Original Research Article

Assessment of Physical Fitness Trends Among Public School Teachers: A Statistical Analysis of Longitudinal Data

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ABSTRACT

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| The physical fitness of public school teachers plays a crucial role in maintaining their overall well-being, job satisfaction, and productivity, factors that ultimately affect educational quality. Hence, research on fitness trends among teachers provides insights into potential health challenges in the profession and informs policies to support educators’ health, yet this area remains relatively underexplored compared to other professional groups. This study employed a quantitative research design, particularly descriptive and comparative approaches. In collecting the data, the respondents were 152 randomly selected public school teachers and used a binary scale to determine the Physical fitness trends of the teachers. In analyzing the data, frequency count, percentages, rank, and the Chi square test were used. The findings showed that male teachers tend to do strength training to build strength and prevent age-related muscle loss, while female teachers focus more on nutritional and lifestyle education complemented by workshops and initiatives promoting balanced diets and healthy lifestyle habits. Meanwhile, teachers aged 35 years old and below enjoys the integration of physical activity into their daily routine such as stretching or walking between classes, to counter sedentary hours, whereas the teachers with the ages above 35 years old are more focused on nutritional and lifestyle education complemented by workshops and initiatives promoting balanced diets and healthy lifestyle habits. Likewise, the teachers with 10 years and below in teaching service engage in workshops and programs encouraging balanced meals and good living choices to supplement nutritional and lifestyle education, whereas teachers with above 10 years in service to increase strength and stop age-related muscle loss, personal fitness regimens integrate resistance training and strength training. This paper offered valuable insights into the physical well-being of teachers, contributing to discussions on occupational health in education and potentially informing policy recommendations for promoting health and wellness within this critical workforce. |

*Keywords: Physical Fitness, Fitness Trends, Public School Teachers, Longitudinal Data, Statistical Analysis*

1. INTRODUCTION

The physical fitness of public school teachers plays a crucial role in maintaining their overall well-being, job satisfaction, and productivity, factors that ultimately affect educational quality (Benevene et al. 2020). Not to mention, public school educators often face significant physical and mental demands, including long hours, managing diverse classrooms, and sometimes balancing multiple roles (Stoddart 2024). These demands make it essential for teachers to maintain a good level of physical fitness to cope with the stresses of the profession (Griban et al. 2020). Research on fitness trends among teachers provides insights into potential health challenges in the profession and informs policies to support educators’ health, yet this area remains relatively underexplored compared to other professional groups.

Studies globally indicate that physical fitness is linked to occupational wellness, where the physiological and psychological benefits of regular physical activity lead to improved performance, resilience, and reduced absenteeism (Brown et al. 2011). Moreover, physical fitness impacts educators’ perceptions of self-efficacy and energy levels, which are critical in managing classrooms effectively (Karaiskos et al. 2024). The lifestyle of public school teachers, often constrained by limited time and resources, may contribute to a decline in fitness levels over time (Siedentop and Van der Mars 2022). For instance, research conducted in the United States and the United Kingdom points to patterns of declining physical health among educators, often correlated with high levels of job-related stress and sedentary behavior (Gustafsson et al. 2022).

In the Philippines, public-school teachers face multiple interrelated challenges that have contributed to a steady decline in physical fitness, negatively impacting their overall health. Physical education teachers revealed that fitness testing is often deprioritized due to resource constraints, instructional fatigue, and lack of administrative support, leading to minimal emphasis on their own physical activity promotion (Magallanes 2024). Research by Lobo et al. (2025) among faculty highlighted pervasive physical inactivity and prolonged sedentary behavior, particularly among adult educators, which correlates with increased risk of lifestyle-related diseases. Likewise, Lacson and Tolentino (2024) emphasized that deficiencies in physical education facilities and the lack of structured wellness programs hinder teachers’ ability to maintain fitness. Also, cultural and systemic issues—such as large class sizes, high workloads, and limited institutional prioritization of teacher well-being—have also been shown to elevate stress levels and reduce time for exercise engagement (Fernandez et al. 2023).

In addition, longitudinal studies serve as a powerful tool in assessing these trends, allowing for the tracking of fitness changes over time and examining the impact of various professional and personal factors on teachers' physical health (Lee and Kim 2021). Through the use of longitudinal data, researchers can better understand how factors such as age, workload, and school environment influence the physical fitness of teachers across their careers. This approach is essential in providing a comprehensive view of physical fitness trends that could lead to proactive interventions tailored to teachers' needs (MacPhail and Lawson 2020).

Hence, the study aimed to assess the physical fitness trends among public school teachers using longitudinal data. It analyzed the fitness indicators, such as cardiovascular endurance, muscular strength, flexibility, and body composition, to understand patterns and predictors of fitness changes over time. This paper offered valuable insights into the physical well-being of teachers, contributing to discussions on occupational health in education and potentially informing policy recommendations for promoting health and wellness within this critical workforce.

2. Methodology

This study made use of a quantitative research design, specifically a descriptive and comparative approach. The chosen methodology statistically assessed a set of variables to answer the theory-guided research questions, problems, and hypotheses (Creswell and Creswell 2017). On the one hand, the descriptive approach determined the physical fitness trends among the public school teachers when taken as a whole and grouped according to sex, age, and years of teaching. On the other hand, the comparative approached examined the differences in the physical fitness trends among the public school teachers when classified based on sex, age, and years of teaching.

This study was conducted at the five (5) selected public schools in the Municipality of Antique consisting of both Elementary and Secondary High Schools namely Sibalom Central Elementary School, Sibalom National High School, Antique National High School, Pangpang National High School, and Pis-anan National High School. The respondents of the study were the one hundred fifty-two (152) randomly selected public teachers in the Municipality of Antique. Moreover, the data collected from the respondents underwent statistical analysis using Statistical Package for Social Sciences (SPSS) version 21.0.

To gather the data, the researchers utilized a binary scale to determine the Physical fitness trends of the teachers. The test questionnaire was divided into two (2) parts. Part I contains the personal information of the respondents and their specific variables, and Part II contains the items where the respondents would choose to identify their respective fitness trends by selecting "Yes" or "No". Moreover, a consent letter was given to the respective school heads to permit to conduct the research. In addition, to ensure ethical considerations in this study the researchers had formally informed the respondents on the nature of the study and treated the results with utmost confidentiality.

Furthermore, the statically tests utilized in this study were: Frequency was used to determine the number of respondents belonging to each category and identifying the most recurrent physical fitness trends the respondents have chosen. Percentage was used to determine the proportion of the respondents belonging to each category and the ratio of the physical fitness trends the respondents have chosen. Rank was used to identify the top five (5) physical fitness trends of the respondents, and Chi-square to ascertain if there exists a significant difference among the physical fitness trends of the respondents when they vary according to their respective variables.

3. results and discussion

 ***3.1 Physical Fitness Trends among Public School Teachers***

To identify the fitness trends of the public-school teachers as a whole it was ranked from the highest to the lowest frequency count and the top five (5) fitness trends were identified based on their corresponding ranks. The following were the physical fitness trends of the teachers: Nutritional and Lifestyle Education complemented by workshops and initiatives promoting balanced diets and healthy lifestyle habits (*f=*112, *%*= 12%), Integration of Physical Activity into Daily Routine such as stretching or walking between classes, to counter sedentary hours (*f=*110, *%*= 12%), Strength Training and Resistance are incorporated into personal fitness routines to build strength and prevent age-related muscle loss (*f=*107, *%*= 12%), Recovery and Relaxation Practices are used to recover from physical exertion and reduce muscle tension (*f=*98, *%*= 11%), and Participation in Group Exercise Programs such as Zumba, yoga, aerobics, or dance fitness sessions to improve physical health while engaging in social activities (*f=*97, *%*= 11%).

This result indicates that the most prevalent physical fitness trend among public school teachers centers on nutritional and lifestyle education, followed closely by daily physical activity, strength training, recovery practices, and participation in group exercises. This means that teachers are increasingly embracing comprehensive wellness strategies that address diet, physical activity, and mental recovery to maintain their overall health and professional performance. This could be attributed to heightened awareness of the health risks within the teaching profession. This could also be because of the increasing availability of school-based wellness initiatives and peer-driven fitness programs that make engagement more feasible and socially rewarding. Studies have shown that health education interventions significantly influence lifestyle changes among educators (Solhi et al. 2020) and that structured group exercise enhances physical activity adherence through social support and accountability (Garland et al. 2021). In addition, incorporating physical activity into daily routines has been linked to reduced stress and improved work performance among teachers (Firus 2023), while resistance training is recognized for its role in combating age-related muscular decline (Lavin et al. 2019). This implies that school administrators may actively implement and support integrated wellness programs that combine education, exercise, and recovery strategies to promote sustainable health among teaching personnel.

**Table 1.** *Physical Fitness Trends among Public School Teachers when taken as a whole*

|  |  |  |  |
| --- | --- | --- | --- |
| **Physical Fitness Trends**  | ***f*** | ***%*** | **Rank** |
| * **Participation in Group Exercise Programs such as Zumba, yoga, aerobics, or dance fitness sessions to improve physical health while engaging in social activities.**
 | **97** | **11%** | **5** |
| * Use of Fitness Tracking Technology bands and smartwatches increasingly to monitor steps, heart rate, sleep quality, and overall activity levels.
 | 74 | 8% | 7 |
| * Emphasis on Mind-Body Wellness such as mindfulness-based exercises for managing stress and promoting both mental and physical well-being.
 | 68 | 7% | 8 |
| * Outdoor Activities and Walking Clubs like hiking and jogging to maintain physical activity levels.
 | 64 | 7% | 9 |
| * Home-based Workouts programs and apps have led to engaging in home-based exercise routines, offering flexibility amidst busy schedules.
 | 53 | 6% | 10 |
| * Participation in School or Community Sports Programs such as volleyball, basketball, or badminton organized by schools or local communities.
 | 75 | 8% | 6 |
| * Health Challenges and Competitions like step-count competitions or weight-loss challenges among colleagues, are used to encourage consistent activity.
 | 51 | 6% | 11 |
| * **Strength Training and Resistance are incorporated into personal fitness routines to build strength and prevent age-related muscle loss.**
 | **107** | **12%** | **3** |
| * **Nutritional and Lifestyle Education re complemented by workshops and initiatives promoting balanced diets and healthy lifestyle habits.**
 | **112** | **12%** | **1** |
| * **Integration of Physical Activity into Daily Routine such as stretching or walking between classes, to counter sedentary hours.**
 | **110** | **12%** | **2** |
| * **Recovery and Relaxation Practices are used to recover from physical exertion and reduce muscle tension.**
 | **98** | **11%** | **4** |

 ***3.2 Physical Fitness Trends among Public School Teachers as to Sex***

The Physical fitness trends of the public school teachers were identified by arraigning the highest frequency count in ascending order and pinpointing its respective ranks. The following are the physical fitness trends of the male public school teachers: Strength Training and Resistance are incorporated into personal fitness routines to build strength and prevent age-related muscle loss (*f=6*9, *%*= 16%), Integration of Physical Activity into Daily Routine such as stretching or walking between classes, to counter sedentary hours ( *f=6*2, *%*= 14%), Participation in Group Exercise Programs such as Zumba, yoga, aerobics, or dance fitness sessions to improve physical health while engaging in social activities (*f=*55, *%*= 13%), Participation in School or Community Sports Programs such as volleyball, basketball, or badminton organized by schools or local communities (*f=*47, *%*= 11%), and Outdoor Activities and Walking Clubs like hiking and jogging to maintain physical activity levels (*f=*45, *%*= 10%).

Moreover, the following are the physical fitness trends of the female public-school teachers: Nutritional and Lifestyle Education complemented by workshops and initiatives promoting balanced diets and healthy lifestyle habits (*f=7*4, *%*= 16%), Recovery and Relaxation Practices are used to recover from physical exertion and reduce muscle tension (*f=63*, *%*= 13%), Emphasis on Mind-Body Wellness such as mindfulness-based exercises for managing stress and promoting both mental and physical well-being (*f=55*, *%*= 12%), Integration of Physical Activity into Daily Routine such as stretching or walking between classes, to counter sedentary hours (*f=48*, *%*= 10%), and Participation in Group Exercise Programs such as Zumba, yoga, aerobics, or dance fitness sessions to improve physical health while engaging in social activities (*f=42*, *%*= 9%).

This result indicates that male public school teachers tend to engage more in strength training, daily physical routines, and group or community-based sports, while female teachers prioritize nutritional education, recovery, and mind-body wellness practices. This means gender differences significantly influence how teachers approach physical fitness, with males favoring physically demanding activities and females adopting more balanced, restorative, and health-conscious strategies. This could be attributed to varying health motivations and stress management needs, where male teachers may aim to preserve muscular strength and endurance, while female teachers may seek activities that address stress, fatigue, and emotional wellness. This could also be because of the increased advocacy for gender-tailored wellness interventions and accessible lifestyle programs in school settings (Fernando and Bual 2024, Fernando and Cabardo 2024).

According to Matharu (2025), women are more likely to engage in wellness behaviors such as healthy eating and stress reduction, while men are more inclined to pursue performance-based activities like resistance training. Similarly, Sokal and Trudel, (2023) emphasized that recovery and mental wellness practices became a rising trend among women in educational professions during post-pandemic transitions. Ballak et al. (2014) highlighted the growing participation of men in structured physical training programs as a response to aging-related muscular loss. Moreover, Sjøgaardet al. (2016) supported that outdoor and group fitness activities contribute significantly to motivation and well-being among professionals with sedentary job roles. Hence, this implies that school administrators may develop inclusive, gender-sensitive wellness programs that support the diverse fitness needs of male and female teachers to promote sustainable health and improve overall work performance.

**Table 2.** *Physical Fitness Trends among Public School Teachers as to Sex*

|  |  |  |
| --- | --- | --- |
| **Physical Fitness Trends**  | **Male** | **Female** |
| ***f*** | ***%*** | **Rank** | ***f*** | ***%*** | **Rank** |
| * Participation in Group Exercise Programs such as Zumba, yoga, aerobics, or dance fitness sessions to improve physical health while engaging in social activities.
 | **55** | **13%** | **3** | **42** | **9%** | **5** |
| * Use of Fitness Tracking Technology bands and smartwatches increasingly to monitor steps, heart rate, sleep quality, and overall activity levels.
 | 44 | 10% | 6 | 30 | 6% | 9 |
| * Emphasis on Mind-Body Wellness such as mindfulness-based exercises for managing stress and promoting both mental and physical well-being.
 | 13 | 3% | 10 | **55** | **12%** | **3** |
| * Outdoor Activities and Walking Clubs like hiking and jogging to maintain physical activity levels.
 | **45** | **10%** | **5** | 19 | 4% | 11 |
| * Home-based Workouts programs and apps have led to engaging in home-based exercise routines, offering flexibility amidst busy schedules.
 | 19 | 4% | 9 | 34 | 7% | 8 |
| * Participation in School or Community Sports Programs such as volleyball, basketball, or badminton organized by schools or local communities.
 | **47** | **11%** | **4** | 28 | 6% | 10 |
| * Health Challenges and Competitions like step-count competitions or weight-loss challenges among colleagues, are used to encourage consistent activity.
 | 12 | 3% | 11 | 39 | 8% | 6 |
| * Strength Training and Resistance are incorporated into personal fitness routines to build strength and prevent age-related muscle loss.
 | **69** | **16%** | **1** | 38 | 8% | 7 |
| * Nutritional and Lifestyle Education re complemented by workshops and initiatives promoting balanced diets and healthy lifestyle habits.
 | 38 | 9% | 7 | **74** | **16%** | **1** |
| * Integration of Physical Activity into Daily Routine such as stretching or walking between classes, to counter sedentary hours.
 | **62** | **14%** | **2** | **48** | **10%** | **4** |
| * Recovery and Relaxation Practices are used to recover from physical exertion and reduce muscle tension.
 | 35 | 8% | 8 | **63** | **13%** | **2** |

 ***3.3 Physical Fitness Trends among Public School Teachers as to Age***

When the respondents were classified as to age their respective physical fitness trends were arranged from the highest frequency up to the lowest frequency, in addition only the top five (5) fitness trends were considered. The following were the physical fitness trends of the teachers with the age range of 35 years old and below: Integration of Physical Activity into Daily Routine such as stretching or walking between classes, to counter sedentary hours (*f=69*, *%*= 15%), Use of Fitness Tracking Technology bands and smartwatches increasingly to monitor steps, heart rate, sleep quality, and overall activity levels (*f=61*, *%*= 13%), Strength Training and Resistance are incorporated into personal fitness routines to build strength and prevent age-related muscle loss (*f=60*, *%*= 13%), Participation in School or Community Sports Programs such as volleyball, basketball, or badminton organized by schools or local communities (*f=54*, *%*= 12%), and Outdoor Activities and Walking Clubs like hiking and jogging to maintain physical activity levels ((*f=45*, *%*= 10%).

In addition, the following were the fitness trends of the public-school teachers with the age range of above 35 years old: Nutritional and Lifestyle Education re complemented by workshops and initiatives promoting balanced diets and healthy lifestyle habits (*f=93*, *%*= 20%), Recovery and Relaxation Practices are used to recover from physical exertion and reduce muscle tension (*f=78*, *%*= 17%), Participation in Group Exercise Programs such as Zumba, yoga, aerobics, or dance fitness sessions to improve physical health while engaging in social activities ( *f=63*, *%*= 14%), Strength Training and Resistance are incorporated into personal fitness routines to build strength and prevent age-related muscle loss ( *f=47*, *%*= 10%), and Emphasis on Mind-Body Wellness such as mindfulness-based exercises for managing stress and promoting both mental and physical well-being ( *f=42*, *%*= 9%).

This result indicates that teachers aged 35 and below favor active, tech-assisted, and socially engaging physical fitness practices, while those above 35 years old prioritize nutrition, recovery, and holistic wellness. This means that age significantly influences fitness behaviors, with younger teachers more inclined toward dynamic and performance-oriented routines, and older teachers leaning toward sustainable health practices that support recovery and overall well-being. This could be attributed to generational differences in physical capability and health priorities, where younger teachers may focus on performance, mobility, and technology, while older teachers manage stress, prevent decline, and maintain vitality. This could also be because technological literacy and competitive social culture are more embedded in younger cohorts, while older adults respond more positively to structured wellness education and stress management strategies.

According to Smeenk (2020), younger adults are more likely to engage in tech-based and high-intensity fitness behaviors, while older adults benefit from restorative and diet-focused interventions to preserve function and reduce stress. Bernstein and Munoz (2012), found that older professionals are more adherent to nutritional education and group-based wellness activities for long-term health management. Likewise, Cho et al. (2021) highlighted that wearables and mobile apps are popular among younger individuals who value real-time feedback and gamified tracking of their physical activity. Additionally, Calogiuri and Elliott (2017) confirmed that outdoor and sports-based physical activities provide strong motivational value for younger adults, enhancing their engagement and performance. This implies that school administrators may develop age-responsive physical fitness programs that incorporate digital tools and sports engagement for younger teachers and promote holistic, recovery-centered wellness interventions for older educators.

**Table 3.** *Physical Fitness Trends among Public School Teachers as to Age*

|  |  |  |
| --- | --- | --- |
| **Physical Fitness Trends**  | **35 years old and Below**  | **Above 35 years old**  |
| ***f*** | ***%*** | **Rank** | ***f*** | ***%*** | **Rank** |
| * Participation in Group Exercise Programs such as Zumba, yoga, aerobics, or dance fitness sessions to improve physical health while engaging in social activities.
 | 34 | 8% | 7 | **63** | **14%** | **3** |
| * Use of Fitness Tracking Technology bands and smartwatches increasingly to monitor steps, heart rate, sleep quality, and overall activity levels.
 | **61** | **13%** | **2** | 13 | 3% | 11 |
| * Emphasis on Mind-Body Wellness such as mindfulness-based exercises for managing stress and promoting both mental and physical well-being.
 | 26 | 6% | 9 | **42** | **9%** | **5** |
| * Outdoor Activities and Walking Clubs like hiking and jogging to maintain physical activity levels.
 | **45** | **10%** | **5** | 19 | 4% | 9 |
| * Home-based Workouts programs and apps have led to engaging in home-based exercise routines, offering flexibility amidst busy schedules.
 | 35 | 8% | 6 | 18 | 4% | 10 |
| * Participation in School or Community Sports Programs such as volleyball, basketball, or badminton organized by schools or local communities.
 | **54** | **12%** | **4** | 21 | 5% | 7 |
| * Health Challenges and Competitions like step-count competitions or weight-loss challenges among colleagues, are used to encourage consistent activity.
 | 30 | 7% | 8 | 21 | 5% | 7 |
| * Strength Training and Resistance are incorporated into personal fitness routines to build strength and prevent age-related muscle loss.
 | **60** | **13%** | **3** | **47** | **10%** | **4** |
| * Nutritional and Lifestyle Education re complemented by workshops and initiatives promoting balanced diets and healthy lifestyle habits.
 | 19 | 4% | 11 | **93** | **20%** | **1** |
| * Integration of Physical Activity into Daily Routine such as stretching or walking between classes, to counter sedentary hours.
 | **69** | **15%** | **1** | 41 | 9% | 6 |
| * Recovery and Relaxation Practices are used to recover from physical exertion and reduce muscle tension.
 | 20 | 4% | 10 | **78** | **17%** | **2** |

 ***3.4 Physical Fitness Trends among Public School Teachers as to Years in Teaching***

To determine the physical fitness trends of the public school teachers the top five (5) trends were ranked from highest to lowest. The following were the physical fitness trends of the teachers who are 10 years and below in service: Nutritional and Lifestyle Education complemented by workshops and initiatives promoting balanced diets and healthy lifestyle habits ( *f=73*, *%*= 16%), Integration of Physical Activity into Daily Routine such as stretching or walking between classes, to counter sedentary hours (*f=69*, *%*= 15%), Participation in Group Exercise Programs such as Zumba, yoga, aerobics, or dance fitness sessions to improve physical health while engaging in social activities (*f=48*, *%*= 11%), Outdoor Activities and Walking Clubs like hiking and jogging to maintain physical activity levels (*f=47*, *%*= 10%), and Strength Training and Resistance are incorporated into personal fitness routines to build strength and prevent age-related muscle loss (*f=47*, *%*= 10%).

Likewise, the physical fitness trends of the public school teachers with above 10 years in service are as follows: Strength Training and Resistance are incorporated into personal fitness routines to build strength and prevent age-related muscle loss (*f=60*, *%*= 13%), Recovery and Relaxation Practices are used to recover from physical exertion and reduce muscle tension (*f=56*, *%*= 12%), Participation in Group Exercise Programs such as Zumba, yoga, aerobics, or dance fitness sessions to improve physical health while engaging in social activities (*f=49*, *%*= 11%), Integration of Physical Activity into Daily Routine such as stretching or walking between classes, to counter sedentary hours (*f=41*, *%*= 9%), and Nutritional and Lifestyle Education re complemented by workshops and initiatives promoting balanced diets and healthy lifestyle habits (*f=39*, *%*= 9%).

This result indicates that teachers with 10 years or fewer in service are more engaged in lifestyle education, daily movement, and recreational group or outdoor activities, while those with more than 10 years of service prefer strength training, recovery, and structured group wellness routines. This means length of service influences fitness preferences, with newer teachers leaning toward proactive and socially enjoyable fitness behaviors, and more experienced teachers focusing on functional maintenance, stress reduction, and physical recovery. This could be attributed to the difference in work-related stress exposure and physical adaptation over time, where longer-serving teachers may be more susceptible to fatigue, requiring restorative fitness approaches. This could also be because early-career teachers may have higher motivation and physical capacity for active lifestyle habits, while veteran teachers aim to prevent age-related physical decline and manage workload stress.

A study by Coleman (2025) highlights that teachers newer to the profession report higher enthusiasm toward group and outdoor fitness engagement, while long-serving teachers value structured wellness for health preservation. Bretland and Thorsteinsson, (2015) found that resistance training and relaxation practices are preferred by aging or experienced professionals to address physiological changes and job burnout. Thogersen-Ntoumani et al. (2017) also observed a rise in relaxation-based physical activity patterns among older professionals following workplace stress recovery trends. Similarly, Orlando et al. (2024) emphasized that integrating physical activity into the workday is more common among younger professionals who are balancing career-building with wellness consciousness. This implies that school administrators may tailor physical fitness initiatives according to career stage, offering proactive lifestyle programs for early-career teachers and targeted recovery and strength-building interventions for seasoned educators.

**Table 4.** *Physical Fitness Trends among Public School Teachers as to Years in Teaching*

|  |  |  |
| --- | --- | --- |
| **Physical Fitness Trends**  | **10 years and below**  | **Above 10 years**  |
| ***f*** | ***%*** | **Rank** | ***f*** | ***%*** | **Rank** |
| * Participation in Group Exercise Programs such as Zumba, yoga, aerobics, or dance fitness sessions to improve physical health while engaging in social activities.
 | **48** | **11%** | **3** | **49** | **11%** | **3** |
| * Use of Fitness Tracking Technology bands and smartwatches increasingly to monitor steps, heart rate, sleep quality, and overall activity levels.
 | 46 | 10% | 6 | 28 | 6% | 7 |
| * Emphasis on Mind-Body Wellness such as mindfulness-based exercises for managing stress and promoting both mental and physical well-being.
 | 41 | 9% | 8 | 27 | 6% | 8 |
| * Outdoor Activities and Walking Clubs like hiking and jogging to maintain physical activity levels.
 | **47** | **10%** | **4** | 17 | 4% | 10 |
| * Home-based Workouts programs and apps have led to engaging in home-based exercise routines, offering flexibility amidst busy schedules.
 | 26 | 6% | 11 | 27 | 6% | 8 |
| * Participation in School or Community Sports Programs such as volleyball, basketball, or badminton organized by schools or local communities.
 | 39 | 9% | 9 | 36 | 8% | 6 |
| * Health Challenges and Competitions like step-count competitions or weight-loss challenges among colleagues, are used to encourage consistent activity.
 | 38 | 8% | 10 | 13 | 3% | 11 |
| * Strength Training and Resistance are incorporated into personal fitness routines to build strength and prevent age-related muscle loss.
 | **47** | **10%** | **4** | **60** | **13%** | **1** |
| * Nutritional and Lifestyle Education re complemented by workshops and initiatives promoting balanced diets and healthy lifestyle habits.
 | **73** | **16%** | **1** | **39** | **9%** | **5** |
| * Integration of Physical Activity into Daily Routine such as stretching or walking between classes, to counter sedentary hours.
 | **69** | **15%** | **2** | **41** | **9%** | **4** |
| * Recovery and Relaxation Practices are used to recover from physical exertion and reduce muscle tension.
 | 42 | 9% | 7 | **56** | **12%** | **2** |

 ***Differences in the Physical Fitness Trends among Public School Teachers as to Sex, Age, and Years in Teaching***

When sex [$x^{2}$ (11) =2.879, p= .987], age [$x^{2}$ (11) =1.898, p= .064], and years in teaching [$x^{2}$ (11) =1.765, p= .143], no significant difference existed in the physical fitness trends among public school teachers was noted. Thus, the null hypothesis was rejected. It implies that these demographic factors do not play a substantial role in influencing their fitness levels. This suggests that fitness trends may be shaped more by external factors, such as lifestyle choices, access to wellness programs, or work-related stress, rather than inherent demographic differences. Consequently, interventions to improve physical fitness could be designed universally rather than tailored to specific demographic groups.

This result indicates that there was no statistically significant difference in the physical fitness trends of public school teachers when grouped according to sex, age, and years in teaching. This means that these demographic variables do not significantly influence the adoption of physical fitness behaviors among teachers. This could be attributed to the uniformity of work demands and institutional health initiatives experienced across demographic groups within the teaching profession. This could also be because personal motivation, accessibility of wellness resources, and exposure to similar workplace stressors may have a greater impact than age, gender, or tenure.

As supported by Payne et al. (2018), workplace environment and organizational health culture are more predictive of physical activity engagement than demographic characteristics. Similarly, Seguin et al. (2008) emphasized that community-level factors and availability of programs have a stronger association with fitness behavior than individual-level traits. Pigaiani et al. (2020) also noted that during periods of stress, such as the pandemic, lifestyle behaviors were influenced more by psychosocial coping strategies than by demographic differences. According to Nash et al. (2015), inclusive and universally accessible wellness interventions yield better outcomes than those segmented by demographic profiles. This implies that school administrators may focus on implementing broad-based, inclusive physical fitness initiatives that address structural and motivational barriers across the entire teaching workforce, regardless of demographic classification.

**Table 5.** *Differences in the Physical Fitness Trends among Public School Teachers as to Sex, Age, and Years in Teaching*

|  |  |  |  |
| --- | --- | --- | --- |
| Variables | df | $$x^{2}$$ | p |
| 1. Sex
 | 11 | 2.879 | .987 |
| 1. Age
 | 11 | 1.898 | .064 |
| 1. Years in Teaching
 | 11 | 1.765 | .143 |

4. Conclusion

 The findings of this study show that public school teachers share similar physical fitness habits, no matter their age, gender, or years of teaching. This suggests that their choices in staying healthy are shaped more by their daily routines, access to wellness activities, and the demands of their work than by personal characteristics. Teachers seem to respond to the same challenges and find comfort in activities that help them manage stress, stay active, and care for their well-being. This gives us a deeper understanding that the drive to stay healthy is a common experience among them. It is not about who they are, but about the world they work in and the support they receive. In this shared effort to care for their bodies and minds, we see a quiet strength that reflects the heart of their work as educators.

 This study focused on identifying the physical fitness trends among public school teachers based on selected demographic factors such as sex, age, and years in service. While it provided valuable insights into common practices and preferences, it was limited to a specific group within a particular educational setting, which may not fully represent the broader population of teachers in different regions or school types. The data also relied on frequency and self-reported trends, which may not capture the depth of individual experiences or motivations. Given these limitations, further research is encouraged to explore the underlying reasons behind these fitness behaviors, possibly through qualitative methods or a larger, more diverse sample. Future studies may also examine how institutional support, personal motivation, and environmental factors interact to shape long-term health habits among educators.

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