Factors Influencing Exercise Adherence among Physical Education Teachers in the Philippines: Implications for Health Promotion Program

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ABSTRACT

This study employs a descriptive comparative research design to examine the motivational factors influencing exercise adherence among 60 MAPEH teachers in Area II-A, Leyte Division. Using the T-Test, the study determines significant differences in motivation across age, gender, marital status, field of specialization, and years of teaching experience. Findings indicate that the majority of respondents are within the 25-30 age range, predominantly male (58.3%), married (61.6%), and MAPEH majors (73.3%). Despite a strong commitment to physical fitness programs (66.6% of schools implement exercise initiatives), a substantial portion (71.6%) lacks relevant training. Motivational analysis reveals that identified regulation (Mean = 4.43) and intrinsic motivation (Mean = 4.11) strongly influence adherence, highlighting the importance of recognizing exercise benefits. Meanwhile, introjected regulation (Mean = 3.0) suggests an internalized pressure to maintain exercise habits. External regulation (Mean = 2.7) has a moderate role, whereas amotivation (Mean = 1.76) is minimal. Gender, marital status, and field of specialization are found to significantly affect motivational factors (*p*-values < 0.05), with males and married individuals demonstrating higher adherence. The findings underscore the need for enhanced training and tailored fitness programs to promote sustainable exercise habits among educators. Insights from this study inform health promotion initiatives to foster a more active and engaged teaching community.

Keywords: Adherence; Exercise; Health promotion; MAPEH teachers.

INTRODUCTION

Teachers' physical and mental health plays an important role in the quality of education they provide. In recent years, the demands of the teaching profession have increased, making wellness and regular physical activity more important than ever, especially for Music, Arts, Physical Education, and Health (MAPEH) teachers. These teachers are expected not only to teach health concepts but also to model an active and healthy lifestyle for their students.

Physical fitness and regular exercise are key parts of a healthy life. Engaging in physical activity lowers the risk of chronic diseases such as heart disease, diabetes, and obesity (Centers for Disease Control and Prevention, 2022). Exercise also helps strengthen muscles and bones, improves endurance, and reduces the risk of age-related conditions like osteoporosis. These benefits support teachers' ability to perform their daily tasks with energy and focus.

For MAPEH teachers, physical fitness has a more direct role in their work. Their teaching often requires physical demonstrations, active participation, and sustained energy. Dyson et al. (2020) found that physically fit teachers create more engaging and active learning environments, which encourages student participation in physical education classes. This shows that teacher fitness is closely linked to teaching effectiveness in MAPEH-related subjects. Physical activity also supports mental health, which is essential in managing classroom demands. Regular exercise helps reduce stress, anxiety, and depression while improving mood and

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thinking skills. According to Biddle et al. (2019), exercise increases endorphin release, which supports emotional well-being and mental resilience. For MAPEH teachers who handle multiple subject areas, maintaining mental clarity and emotional balance is important for effective teaching.

In addition, physical fitness improves social interaction and overall quality of life. Group exercise and fitness activities promote social connection and a sense of belonging. In professional settings, physically active individuals are often more productive and motivated. For MAPEH teachers, being physically active enhances not only personal health but also their ability to inspire students to value lifelong fitness. Despite these well-documented benefits, many teachers continue to live sedentary lifestyles due to heavy workloads and personal responsibilities. While existing studies highlight the importance of exercise for health and teaching performance, they often focus on general benefits rather than the specific challenges teachers face in maintaining regular exercise routines. There is limited discussion on the personal and professional factors that affect exercise adherence among MAPEH teachers.

This issue is evident in the researcher's experience: a MAPEH teacher who actively promotes health and exercise in her lessons but struggles to apply these practices consistently in her own life. Responsibilities such as lesson preparation, household duties, and other professional tasks often limit the time available for physical activity. This situation reflects a common challenge among educators, where knowledge and advocacy do not always translate into personal practice. This gap underscores the need to understand the factors influencing exercise participation among MAPEH teachers. Therefore, this study aims to explore the factors affecting exercise adherence and the motivations behind fitness participation among MAPEH teachers in Area 2A, Leyte Division. The findings of this study are significant as they may help improve teacher well-being, support the development of wellness programs, and strengthen teachers' ability to serve as healthy role models for their students.

METHODOLOGY

Research Design

The study on the motivational factors influencing adherence to exercise among MAPEH teachers in Area 2A, Leyte Division, adopted a descriptive-comparative research design. The descriptive aspect focused on profiling participants by age, gender, marital status, economic status, field of specialization, and length of service. It determined the levels of motivational factors for exercise adherence, categorized into external regulation, introjected regulation, identified regulation, intrinsic motivation, and amotivation. It identified the common physical fitness activities practiced and the extent of engagement in these activities. Furthermore, it documented physical fitness promotion programs implemented in schools and analyzed how well they aligned with the teachers' personal fitness routines. The comparative component assessed significant differences in motivational factors for exercise adherence across age, gender, marital status, economic status, field of specialization, and length of service. ANOVA was employed to identify significant differences among these groups. A purposive sampling method was used to select MAPEH teachers in Area 2A, Leyte Division. A structured survey questionnaire was utilized to gather data.

Research Locale

The study was conducted in Area 2A of the Leyte Division under the Department of Education (DepEd) Region VIII, which is part of the basic secondary education system. The participating schools include Gregorio C. Catenza National High School in Tunga, Leyte, a rural school offering junior and senior high education with basic facilities and strong community engagement; Granja Kalinawan National High School in Jaro, Leyte, which has well-maintained classrooms, a small library, and facilities for academic and technical-vocational tracks; and Granja Hiagsam Annex in Jaro, Leyte, a satellite campus serving remote communities with modest facilities and a focus on inclusive education. Other participating schools are Barugo National High School in Barugo, Leyte, a large school offering various senior high strands with science and computer laboratories and an active student government; Bienvinido Celebre National High School in Jaro, Leyte, a rural school with facilities for academics, technical-vocational training, and sports; Jugaban National High School in Carigara, Leyte, which provides well-equipped classrooms and promotes community involvement through

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environmental and livelihood programs; Juan Villablanca National High School in Pastrana, Leyte, which has strand-specific classrooms, a science laboratory, and an active disaster risk reduction program; Asuncion Melgar National High School in Capoocan, Leyte, known for its modern facilities and participation in academic and cultural competitions; and Agapito Amado National High School in Jaro, Leyte, a rural school with basic facilities focusing on technical-vocational skills for employment and entrepreneurship.

Participants and Sampling Technique

The study involved selected schools in Leyte Division's Area 2A. A total of sixty (60) teachers teaching Music, Arts, Physical Education, and Health (MAPEH) from the chosen schools served as respondents of the study. Fifteen (15) were from Granja Kalinawan National High School, Three (3) were from Bienvinido Agapito Amado National High School, Two (2) were from Teofilo Macaso National High School, Two (2) were from Granja Hiagsam Annex, Eight (8) were from Gregorio C. Catenza National High School, Seven (7) were from Carigara National High School, Two (2) were from Jugaban National High School, Eight (8) were from Juan Villablanca Memorial High School, and Five (5) were from Asuncion S. Melgar National High School. This included all teachers who were currently teaching any MAPEH subject, regardless of whether they majored in MAPEH or another field, as long as they were responsible for instructing MAPEH-related courses. Given the relatively small population in this educational context, the study used a total population approach. This meant that all MAPEH teachers within the specified area were included as respondents, ensuring comprehensive coverage and representation of the entire target population. Therefore, no sampling procedure was done, allowing for an accurate reflection of the experiences and motivations of MAPEH teachers in the Leyte Division.

Research Instrument

The study used a structured survey questionnaire as its research instrument, designed to collect comprehensive data aligned with the study's objectives. The questionnaire consisted of four parts. Part 1 gathered demographic and professional information of the respondents, including age, gender, marital status, economic status based on the Philippine Statistics Authority (PSA, 2023), field of specialization, and length of service. Part 2 utilized the validated Behavioral Regulatory Exercise Questionnaire (BREQ-2) developed by Markland and Tobin (2004) to measure motivational factors affecting exercise adherence, covering External Regulation, Introjected Regulation, Identified Regulation, Intrinsic Motivation, and Amotivation using a 5-point Likert scale. Part 3 identified the extent of physical fitness activities practiced by the respondents, such as aerobic exercises, flexibility and balance activities, strength training, sports and recreational activities, outdoor activities, and structured fitness programs, with responses rated on a 5-point Likert scale. Part 4 examined the extent to which schools implemented physical fitness promotion programs initiated or supported by MAPEH teachers, also using a 5-point Likert scale.

The research instrument underwent a validation process to ensure clarity, reliability, and suitability for data collection. A pretest was conducted among MAPEH teachers at Juan Villablanca Memorial High School in Pastrana, Leyte. The BREQ-2 (Markland & Tobin, 2004), a well-established, previously validated tool, was adopted without modification and therefore did not undergo pretesting. In contrast, Parts 3 and 4, which were researcher-made, were pretested among eight MAPEH teachers to assess content, structure, and language clarity. Feedback from the pretest led to revisions of the questionnaire before actual data gathering, and the teachers who participated in the pretest were excluded from the final data collection to prevent any influence on the study results.

Data Gathering Procedure

The researcher secured permission from the Dean of the Graduate School of Holy Infant College of Tacloban City Incorporated. After permission was obtained, approval and consent were requested from the Department of Education (DepEd) and the principal before administering the survey tests. All participants were provided with a consent letter and voluntarily agreed to participate in this research endeavor. Upon the agreement between the MAPEH teacher and the researcher, a schedule was set to conduct the study. The researcher ensured that the testing environment was conducive. Respondents were given clear instructions before the

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survey was conducted. They were asked whether they understood the instructions and were allowed to ask questions for clarification.

Data Analysis Procedure

The data gathered in Markland & Tobin's (2004) Behavioral Exploratory Motivational Factor Exercise Questionnaire. The questionnaire consists of 18 validated Likert-scale survey statements that classify the five general Motivational Factors Adhering to exercise. Each statement will be rated by respondents on a 5-to-1 scale, with 5 indicating very high. Data gathered through the instruments will be subjected to the following statistical treatments: To address problem 1, the respondents' profiles will be analyzed using frequency counts and percentages. This will help present the distribution of characteristics clearly, showing how many respondents fall into each category and their relative proportion in the sample. This method ensures an easy-to-understand analysis of the data. To answer problems 2, 4, and 5, the weighted mean will be used to determine the dominant motivating factors in adherence to exercise, the common physical fitness activities practiced, and the physical fitness promotion programs implemented or promoted by the respondents in their respective schools. To answer problem number 3, One-Way Analysis of Variance and T-Test for Independent Samples will be used to determine the difference in participants' dominant motivating factors for adherence to exercise among MAPEH Teachers, when data are classified by age, gender, marital status, economic status, and length of service.

Ethical Considerations

In this study, ethical considerations were essential to ensuring the integrity of the research and protecting participants' rights and well-being. All respondents participated voluntarily, with informed consent obtained prior to data collection. The purpose of the study, procedures, potential risks, and benefits were clearly explained, and participants were assured of their right to withdraw at any time without consequences. Confidentiality and anonymity were strictly maintained by ensuring that no identifying information was linked to individual responses, and results were reported in aggregate form. The study was designed to avoid any harm or discomfort to participants, with survey questions crafted to be neutral and non-invasive. All respondents were treated with fairness and respect, ensuring their dignity throughout the process. The research adhered to institutional ethical guidelines and relevant data privacy laws, and necessary approvals were obtained before conducting the study. Finally, data handling and reporting were carried out with integrity, avoiding any misrepresentation or falsification of information. These measures ensured the study was conducted ethically and reliably.

RESULTS AND DISCUSSION

Demographic Profile of Respondents

Table 1 presents the demographic profile of the respondents, highlighting key characteristics such as age, gender, marital status, monthly income, field of specialization, years of teaching experience, and relevant training. This data provides insights into participants' composition, offering a comprehensive overview of their professional and personal backgrounds.

Table 1. Demographic Profile of the Respondents

Demographic Variable	**Frequency**	**Percentage (%)**
Age		
25-30	22	36.60
31-34	12	23.30
35-40	11	18.30

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41-44	4	6.60
45-50	7	8.30
51-54	1	1.60
55-60	2	3.30
61-65	1	1.60
Gender		
Male	25	58.30
Female	35	41.60
Marital Status		
Single	21	35.00
Married	37	61.60
Separated	1	1.60
Widow	1	1.60
Monthly Income		
57,347-63,997(Master Teacher 3-4)	1	1.60
46,752-51,357 (Master Teacher 1-2)	2	3.30
29,165-31,320 (Teacher 2-3)	41	68.30
27,000 (Teacher-1)	12	20.00
Below 27,000	4	6.60
Field of Specialization		
MAPEH major	44	73.30
None-Major	16	26.60
Years of Teaching		
Beginning Teachers (1-5 years Early career)	22	36.60
Developing Teachers 6-10 years(Developing)	26	43.30
Experienced Teachers(11-20 years proficient)	7	11.60
Senior Teachers 21-30 years veteran	4	6.60
Highly Senior Teachers 31-36 years (Senior/expert Educators)	1	1.60

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Relevant Training		
With Training	16	26.60
None	43	71.60

The age distribution of the respondents shows that most educators are between 25 and 30 years old (36.60%), followed by those aged 31–34 (23.30%), indicating that many are in the early stages of their teaching careers. Ingersoll and Strong (2011) note that early-career teachers often encounter challenges related to professional development and classroom management, which may influence retention. In terms of gender, males comprise a higher proportion of respondents (58.30%) than females (41.60%), which differs from the global trend of female-dominated teaching populations (OECD, 2021) and may reflect local cultural or institutional factors. Regarding civil status, most respondents are married (61.60%). In comparison, 35% are single, a factor that may affect job satisfaction and work-life balance, as married educators tend to report greater career stability (Day & Gu, 2010).

Regarding economic and professional background, the majority of respondents earn a monthly income of ₱29,165 to ₱31,320 (68.30%), indicating a mid-level salary range. Teacher compensation has been shown to influence motivation and retention, as financial constraints can affect job performance (Darling-Hammond, 2017). Most respondents specialize in MAPEH (73.30%), reflecting a strong emphasis on arts and physical education, which supports the value of holistic education (Gardner, 2011). In terms of teaching experience, a large proportion are developing teachers with 6–10 years of service (43.30%), followed by beginning teachers with 1–5 years of experience (36.60%), suggesting a workforce primarily composed of early- to mid-career educators, a stage associated with professional growth and identity development (Huberman, 1995). Despite this profile, a notable majority of respondents lack relevant training (71.60%), which may affect instructional effectiveness and classroom practices. Guskey (2002) emphasizes that continuous professional development is essential for improving teaching quality and enhancing student learning outcomes, highlighting the need for targeted training opportunities for these educators.

Levels of Motivational Factors of the Respondents in Adherence to Exercise

Table 2 presents the different levels of motivational factors influencing respondents' adherence to exercise. It categorizes motivation into external regulation, introjected regulation, identified regulation, intrinsic motivation, and amotivation, providing insights into how various psychological and social drivers shape individuals' commitment to physical activity.

Table 2. Levels of Motivational Factors of the Respondents in Adherence to Exercise

Indicators	**Weighted Mean**	**Interpretation**
External Regulation		
1. Because other people say I should	2.80	Moderate
2. Because friends' /family/ partners say I should	2.90	Moderate
3. Because others will not be pleased with me	2.40	Moderate
4. I feel under pressure from others	2.70	Moderate
Aggregate Mean	**2.70**	**Moderate**
Introjected regulation		

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1. I feel guilty when I don't exercise.	3.30	Above Moderate
2. I feel ashamed when I miss exercise.	2.90	Moderate
3. I feel a failure when I haven't exercised.	2.80	Moderate
Aggregate Mean	**3.00**	**Above moderate**
Identified regulation		
1. I value the benefits of exercise	4.50	High
2. It's important to me to exercise regularly	4.40	High
3. It's important to make an effort to exercise	4.40	High
Aggregate Mean	**4.43**	**High**
Intrinsic motivation		
1. I exercise because it's fun.	4.13	High
2. I enjoy my exercise sessions.	4.11	High
3. I find exercise a pleasurable activity.	4.05	High
4. I get pleasure/satisfaction from exercise.	4.18	High
Aggregate Mean	**4.11**	**High**
Amotivation		
1. I don't see why I should exercise	1.80	Low
2. I can't see why I should bother exercising.	1.80	Low
3. I don't see the point in exercising.	1.90	Low
4. I think exercising is a waste of time	1.56	Low
Aggregate Mean	**1.76**	**Low**

The data in Table 2 indicate that identified regulation is the strongest motivational factor influencing exercise adherence, with an aggregate mean of 4.43, showing that respondents highly value exercise and recognize its benefits in daily life. This finding is consistent with Gjestvang et al. (2020), who reported that individuals who prioritize health and physical fitness are more likely to sustain long-term exercise habits. Similarly, intrinsic motivation also recorded a high aggregate mean of 4.11, suggesting that respondents find exercise enjoyable and personally satisfying. This aligns with Peels et al. (2020), Borges et al. (2021), and Macalia et al. (2025), who emphasized that autonomous and intrinsic motivation, driven by personal values, enjoyment, and personality traits, plays a crucial role in maintaining consistent physical activity. Introjected regulation, particularly feelings of guilt and shame, also emerged as notable motivational factors, with mean scores of 3.30 and 2.90, respectively. These findings suggest that internalized pressure can encourage exercise participation but may also lead to adverse psychological effects when exercise is viewed as an obligation. Studies by Zhong (2024) and Machado et al. (2025) support this dual effect, noting that guilt-based motivation can sustain exercise routines while also leading to frustration and self-criticism. André et al. (2024) further

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stressed that positive reinforcement, self-efficacy, and intrinsic motivation are more effective than guilt-driven strategies in promoting long-term adherence.

In contrast, some literature highlights the potential risks of guilt-based motivation. Kiefer et al. (2024) found that reliance on guilt and self-pressure may reduce exercise adherence over time and contribute to poor mental health outcomes, such as anxiety and depression. Similarly, Viveiros et al. (2025) reported that external and introjected regulation are less effective than autonomous motivation in sustaining long-term physical activity, emphasizing the importance of social support and intrinsic enjoyment. These findings suggest that while guilt and shame may motivate short-term adherence, their long-term effects on mental health and consistency should be carefully managed. Amotivation recorded the lowest aggregate mean of 1.76, indicating that most respondents do not view exercise as meaningless. This is consistent with Zhang et al. (2025) and Ahsan et al. (2024), who found that higher exercise motivation is associated with better well-being and that many individuals demonstrate moderate to high motivation for physical activity. The findings suggest that internalized motivation, particularly identified and intrinsic regulation, is the strongest predictor of exercise adherence. Exercise programs should therefore focus on enhancing enjoyment, reinforcing perceived benefits, and reducing negative external pressures to promote sustainable, long-term engagement in physical activity.

Alignment of Physical Fitness Promotion Programs with Personal Fitness Practices

Table 3 presents an analysis of the physical fitness promotion programs implemented by MAPEH teachers in their respective schools and their alignment with personal fitness practices.

Table 3. Alignment of Physical Fitness Promotion Programs with Personal Fitness Practices

Indicators	**Frequency**	**Percentage (%)**
Does your school implement physical fitness promotion programs?		
YES	40	66.60
NO	20	33.30
If yes, which types of fitness programs do you regularly implement or promote as part of your role as an MAPEH teacher?		
Aerobic exercises (e.g., dance fitness, Zumba)	32	53.30
Sports and recreational activities (e.g., basketball, volleyball)	32	53.30
Strength training (e.g., resistance band exercises)	2	3.30
Outdoor activities (e.g., hiking, gardening)	7	11.60
Flexibility exercises (e.g., yoga, stretching)	13	21.60
Fitness challenges (e.g., circuit training, boot camps)	1	1.60
Others	1	1.60

The data reveal that 66.60% of schools implement fitness programs, indicating a strong commitment to promoting physical activity among students. The most commonly implemented programs are aerobic exercises (e.g., dance fitness, Zumba) and sports and recreational activities (e.g., basketball, volleyball), each with a frequency of 32 (53.30%). This suggests that MAPEH teachers prioritize dynamic and engaging activities that encourage movement and social interaction. Recent studies support the emphasis on aerobic and sports-based activities in school fitness programs. Gjestvang et al. (2020) found that group-based aerobic exercises, such as

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Zumba and dance fitness, significantly improve adherence to physical activity due to their social and motivational aspects. Similarly, Borges et al. (2021) highlighted that sports and recreational activities foster teamwork and engagement, making them practical tools for promoting physical fitness in educational settings.

Additionally, the MATATAG Curriculum of the Department of Education, Republic of the Philippines. (2023). emphasizes integrating physical education and health education to instill lifelong fitness habits among students. This aligns with the present study's findings that schools actively implement fitness programs to encourage student participation. While the present study shows limited implementation of strength training (3.30%) and fitness challenges (1.60%), contrasting research suggests that these activities play a crucial role in comprehensive fitness development. Macalia et al. (2025) found that strength training enhances muscular endurance and overall physical health, yet it remains underutilized in school settings due to resource constraints and lack of teacher training. Similarly, Ahsan et al. (2024) reported that fitness challenges, such as circuit training and boot camps, significantly improve student engagement and motivation, contrasting with the low implementation rate observed in the present study. The findings suggest that while aerobic and sports-based activities are widely implemented, there is a need to diversify fitness programs by incorporating strength training and fitness challenges to provide a more balanced approach to physical education. Schools may benefit from additional resources and teacher training to enhance the implementation of underrepresented activities. Furthermore, integrating personalized fitness programs tailored to students' needs can improve long-term adherence and overall health outcomes.

Extent of Agreement regarding Physical Fitness Programs in School

Table 4 presents the extent of agreement among respondents regarding physical fitness programs in schools.

Table 4. Extent of Agreement Among the Respondents Towards physical Fitness Programs in School

Indicators	**Weighted Mean**	**Interpretation**
1. My school actively promotes physical fitness programs.	3.66	Above moderate
2. I actively participate in implementing school-based fitness programs.	3.88	Above moderate
3. The fitness programs I teach align with the Department of Education's goals for physical fitness and wellness	4.28	High
4. The school provides sufficient support and resources for fitness activities	3.18	Above moderate
5. Physical fitness programs in my school effectively encourage students and teachers to develop healthy lifestyles.	3.68	Above moderate
Aggregate Mean	**3.73**	**Above Moderate**

The findings indicate that respondents generally have a positive perception of school-based fitness initiatives, with an aggregate mean of 3.73 (above moderate). The highest-rated statement, "The fitness programs I teach align with the Department of Education's goals for physical fitness and wellness" (4.28), suggests that teachers recognize the value of structured fitness programs in schools. This aligns with the Comprehensive School Physical Activity Programs Guide (Centers for Disease Control and Prevention, 2025), which emphasizes the role of well-integrated fitness programs in supporting students' overall health and academic performance, and with the World Health Organization (2021), which highlights the importance of school-based physical activity interventions for promoting lifelong wellness. The second and third highest-rated statements, active participation in implementing fitness programs (3.88) and the effectiveness of these programs in promoting healthy lifestyles (3.68), indicate that teachers are actively engaged and that fitness programs are perceived as beneficial for students and staff. These findings support research by Gjestvang et al. (2020), which emphasizes the positive impact of teacher involvement on student engagement and motivation, and Borges et al. (2021),

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who reported that structured school fitness programs enhance students' physical and mental well-being. While respondents generally agreed that fitness programs are promoted effectively, studies by Ahsan et al. (2024) indicate that resource limitations, such as funding and infrastructure, can hinder full implementation, a finding that contrasts with the present study's largely positive findings. Despite high teacher participation, engagement may still vary due to workload and institutional support, as noted by Macalia et al. (2025). Their study suggests that administrative tasks and a lack of incentives can influence teacher involvement in fitness initiatives. The present findings indicate that strengthening institutional support through funding, training, and access to equipment, as well as integrating evidence-based physical education strategies into school curricula, can enhance the effectiveness, sustainability, and alignment of school-based fitness programs with educational goals.

Extent of Engagement with the Common Physical Fitness Activities

Table 5 presents an overview of the common fitness activities respondents practice and the extent of their engagement across various exercise modalities. The data highlights preferences for different types of physical activity, ranging from aerobic exercises and strength training to recreational sports and fitness challenges.

Table 5. The common physical fitness activities practiced by the respondents and the extent of their practice

Indicators	**Weighted Mean**	**Interpretation**
Aerobic Exercise		
1. Jogging or running	3.33	Above Moderate
2. Brisk walking	3.31	Above Moderate
3. Cycling	2.63	Moderate
4. Swimming	2.55	Moderate
5. Dance fitness classes (Zumba)	3.26	Above Moderate
Aggregate Mean	**3.00**	**Above Moderate**
Flexibility and Balance Exercise Strength Training		
1. Yoga	2.33	Moderate
2. Stretching Routine	2.96	Moderate
3. Taichi	1.80	Low
Aggregate Mean	**2.36**	**Moderate**
Strength Training		
1. Weight lifting	1.90	Low
2. Body weights exercises (push-ups, planks, squats)	2.46	Moderate
3. Resistance band work outs	2.03	Moderate
Aggregate Mean	**2.13**	**Moderate**

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Sports and Recreational Activities		
1. Basketball	2.76	Moderate
2. Volleyball	3.05	Above Moderate
3. Badminton	3.18	Above Moderate
4. Table Tennis	2.81	Moderate
5. Lawn Tennis	2.28	Moderate
Aggregate Mean	**2.81**	**Moderate**
Outdoor Activities		
1. Hiking	2.11	Moderate
2. Kayaking	1.68	Low
3. Gardening	2.65	Moderate
Aggregate Mean	**2.14**	**Moderate**
Fitness Challenges and Programs		
1. Circuit Training	1.73	Low
2. Boot-camp style workouts	1.78	Low
3. High intensity interval training	1.65	Low
Aggregate Mean	**1.72**	**Low**
OVERALL	**2.36**	**Moderate**

The findings indicate that respondents most frequently engage in aerobic exercises, with an aggregate mean of 3.00, highlighting activities such as jogging, brisk walking, and dance fitness classes as preferred forms of cardiovascular exercise. This aligns with Liang et al. (2025), who noted that aerobic activities are widely favored due to their accessibility and effectiveness in improving endurance. Sports and recreational activities, particularly badminton (3.18) and volleyball (3.05), are also commonly practiced, reflecting the popularity of structured team sports in promoting physical fitness. These results are consistent with Cui and Zhou (2025), who reported that participation in team sports enhances social interaction, motivation, and sustained engagement in physical activity. In contrast, fitness challenges and structured programs, such as circuit training, boot camps, and high-intensity interval training (HIIT), received the lowest mean of 1.72, indicating minimal participation among respondents. This contrasts with findings by Arumugam et al. (2024), who observed that structured fitness challenges improve adherence to exercise routines among young adults. The data suggest that respondents prefer familiar, less intense activities over structured or high-intensity programs, which may limit the diversity and overall intensity of their exercise routines. Overall, the aggregate mean of 2.36, interpreted as moderate, suggests that respondents engage in physical activity at a reasonable frequency but may not prioritize more challenging forms of exercise. While aerobic exercises and recreational sports are widely practiced, flexibility exercises, strength training, and structured fitness challenges remain underrepresented. These findings highlight the need for interventions that encourage a more balanced fitness routine, including resistance-based and progressive training methods, to improve overall physical health.

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Schools and fitness programs may benefit from promoting varied exercise regimens to ensure comprehensive and sustainable fitness development.

Respondents' Demographic Profile and their Motivational Factors for Exercise Adherence

Table 6 presents the results of the Independent Samples T-Test, which analyzes significant differences in respondents' demographic profiles and their motivational factors for exercise adherence.

Table 6. Independent Samples T-Test Results for Respondents' Profile and Motivational Factors in Exercise Adherence

Demographic Profile	**Standard Deviation (*SD*)**	***r-value***	***p-value***	**Interpretation**
Age	0.90 vs 0.75	1.87	.068	No significant difference
Gender	0.80 vs. 0.70	2.35	.021	Significant difference
Marital Status	0.85 vs. 0.78	2.12	.042	Significant difference
Field of Specialization	0.78 vs. 0.82	2.21	.038	Significant difference
Length of Service	0.83 vs. 0.76	2.79	.009	Significant difference
Monthly Income	0.77 vs. 0.81	2.02	.054	No significant difference
Relevant Training or seminar	0.79 vs. 0.75	2.94	.007	Significant difference

The findings in Table 6 indicate variations in exercise motivation across different demographic categories. Gender (p = .021) significantly influenced motivational levels, with male respondents exhibiting higher exercise adherence. This aligns with Ryan and Deci (2022), who emphasized that gender-based preferences often shape exercise behavior, with men tending to engage in high-intensity activities while women focus more on holistic wellness approaches. However, Gjestvang et al. (2023) reported that gender differences are less pronounced when exercise programs are tailored for personal enjoyment, highlighting the importance of intrinsic motivation over external factors. Marital status (p = .042) also showed a significant effect, with married respondents demonstrating greater adherence to exercise routines. Thomas and Rivera (2024) support this, noting that family life encourages healthy habits among married individuals. In contrast, Zhang et al. (2025) found that single individuals may show higher motivation when peer support and social environments are integrated into their exercise routines, suggesting that personal relationships influence exercise behavior differently across life stages.

Field of specialization (p = .038) emerged as another significant factor, with MAPEH majors showing greater commitment to fitness programs. This is consistent with Martinez and Santos (2023), who found that individuals with an educational background in physical education and wellness are more likely to incorporate exercise into their routines. However, Ahsan et al. (2024) noted that non-specialist educators can achieve similar levels of motivation when exposed to structured fitness training, indicating that academic specialization alone does not determine adherence. Overall, the findings suggest that demographic factors such as gender, marital status, and field of specialization influence exercise motivation. However, contextual factors, such as program design, social support, and personal enjoyment, also play an equally important role in promoting adherence to physical activity among educators.

CONCLUSION

In light of the findings presented, conclusions are drawn. The study's findings highlight the significant influence of demographic and motivational factors on exercise adherence among educators. The results reveal

that age, gender, marital status, field of specialization, and training exposure all play crucial roles in shaping engagement in physical fitness. Male educators and married individuals demonstrate higher levels of exercise adherence, while MAPEH majors show greater commitment to structured fitness programs. Motivational factors indicate that identified regulation and intrinsic motivation are the strongest drivers of exercise adherence, reinforcing the idea that educators value the benefits of physical activity and find it personally rewarding. Meanwhile, external regulation and introjected motivation contribute moderately to adherence, suggesting that social pressure and personal guilt influence participation. The study also highlights a lack of relevant training among educators, which may affect their ability to implement effective fitness programs. The findings emphasize the need for targeted health promotion initiatives, particularly to enhance training opportunities, expand exercise program offerings, and address gender and specialization disparities. Strengthening institutional support, implementing structured and diverse fitness programs, and fostering a culture of wellness among educators can significantly improve exercise engagement and long-term adherence. These insights can guide educational institutions and policymakers in developing comprehensive health programs that promote physical fitness and contribute to educators' overall well-being and professional effectiveness.

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