be enhanced to better support students' physical, mental, and emotional well-being. A significant 83.33% of students agreed that integrating modern equipment would substantially improve their fitness experience. This suggests that outdated or insufficient facilities may hinder optimal training and engagement. The call for more diverse and dynamic activities, endorsed by 73.34% of students, points to a need for curriculum innovation that caters to varying interests and fitness levels. This finding echoes the work of Araujo and Dosil (2015), who emphasized the positive relationship between varied physical activity programs and increased student motivation and adherence. Improved scheduling, supported by 66.66% of respondents, emerged as a logistical barrier that affects student participation. Flexible and convenient scheduling would reduce absenteeism and enhance access, especially for students with academic and personal commitments. In line with this, Gatchalian and Romero (2020) stress that structural barriers, such as time and resource limitations, can significantly reduce student engagement in school-based physical activity programs. Individualized instruction and feedback, valued by 76.67% of students, was also identified as essential for student development. Tailored support not only enhances learning outcomes but also fosters intrinsic motivation—a key component of Self-Determination Theory. Additionally, the emphasis on group-based activities (73.33% agreement) reflects students' desire for collaborative learning environments where peer interaction and teamwork are cultivated, reinforcing social belonging and motivation. Importantly, students underscored the integration of mental well-being strategies into the program, with 80% believing that addressing mental health would enrich the overall fitness education experience. This supports a more holistic health model; wherein physical education also serves as a platform for emotional resilience and psychological growth. Additionally, the majority agreed on the importance of real-world application (80%)—highlighting the relevance of fitness education in daily life and future careers. Students also emphasized the importance of clarity and transparency in program objectives, with 83.33% noting that improved communication regarding goals and outcomes would lead to better understanding and engagement. Instructional quality also emerged as a priority: 60% strongly agreed that more effective teaching methods would significantly improve their experience. This reinforces the findings of Drum et al. (2016), who argued that pedagogical quality is a major determinant of student success and satisfaction in physical education. Lastly, addressing logistical and resource-related barriers, noted by 70% of students, is vital for ensuring equitable access to physical activity. Without proper facilities, scheduling, and equipment, even well-designed programs may fail to achieve their intended impact. The findings suggest that the enhancement of PATHFit must go beyond curriculum design and include improvements in infrastructure, instruction, engagement strategies, and mental health integration. The recommendations drawn from student feedback present an opportunity to align the program with contemporary standards of fitness education—emphasizing not just physical outcomes, but also personal relevance, inclusivity, and long-term well-being. By addressing these areas, PATHFit can become a more effective, student-centered platform for cultivating lifelong habits of health and physical activity.

Table 5. Perceived Satisfaction of Students when grouped according to sex

Group	N	Mean	SD	Mean Rank	U	p-value	Decision
Male	6	3.833	0.836	13.25	58.5*	0.5 p>0.05	Failed to reject Ho
Female	24	4.058	0.568	16.063			

Table 5 explores the relationship between students' sex and their level of satisfaction with the Physical Activity Toward Health and Fitness (PATHFit) curriculum. Based on the findings, female students reported a slightly higher mean satisfaction score (M = 4.058, SD = 0.568) compared to male students (M = 3.833, SD = 0.836). However, the results of the Mann-Whitney U test revealed a U value of 58.5 with a corresponding p-value of 0.5, which is greater than the conventional threshold of significance ($p > 0.05$). Consequently, the null hypothesis was not rejected, indicating no statistically significant difference in satisfaction between male and female students. While the data suggests that female students may have experienced marginally greater satisfaction with the curriculum, the difference is not substantial enough to imply that sex is a determining factor in shaping students' satisfaction. The wider standard deviation among male students suggests more variability in their experiences, whereas female responses were more consistent. However, this variability does not translate into a statistically meaningful difference in overall satisfaction between the sexes. This finding implies that satisfaction with the PATHFit curriculum is likely influenced by other variables, such as teaching

quality, curriculum relevance, student engagement, and access to physical activity resources, rather than by sex alone. As Chen and Wang (2017) argue, satisfaction in physical education settings is more strongly tied to the quality and variety of activities, alignment with students' fitness goals, and the effectiveness of instructional delivery, rather than to demographic factors like gender. In other words, both male and female students are similarly affected by how well the curriculum meets their needs and motivates them to participate. The results reinforce the notion that while slight differences may exist between sexes in perceived satisfaction, these are not statistically significant and should not be overinterpreted. Instead, educators and program designers should focus on pedagogical strategies, inclusive activities, and student-centered learning environments to enhance satisfaction across all demographics. Further research is encouraged to explore how other factors—such as motivation, prior physical activity experience, or learning preferences—might influence students' perceptions of and satisfaction with the PATHFit program.

Table 6. Perceived Perception of Students when grouped according to sex

Group	N	Mean	SD	Mean Rank	U	p-value	Decision
Male	6	4.05	0.565	12.583	54.5*	0.38 p>0.05	Failed to reject Ho
Female	24	4.242	0.631	16.229			

Table 6 investigates the relationship between sex and students' perception of physical activities in the PATHFit curriculum. The findings showed that female students had a slightly higher mean perception score (M = 4.242, SD = 0.631) compared to male students (M = 4.050, SD = 0.565). However, results from the Mann-Whitney U test yielded a U value of 54.5 and a p-value of 0.38, which exceeds the significance threshold of 0.05. This indicates no statistically significant difference in the perception of physical activities between male and female students, leading to the retention of the null hypothesis. Although females reported marginally more favorable perceptions, the comparable standard deviations suggest that both sexes exhibited similar levels of variability in their responses. The absence of a significant difference implies that sex is not a determinant of students' perception of the PATHFit curriculum. Instead, students—regardless of gender—may form their perceptions based on more salient factors such as personal interest, prior experiences, perceived benefits, and instructional quality. This aligns with the findings of Varela et al. (2019), who emphasized that students tend to perceive physical education programs more positively when they observe tangible benefits like improved health, stress relief, and the application of fitness skills in daily life. These perceived outcomes foster greater appreciation and engagement with the curriculum, regardless of sex. Additionally, Maher et al. (2014) found that regular physical activity is closely associated with increased life satisfaction and psychological well-being, both of which may contribute to students' favorable perceptions of the curriculum. The results underscore the idea that the effectiveness and appeal of the PATHFit program are rooted more in its relevance, practicality, and motivational impact than in the biological or demographic traits of the learners. Therefore, educators should prioritize enhancing the curriculum's real-world value, offering diverse and student-centered activities that promote not only physical fitness but also mental wellness, social interaction, and life-long health habits. While slight perceptual differences between male and female students were observed, they are not statistically significant. The overall positive perception of the curriculum reflects the importance of designing PE programs that are inclusive, benefit-oriented, and responsive to students' holistic needs—ultimately promoting sustained engagement and long-term well-being for all learners.

Table 7. Perceived Attitude of Students when grouped according to sex

Group	N	Mean	SD	Mean Rank	U	p-value	Decision
Male	6	4.067	0.532	16	75*	0.9 p>0.05	Failed to reject Ho
Female	24	4.017	0.662	15.375			

Table 7 explores the comparison of attitudes toward physical activities between male and female students in the PATHFit curriculum. The findings revealed that male students reported a slightly higher mean attitude score (M = 4.067, SD = 0.532) than female students (M = 4.017, SD = 0.662). However, the difference is minimal, and the Mann-Whitney U test yielded a U value of 75 and a p-value of 0.9, well above the standard alpha level of 0.05. These results indicate that the difference is not statistically significant, and the null hypothesis is retained. In essence, there is no significant difference in attitude toward physical activities

between male and female students. The relatively similar mean scores and overlapping standard deviations suggest that students, regardless of sex, tend to share a consistently positive attitude toward the PATHFit curriculum. The slightly higher variability among female responses (SD = 0.662) compared to males (SD = 0.532) may reflect individual differences in engagement or prior experience, but this did not translate into a meaningful difference at the group level. This finding reinforces the notion that attitude toward physical education is influenced more by subjective experience, quality of instruction, and perceived relevance than by demographic variables such as sex. According to Araujo and Dosil (2015), students' attitudes toward physical education develop largely through positive reinforcement, constructive feedback, and enjoyable experiences during class. These factors play a central role in shaping motivation and behavioral intention. The data also aligns with the broader educational psychology perspective that affective components of learning—such as enjoyment, satisfaction, and sense of accomplishment—are more influential in shaping attitudes than static attributes like gender. When students perceive physical activities as rewarding, relevant, and tailored to their goals, they are more likely to form positive attitudes regardless of their background. While minor differences in scores were observed, attitudes toward physical activities in the PATHFit curriculum are not significantly influenced by sex. Instead, the findings point to the importance of designing a dynamic and engaging PE environment that supports the emotional, social, and physical development of all students. Future research could explore how intrinsic motivation, prior athletic involvement, or instructional delivery styles influence attitude formation, thus providing deeper insights for program improvement.

Table 8. Perceived Recommendation of Students when grouped according to sex

Group	N	Mean	SD	Mean Rank	U	p-value	Decision
1	6	4.067	0.753	15.083	69.5*	0.91	Failed to reject
2	24	4.142	0.665	15.604			Ho

Table 8 examines the relationship between sex and students' recommendations regarding the physical activities embedded in the PATHFit curriculum. The results showed that female students had a slightly higher mean recommendation score (M = 4.142, SD = 0.665) compared to male students (M = 4.067, SD = 0.753). Despite this marginal difference, the Mann-Whitney U test produced a U value of 69.5 and a p-value of 0.91, which far exceeds the standard alpha level of 0.05. This indicates that the difference Is not statistically significant, and thus, the null hypothesis is retained. These findings suggest that both male and female students express a similarly high level of recommendation for the inclusion and continuation of physical activities within the curriculum. The minimal difference in mean scores, along with the overlapping standard deviations, indicates that sex does not substantially influence students' willingness to recommend the PATHFit physical activity components. The slightly higher variability among male responses (SD = 0.753) might reflect a broader range of experiences or engagement levels, but it does not translate into a meaningful difference in recommendation behavior. This outcome aligns with the argument that recommendations or endorsements of physical education programs are shaped more by experiential, environmental, and motivational factors than by demographic variables. According to Drum et al. (2016), students' recommendations for physical education programs are often influenced by perceived relevance, enjoyment, and alignment with personal health goals, rather than biological differences such as sex. When students recognize the practical benefits of physical education—such as improved fitness, reduced stress, and better academic performance—they are more inclined to recommend the program to others. Furthermore, Lindqvist et al. (2014) emphasize the importance of institutional support, teacher encouragement, and the role of external stakeholders—including parents and school administrators—in fostering a culture that values physical education. This supportive climate contributes significantly to students' willingness to recommend the program, as it enhances their overall experience and reinforces the value of physical activities beyond the classroom setting. The similar recommendation levels across both genders imply that the PATHFit curriculum is generally well-received and that sex is not a critical determinant in students' feedback or endorsements. Instead, the quality of instruction, perceived personal benefit, and emotional engagement appear to be more influential factors. These findings highlight the need for educational institutions to focus on program quality, inclusiveness, and responsiveness to students' evolving needs, as these dimensions are more likely to shape student satisfaction and advocacy. While a slight numerical difference in recommendation scores was observed between male and female students, it was not statistically significant. The data suggests that both genders hold comparable views on the

value of the physical activities in the PATHFit curriculum. Future studies may benefit from exploring how intrinsic motivation, cultural beliefs, or peer influence play a role in shaping students' advocacy for physical education programs.

Table 9. Previous Fitness vs. Satisfaction Experience

PFE	N	df	H-Stat	p-value	Decision
No Previous Experience	2				
Occasional Exercise	23	2	3.12*	0.21, p>0.05	Failed to reject Ho
Regular Exercise	5				

Table 9 explores the influence of previous fitness experience on students' satisfaction with the physical activities integrated in the PATHFit curriculum. Students were grouped according to their self-reported exercise habits: regular, occasional, or none. The results of the Kruskal-Wallis test yielded an H-statistic of 3.12 and a p-value of 0.21, exceeding the 0.05 threshold. This statistical outcome indicates that there is no significant difference in satisfaction levels among the three groups, and thus the null hypothesis was not rejected. These findings underscore the inclusive and adaptable nature of the PATHFit curriculum, which appears to effectively engage students regardless of their prior exposure to physical training. Whether students had consistent fitness routines, participated in exercise sporadically, or had no experience at all, their reported satisfaction levels remained relatively consistent. The lack of significant variance suggests that satisfaction with the curriculum is not primarily dependent on prior fitness experience, but more likely influenced by the design, delivery, and perceived relevance of the program. According to Chen and Wang (2017), student satisfaction in physical education is shaped by curricular alignment with personal fitness goals, the availability of varied and enjoyable activities, and a learning environment that encourages participation. These factors appear to resonate strongly in the PATHFit program, which may explain the comparable satisfaction levels across students with diverse backgrounds. Likewise, Gatchalian and Romero (2020) found that student satisfaction with the PATHFit curriculum increased when the program featured interactive lessons, goal-oriented instruction, and flexible activity options—components that are beneficial regardless of students' baseline fitness levels. The results also reinforce the significance of curricular accessibility and engagement-focused strategies in physical education. By providing a range of activity types, clearly communicated objectives, and supportive feedback from instructors, the PATHFit curriculum seems to foster a universally positive learning experience. This aligns with Self-Determination Theory (Deci & Ryan, 2000), which emphasizes the importance of autonomy, competence, and relatedness in enhancing students' intrinsic motivation and satisfaction. Even those without prior experience can feel competent and included if the environment is structured to accommodate their needs and growth. The study confirms that previous fitness experience does not significantly influence students' satisfaction with the PATHFit curriculum ($p = 0.21 > 0.05$). Instead, factors such as curriculum inclusivity, perceived personal growth, and instructional quality may play a more prominent role. This highlights the importance of continuing to design broadly accessible and engaging physical education programs that can effectively serve diverse student populations. Future research may benefit from examining motivational variables, student-teacher dynamics, or perceived goal achievement as possible drivers of satisfaction in physical education settings.

Table 10. Previous Fitness Experience vs. Perception

PFE	N	df	H-Stat	p-value	Decision
No Previous Experience	2				
Occasional Exercise	23	2	0.325*	0.85, p>0.05	Failed to reject Ho
Regular Exercise	5				

Table 10 explored whether students' previous fitness experience had an impact on their perception of physical activities within the PATHFit curriculum. Students were categorized based on their engagement with

exercise—none, occasional, or regular—and their perception scores were compared using the Kruskal-Wallis test. The statistical analysis produced an H-statistic of 0.325 and a p-value of 0.85, a value well above the 0.05 significance level. These results indicate no statistically significant difference in perception among students with varying fitness backgrounds, leading to the retention of the null hypothesis. The findings suggest that students, regardless of prior fitness involvement, held similarly positive perceptions of the physical activities embedded in the PATHFit curriculum. This implies that the curriculum effectively fosters favorable views toward physical activity, even among students with little to no previous exercise experience. The PATHFit program may be perceived as approachable and relevant by a wide spectrum of learners, a key characteristic of inclusive curriculum design. Varela et al. (2019) support this observation, noting that students are more likely to perceive physical education positively when programs emphasize practical, transferable skills and support real-life application of fitness concepts. This practical relevance can bridge gaps between students of different fitness levels, making the learning experience meaningful regardless of prior exposure. Furthermore, Maher et al. (2014) emphasized that participation in physical activity enhances psychological well-being and life satisfaction, factors that can influence how students perceive the value of a PE curriculum over time, even if they began with minimal exercise experience. From a theoretical standpoint, the results are consistent with the Expectancy-Value Theory (Eccles & Wigfield, 2002), which asserts that students' perception of an academic task is influenced by its perceived usefulness and intrinsic value. When the curriculum presents content that is seen as beneficial and achievable by all students, it strengthens positive perceptions across varied fitness backgrounds. This also aligns with Self-Determination Theory (Deci & Ryan, 2000), which posits that supportive environments that fulfill psychological needs for autonomy, competence, and relatedness contribute to more favorable perceptions of learning activities. The consistently positive perception across all fitness groups suggests that PATHFit's structure, variety of activities, and relevance to daily life likely resonate with students, regardless of their prior experience. This underscores the importance of designing curricula that are developmentally appropriate, motivationally rich, and adaptable to different fitness levels. The data reveal that students' prior fitness experience does not significantly influence their perception of the physical activities in the PATHFit curriculum ($p = 0.85 > 0.05$). This affirms the curriculum's broad accessibility and universal appeal, reinforcing its value as an inclusive health and fitness education program. Future studies could delve deeper into psychosocial variables, such as personal goals, enjoyment, or peer support, to uncover more nuanced drivers behind student perception.

Table 11. Previous Fitness Experiences vs. Attitude

PFE	N	df	H-Stat	p-value	Decision
No Previous Experience	2				
Occasional Exercise	23	2	6.12*	0.04, p>0.05	Failed to reject Ho
Regular Exercise	5				

Table 11 examined whether students' attitudes toward physical activities in the PATHFit curriculum were significantly influenced by their previous fitness experience. The Kruskal-Wallis test produced an H-statistic of 6.12 and a p-value of 0.04, which is below the 0.05 threshold for statistical significance. As a result, the null hypothesis was rejected, indicating that students' attitudes varied significantly depending on their history of engagement in fitness activities. This result implies that students with prior fitness experience—whether occasional or regular—demonstrated more favorable attitudes toward physical activities than those who had not engaged in exercise previously. These findings highlight the potential cumulative effect of physical activity engagement on attitudinal development. Familiarity with exercise routines may enhance students' confidence, enjoyment, and sense of competence, leading to more positive attitudes toward structured fitness programs like PATHFit. The findings are consistent with the Self-Determination Theory (Deci & Ryan, 2000), which posits that individuals are more likely to develop a positive attitude toward activities that satisfy their psychological needs—competence, autonomy, and relatedness. Students who previously engaged in fitness activities are more likely to feel competent and self-directed in performing physical tasks, which contributes to greater intrinsic motivation and a more favorable attitude toward the program. Supporting this, Gu and Zhang (2016) found that students' prior physical activity habits and self-perception as active individuals significantly

influenced their attitudes toward PE participation. Similarly, Jones and Collins (2018) reported that students with regular or early exposure to fitness activities were more likely to value and appreciate fitness education programs, emphasizing the importance of early and consistent involvement in exercise. These findings suggest that past experiences with physical activity create a foundation for attitudinal openness and receptivity to structured fitness curricula. The positive reinforcement and satisfaction derived from previous exercise experiences may shape how students emotionally respond to and evaluate the curriculum. In contrast, students with no prior exposure may feel less confident or motivated, possibly requiring more targeted instructional support, scaffolding, or motivational interventions to foster a similar level of engagement and positive attitude. From an educational standpoint, this insight is valuable for curriculum developers and PE instructors. It emphasizes the importance of designing differentiated and supportive learning environments that accommodate not only students with a fitness background but also those new to structured physical activity. Tailored programs that progressively build skill, confidence, and enjoyment could help bridge attitudinal gaps between these student groups. The significant difference in attitudes based on prior fitness experience ($p = 0.04 < 0.05$) reinforces the idea that past physical activity engagement plays a key role in shaping students' attitudes toward fitness education. The PATHFit curriculum may be especially well-received by students with exercise backgrounds, while others may require motivational enhancements or introductory supports to cultivate similarly positive attitudes. This suggests a need for inclusive curriculum strategies that address diverse attitudinal starting points while promoting a shared culture of physical literacy.

Table 12. Previous Fitness Experiences vs. Recommendation

PFE	N	df	H-Stat	p-value	Decision
No Previous Experience	2				
Occasional Exercise	23	2	2.809*	0.245	Failed to reject Ho
Regular Exercise	5				

Table 12 examined whether students' previous fitness experience significantly influenced their recommendations regarding the inclusion of physical activities in the PATHFit curriculum. The Kruskal-Wallis test yielded an H-statistic of 2.809 and a p-value of 0.245, which is well above the standard significance threshold of 0.05. Therefore, the null hypothesis was not rejected, indicating that students' recommendation levels did not significantly differ based on their prior involvement in physical activity. This finding suggests that students across all fitness backgrounds—whether with no experience, occasional, or regular exercise habits—demonstrated comparable support for incorporating physical activities into the curriculum. The universality of this support implies that the perceived benefits of physical activity are broadly acknowledged by students, independent of their personal exercise history. The result aligns with research by Rodriguez et al. (2021), which emphasized that students, regardless of prior physical activity involvement, recognize the benefits of fitness programs in improving overall health, stress regulation, and emotional well-being. Similarly, Yang (2022) highlighted that students' recommendations and engagement in PE programs are more strongly influenced by positive learning experiences and perceived value of physical activity than by their previous fitness exposure. These findings indicate that students' advocacy for physical education is driven more by contemporary curricular experiences and observable benefits than by their fitness backgrounds. From a motivational standpoint, this result may also be interpreted through the lens of the Expectancy-Value Theory (Eccles & Wigfield, 2002), which proposes that students' engagement and behavioral intentions—such as recommending an activity—are influenced by their belief in the activity's value and utility. In the case of PATHFit, students across all groups may equally perceive physical activities as valuable for their academic performance, mental health, social interaction, and personal development, leading to high recommendation scores regardless of fitness history. Furthermore, the results demonstrate that fitness experience does not serve as a barrier to recognizing the importance of physical activity. Even students without a consistent fitness background appear to appreciate the role of exercise in developing lifelong health habits. This points to the effectiveness of the PATHFit curriculum in communicating the benefits of physical activity clearly and inclusively, ensuring that all students—regardless of prior exposure—can internalize its importance and endorse its integration. In summary, the absence of a statistically significant difference in recommendations ($p = 0.245 > 0.05$) across varying fitness backgrounds underscores the inclusive impact of the PATHFit

curriculum. Regardless of students' previous fitness engagement, there was broad consensus in recommending the integration of physical activities, reflecting a shared appreciation for its educational and health-related value.

The researcher found that students generally expressed high levels of satisfaction, positive perception, and favorable attitudes toward the PATHFit curriculum. They viewed it as an effective program that not only promotes physical fitness but also enhances mental and emotional well-being. Students appreciated how the curriculum helped them manage stress, build confidence, and develop healthy habits. They also recognized its role in teaching valuable life skills such as discipline, teamwork, and time management. Overall, PATHFit was seen as more than just a subject—it was considered a meaningful and relevant part of their education that supports personal growth and encourages a healthier, more active lifestyle. While some areas for improvement were noted, such as resource availability, activity variety, and scheduling, the overall impact of the program on student well-being was viewed as highly positive.

CONCLUSIONS

The findings of this study reveal that first-year students at Ifugao State University–Potia Campus generally exhibit high levels of satisfaction, positive perceptions, and favorable attitudes toward the Physical Activity Towards Health and Fitness (PATHFit) curriculum. The results affirm that the PATHFit program plays a significant role in enhancing students' overall well-being, promoting a healthy lifestyle, and encouraging consistent engagement in physical fitness activities. Students view the course as highly relevant and beneficial, and their feedback reflects strong appreciation for its contribution to their physical, mental, and social development.

Specifically, the study concludes that students are extremely satisfied with the PATHFit course and recognize its profound impact on their wellness. Their perceptions toward the program's objectives and implementation are highly positive, with many endorsing its innovative and inclusive approach. Students also recommend further improvements, such as the integration of modern equipment, more diverse activities, and personalized instruction to better cater to varying fitness needs. While sex did not significantly influence students' satisfaction, perception, or attitude, previous fitness experience emerged as a factor affecting student attitudes—those with prior fitness habits showed a more positive disposition toward the curriculum. These conclusions offer valuable insights for educators and administrators aiming to strengthen the effectiveness and engagement of the PATHFit program in higher education.

RECOMMENDATIONS

To strengthen students' satisfaction, perception and attitude toward physical activities, the following recommendations are proposed:

1. Based on student feedback, there is a clear need for more modern and accessible equipment to improve the overall experience of the PATHFit program. Updating and maintaining the facilities would ensure that students have the necessary tools to engage effectively in physical activities, fostering a more enjoyable and productive learning environment.
2. To further engage students, it is recommended to diversify the physical activities included in the PATHFit curriculum. Providing a broader range of dynamic and interesting fitness options would keep students motivated and encourage active participation, catering to various interests and fitness levels.
3. Scheduling issues were highlighted as a barrier to participation. To address this, offering more flexible class times or adjusting the current schedule to better align with students' academic commitments could increase participation rates and overall satisfaction with the program.
4. Students have expressed a desire for more individualized feedback. Incorporating personalized instruction, where students receive tailored guidance on improving their fitness and addressing specific goals, would enhance engagement and help students feel more supported throughout the program.
5. Increasing the number of group activities would encourage teamwork and social interaction among students. This would not only make the learning experience more enjoyable but also create a supportive and motivating environment, further promoting a sense of community within the PATHFit program.

6. Students have expressed the importance of integrating mental well-being into the physical activity's curriculum. Offering mental health support or mindfulness-based fitness practices would complement the physical benefits of the program and contribute to overall student well-being. Integrating this focus into the PATHFit program would enhance its holistic approach to student health, benefiting both mental and physical health outcomes.

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