

ATTITUDE and Physical Activity as Determinants of Academic Performance of Junior High School Students in Tugbok DISTRICT

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ABSTRACT

This study determined the influence of attitude on physical activity on the academic performance of Grade 9 public junior high schools in Tugbok District. Cluster sampling was used to select the respondents from participating schools in Davao City. An adapted questionnaire for the variables, attitude, and status of physical activity was used, while grade point average (GPA) in students' grades was used to measure the students' academic performance. A quantitative-descriptive correlation research design was also used. The statistical tools used in analyzing the data were mean, standard deviation, Pearson r, and multiple regression analysis. Results showed that attitude toward physical activity is high while status toward physical activity is moderate. The academic performance is very satisfactory. There is a significant relationship between physical activity and academic performance; however, there is no significant relationship between attitude and academic performance. Attitude and physical activity significantly influence academic performance. In a singular capacity, attitude toward physical activity has more influence on academic performance.

KEYWORDS: *Physical activity, attitude, academic performance, quantitative descriptive correlational, Philippines*

INTRODUCTION

The academic performance of Junior High School Students serves as a vital indicator of how effectively schools balance intellectual growth with students' attituded and physical activities, Academic performance refers to a student's ability to reach the goals, objectives, and achievements specified in the course or program they are enrolled in. Grades, which are the outcome of an

evaluation that entails passing or failing particular exams, subjects, or courses, are used to express these (Caballero et al., 2007). The educational system is often praised for its innovative approaches and high standards. However, recent trends indicate a decline in students' academic performance, particularly in core subjects like mathematics and reading. This has raised alarms among educators and policymakers, prompting a closer examination of the contributing factors. One significant area of interest is the relationship between physical activity and academic achievement. (Booth et al., 2018).

In Finland, despite the generally high levels of physical education (PE) in schools, there is growing concern that students' overall physical activity levels are decreasing; the impact of academic performance on students becomes low. They may feel inferior to their schoolmates, affecting their willingness to participate in class (Haapala et al., 2019). Indonesia ranked 64th out of 65 countries according to the PISA in 2012; this indicated that the achievement scores of Indonesian students in mathematics are documented as very low (Ajisuksmo & Saputri, 2017).

In the Philippines, according to the 2022 Philippine Report Card on Physical Activity for Children and Adolescents, most Filipino youth and adolescents were among the most physically inactive in the world, with only 15.4 percent meeting the global physical activity recommendation. In Zamboanga City, according to Cipriano et al. (2024), there is potential for improving academic performance with physical activity treatments; further research is required to maximize their efficacy and guide evidence-based practices in educational settings. By utilizing physical activity's capacity to bolster academic achievement, educators and policymakers may encourage pupils' overall growth and cultivate enduring habits of learning and health.

Furthermore, attitude is a mental or neural state of readiness organized through experience. It exerts a directive or dynamic influence on the individual's response to all objects and situations it relates to (Allport, 1935). Iqbal et al. (2020) state that attitude toward physical activity and exercise significantly impacts academic performance. According to the World Health Organization, physical activity status is described as a person's degree, quantity, intensity, and duration of engagement in physical activities. It includes participating in recreational activities, sports, and other school-related activities. Students who engage more in physical activity and exercise secure better academic marks in their annual exams. Additionally, past studies revealed that physical activity

contributes to promoting academic performance, cognitive benefits, and neurological health (Verburgh et al., 2014).

Despite various studies, there is no clear conclusion about the impact of attitude toward fitness and physical activity status on academic performance in public junior high school students. Thus, the current study aims to determine the role of attitude toward physical activity and physical activity status as determinants of academic performance for junior high school students in Tugbok District. This study may help lay the foundation for developing a research-based enhancement program, thus helping the students cope with the challenges associated with the attitude and status of physical activity.

For the dissemination plan, the findings of the study will be presented in Learning Action Cell (Lac) sessions, sports coordinator's meetings, unit and line meets, as well as in division and national fora and conferences. Copies of the book-bound thesis will also be provided to participating schools to ensure the results are applied in practice. To reach a wider audience, the study will be published on academic platforms and made freely for other schools and organizations.

Theoretical Lens

This theory was anchored on Bandura's Social Cognitive Theory (1977). Social Cognitive Theory posits that individuals acquire knowledge and skills through the process of observing and imitating the behaviors, attitudes, and outcomes of others within their social surroundings (Bandura, 1986). Peers, teachers, and parents all influence students' attitudes and behaviors in relation to academic achievement. When students witness their peers placing importance on physical activity and achieving academic success, they are more inclined to adopt similar attitudes and behaviors. Bandura's theory highlights the significance of self-efficacy in behavior and academic performance (Bandura, 1977). Self-efficacy pertains to an individual's confidence in their capability to effectively execute a task or attain a specific objective. In the realm of physical activity and academic performance, students who possess strong self-efficacy in both physical activity and academic tasks are more inclined to consistently participate in physical activity and approach their studies with assurance.

METHODS

Research Design

The study employed quantitative research using a specifically

descriptive correlational design. Bhandari (2020) describes quantitative research as collecting and analyzing numerical data. In addition, Creswell (2012) noted that in quantitative research the investigator identifies a research problem based on field trends or the requirement to explain why something occurs.

Research Locale

The study was conducted in Davao City Division schools, involving the three public junior high schools in Tugbok District. Davao City has a total land area of 2,444 sq. km., making it the largest city in the Philippines in terms of land area. It is divided into 3 congressional districts and further divided into 11 administrative districts. Tugbok District has a total land area of 15,391 km² with 18 barangays. According to the National Statistics Office of the Philippines, Tugbok District had a total population of 150,621 as of May 1, 2020. Furthermore, it also consists of different schools in elementary and secondary, both public and private institutions. The research location's anonymity is crucial to ethical research. Hence, Schools A, B, and C were coded to the three participating schools ranging from medium to large-sized schools.

Research Respondents

The study was conducted among 200 Grade 9 students from Tugbok District. In choosing the respondents, this study employed the stratified random sampling technique. Stratified random sampling is a method of sampling that involves the division of a population into smaller subgroups known as strata. In stratified random sampling, or stratification, the strata are formed based on members' shared attributes or characteristics, such as income or educational attainment. It has numerous applications and benefits, such as studying population demographics and life expectancy. Stratified random sampling is also called proportional random sampling or quota random sampling. (Hayes, 2023).

Research Instruments

Members of the Department of Physical Education, Sport, and Leisure Studies at Washington State University used instruments from a study they conducted in 1988 to collect the data. The survey consists of 20 statements to be rated on a five-point Likert scale (1 strongly disagree to 5 strongly agree) (Mowatt et al., 1988). The first part of the survey questionnaire is the demographic profile. The second part of the survey questionnaire, which attitude toward physical activity was adapted from Dunlavy (2008). Lastly, the status of physical activity adapted from Boozer (2017). This instrument had been found to possess excellent psychometric validity and reliability, which showed an overall

Cronbach’s alpha value of 0.84. Since the result was good, Cronbach’s alpha value was interpreted has good internal consistency.

Academic Performance

Classroom Assessment is a joint process that involves both teachers and learners. It is an integral part of teaching and learning. Teachers provide appropriate assessment when they aim to holistically measure learners' current and developing abilities enabling them to take responsibility in the process.

G - 1 to G-10	COMPONENTS	ENGLISH, FILIPINO, ARAL-PAN & ESP	SCIENCE & MATH	MAPEH, EPP & TLE
	Written work	30%	40%	20%
	Performance tasks	50%	40%	60%
	Quarterly assessment	20%	20%	20%

Grading Scale

DESCRIPTOR	GRADING SCALE	REMARKS
Outstanding	90–100	Passed
Very Satisfactory	85–89	Passed
Satisfactory	80–84	Passed
Fairly Satisfactory	75–79	Passed
Did Not Meet Expectations	Below 75	Failed

The scale is used to determine the performance of the students based on the grading scale.

Data Gathering Procedure

To facilitate the collection of data, the researcher asked for a letter from the Dean of the Graduate School of the University to ask for permission to conduct the study. Upon approval, the researcher submitted his study to the

Research Ethics Committee (REC) to see to it that all ethical considerations were properly observed during the conduct of the study. Upon approval by REC and the Schools Division Superintendent permission to conduct the study. The researcher also asked permission from the principal or school head of the selected schools in Davao City. The researcher based the study on the master list given by the teacher and uses random sampling. Lastly, the researcher secured written consent from each study participant and signed consent from their parents. After the approval, the researcher administered the questionnaire. Furthermore, the researcher retrieved all the questionnaires on the same day he administered them to ensure the data gathering was in its most effective process.

Ethical Statement

To ensure adherence to ethical standards, this study underwent thorough evaluation by the UIC Ethics Review Committee. It guarantees social value by benefiting teachers, students, parents, and the broader community through improved education outcomes linked to physical activity. The dissemination plan includes presenting the findings in academic conferences, workshops, and forums, while maintaining participants' privacy and confidentiality. Informed consent was obtained from parents or guardians, ensuring that participation was voluntary and that students could withdraw at any time. Special attention was given to the vulnerability of participants, as minors under 18 years old, by safeguarding their emotional, psychological, and physical well-being, and complying with Philippine laws on parental consent.

The study also prioritized transparency, justice, and data confidentiality, following the Data Privacy Act of 2012. Participants were informed of the study's purpose, benefits, and procedures, and any personal data collected were kept secure and not shared publicly. The researcher-maintained credibility by consulting advisers and experts to ensure reliability and validity of data. Community involvement was emphasized, with Junior High School students, teachers, and administrators actively participating and benefiting from the study. Finally, the study's findings will be share with stakeholders, schools, and the public through various platforms such as conferences, seminars, and webinars, and forums to maximize impact and practical application.

RESULTS

Level of Attitude on Physical Activity

Table 1

Level of Attitude on Physical Activity

	Mean	SD	Description
General Attitude			
1. feeling that physical activity is an integral part of their lifestyle.	3.89	.90	High
2. scheduling their regular periods of time to undertake physical activities.	3.69	.93	High
3. eating healthy and avoid drinking too much alcohol	4.42	.93	Very High
4. making sure they are working out in a setting they enjoy.	4.00	.91	High
5. hanging on to that great feeling they have after a workout	3.80	.92	High
Category Mean	3.96	.63	High
Physical Education as an Offering in the Curriculum			
1. helping them to stay healthy, learn teamwork skills, and have fun.	4.52	.75	Very High
2. having helped in maintaining a healthy weight and reduce the risk of obesity.	4.47	.79	Very High
3. emphasizing the knowing of the 'what', 'how' and 'why' of movement	4.18	.80	High
4. focusing on developing their understanding of how the body responds, adjusts and adapts to physical activities.	4.29	.82	Very High
5. bringing about numerous health benefits which helps to enlighten them to healthy lifestyles	4.37	.72	Very High
Category Mean	4.37	.57	Very High
Exercise Scientific Benefits of Exercise			
1. exercising improves their brain performance	4.05	.90	High
2. working out sharpens their memory.	3.81	.86	High
3. running burns their calories.	4.12	.87	High

4. exercising reduces their risk of heart diseases.	4.31	.90	Very High
5. improving their mental health and mood.	4.02	1.01	High
Category Mean	4.06	.62	High
Overall Mean	4.13	.49	High

Table 1 shows the overall level of attitude toward physical activity. It shows an overall mean of 4.06, which is described as high, which means that an attitude toward physical activity always manifests. This implies that a consistently positive attitude towards positive activity can lead to numerous valuable implications, such as eating enhanced food, enhancing teamwork skills, and maintaining a normal weight to reduce the risk of obesity and heart disease. A positive attitude toward physical activity can also foster a healthy lifestyle. In addition, the overall standard deviation is .62, which is less than one, denoting that the respondents have ratings clustered around the mean.

These findings are echoed in a comprehensive review by Islomkhoja (2021), which concludes that positive psychological well-being is strongly associated with lower levels of depression and anxiety, enhancing overall life satisfaction and happiness.

General Attitude. It reveals that its category mean is 3.96, which is described as high, with mean ratings of the items ranging from 3.69 to 4.42. Consequently, the item scheduling their regular periods of time to undertake physical activities has a mean of 3.69, while the item eating healthy and avoiding drinking too much alcohol has a mean rating of 4.42. This means that the general attitude of the students suggests that balancing time by making a schedule for participating in physical activity, eating healthy foods, and setting socialization skills may help to develop a healthy lifestyle.

This finding supports the research by Warburton and Bredin (2018), which emphasizes that people who view physical activity as essential are more likely to engage in regular exercise, which improves cardiovascular function and lowers the risks of hypertension and stroke. Moreover, a longitudinal study by Martínez-de-Quel et al. (2021) confirms that consistent engagement in physical activity is linked to lower incidences, emphasizing the importance of integrating exercise into daily life.

Furthermore, a positive attitude towards physical activity can enhance adherence to exercise routines, maximizing health benefits. Research by Marchant et al. (2021) indicates that intrinsic motivation, which stems from viewing physical activity as enjoyable and valuable, significantly predicts long-term adherence to exercise regimens. A positive attitude toward physical activity can often cultivate this intrinsic motivation, making it a sustainable part of one's lifestyle. Similarly, a study by Rwithoggio et al. (2021) found that individuals with a positive attitude towards exercise are more likely to overcome barriers to physical activity, such as lack of time or energy, thus maintaining consistent participation in physical exercise.

Physical Education as an Offering in the Curriculum. It reveals that its category mean is 4.37 described as very high with mean ratings of the items ranges from 4.18 to 4.52. Consequently, the item emphasizing the knowing of the 'what', 'how' and 'why' of movement has a mean of 4.18 while the item helping them to stay healthy, learn teamwork skills, and have fun has a mean rating of 4.52. This means that students are extremely positive, indicating strong support and effectiveness of PE Program. It focuses on the program's enhancement of social development and its holistic impact on students. indicating strong support for and effectiveness It focuses on the program's enhancement of social development and its holistic impact on students.

This finding aligns with the study of Mamurov et al. (2020), which emphasized that PE programs that promote cooperative games and team sports help students build social skills and foster a sense of belonging. Physical education helps to maintain a healthy weight and reduce the risk of obesity. Moreover, a study by Tursinovich et al. (2021) found that schools with intensive PE subjects promote a social framework provided by PEs that encourages positive interactions, fun, and mutual respect, which promotes a healthy school environment.

Moreover, Kohl III (2013) stated that physical education has a holistic impact on social development that includes significant physical and mental health benefits from regular participation in physical activity through PE classes that develop fitness and help make the body composition healthy. A study by Ovcharuk et al. (2021) indicated that students actively engaged in PE programs exhibited higher levels of physical fitness and lower rates of obesity.

Scientific Benefits of Exercise. It has garnered a high category mean

rating of 4.06, with mean ratings ranging from 3.81 to 4.31. Notably, the item that sharpens their memory has a mean rating of 3.81 while exercising reduces their risk of heart disease with a rating of 4.31. This suggests the students know the scientific benefits of exercise, such as sharpened memory, improved mental health, and burned calories.

This finding supports the study by Getie (2020), which found better academic performance in students who did physical exercise and regular activity in school and the community. Improved mental health and reduced the risk of heart disease were also observed. Furthermore, Deessen et al. (2022) found that students with a positive attitude toward physical activity adopts an active lifestyle and reduce the risk of chronic diseases such as obesity, diabetes, and cardiovascular disease. Moreover, students know the impact on the body and mind that promotes overall well-being.

This indicates that physical activity status is sometimes observed because some students are engaged in physical activities but need to be more consistent. Students participate in dance and other sport-related activities in school because of performance tasks, but others choose to join because of their passion and parents' support. This reflects a middle ground where students know the importance of physical activity but may need to integrate it into their daily routines. Some factors include lack of participation, motivation, and inadequate facilities.

The Status of Physical Activity among Grade 9 Public Junior High School Students

Table 2
The Status of Physical Activity among Grade 9 Public Junior High School Students

	Mean	SD	Description
School Activity			
1. participating in school sports teams, such as basketball, football, or soccer.	2.85	1.31	Moderate
2. taking physical education classes that include activities like running, swimming, or weightlifting	3.00	1.27	Moderate
3. walking or biking to school instead of	2.95	1.38	Moderate

4.	driving or taking the bus. participating in after-school physical activity programs, such as dance or martial arts classes	3.24	1.35	Moderate
5.	engaging in recess activities, such as tag or playground games.	3.17	1.21	Moderate
Category Mean		3.04	.91	Moderate

Travel to and from Places

1.	walking or biking to school instead of driving or taking public transportation.	2.88	1.28	Moderate
2.	participating in active travel tours, such as hiking or biking vacations.	3.14	1.26	Moderate
3.	taking breaks during long car trips to stretch or walk around.	3.52	1.23	High
4.	using public transportation, such as walking to and from bus or subway stops.	3.51	1.16	High
5.	walking or biking to run errands, such as going to the grocery store or post office.	3.30	1.24	Moderate
Category Mean		3.27	.80	Moderate

Recreational Activities

1.	participating in sports leagues or pickup games with friends.	3.33	1.26	Moderate
2.	going for a jog or running in a local park.	3.19	1.19	Moderate
3.	hiking or walking on nature trails.	3.23	1.24	Moderate
4.	swimming or playing water sports, such as water polo or kayaking.	2.92	1.24	Moderate
5.	dancing or participating in dance classes, such as Zumba or salsa.	3.21	1.34	Moderate
Category Mean		3.18	.89	Moderate

Sedentary Behavior

1.	sitting for long periods while working at a desk or computer. *	3.32	1.19	Moderate
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2. watching TV or movies for extended periods without physical activity breaks. *	3.10	1.26	Moderate
3. playing video games for hours without breaks or physical activity. *	2.93	1.33	Moderate
4. sitting or lounge on the couch or bed for long periods without any physical activity.*	3.22	1.27	Moderate
5. using a smartphone or tablet for extended periods without any physical activity breaks.*	3.23	1.30	Moderate
Category Mean*	3.16	1.00	Moderate
Overall Mean	3.16	.63	Moderate

Table 2 presents the physical activity status among grade 9 public junior high school students. It shows an overall mean of 3.16, which is described as moderate, which means that physical activity status is sometimes observed.

The finding affirms the view of Alluhaybi et al. (2021), which highlights that students who are not motivated to participate and engage in physical activity will have poor self-efficacy and performance in class. In addition, Jariono and Subekti (2020) found that the students may experience irregular exercise and physical activity because of time constraints and the availability of transportation. Schools help students manage and schedule their exercise and perform their tasks in PE subjects and during recreational activities. Moreover, the study of Marcia et al. (2023) found whether exposure to information about the improvement of the status of physical activity and its barriers reduces the time exposed to sedentary behaviors in high school students and the risk of heart disease. Allowing students to participate in recreational activities during their free time enhances their social skills.

School Activity. The mean rating of the different items ranges from 2.85 to 3.24, with a category mean of 3.04 described as moderate. The item participating in school sports teams, such as basketball, football, or soccer, reflects a mean rating of 2.85. In contrast, the item participating in after-school physical activity programs, such as dance or martial arts classes, shows a mean rating of 3.24. This finding shows that some physical activity engagements need improvement in implementation. Schools can implement more active and engaged students by increasing participation in sports, other school programs,

and other activities, addressing barriers, and promoting the benefits of physical activity.

This finding supports the study by Gallè et al. (2020), which indicated that well-trained PE teachers who use motivational teaching methods and provide personalized feedback can significantly enhance student engagement and enjoyment of physical activities. Therefore, professional development for PE teachers should be a priority, focusing on contemporary teaching methods, inclusive practices, and strategies for motivating students. In addition, Zheng et al. (2021) found that diversifying activities and improving instruction through the integration of physical activity into the broader school curriculum is essential. Schools often prioritize academic subjects over physical education, resulting in insufficient time allocated to PE classes.

Travel to and from Places. Travel to and from Places has garnered a moderate category mean rating of 3.27, with mean ratings that range from 2.88 to 3.52. Notably, the item walking or biking to school instead of driving or taking public transportation reflects a mean rating of 2.88. Meanwhile, the item taking breaks during long car trips to stretch or walk around shows a mean rating of 3.52. This suggests that physical activity be incorporated into travel routines, encouraging students to walk to school and maintaining awareness of the importance of taking breaks during long travel, which improves infrastructure and safety. Promoting active travel as a daily routine fosters healthier travel habits.

This finding supports the study of Zhao et al. (2017), which found that incorporating physical activity into daily routines, including travel, can significantly impact overall health and well-being. It may be practical to bike and walk instead of using public transportation, but it is more accessible and practical to increase physical activity. In addition, Bopp et al. (2018) found that walking to school helps increase physical activity and develop a healthy lifestyle. According to Scrivano et al. (2018), engaging in active transportation instead of riding a car or motorcycle and using a bicycle would improve health outcomes and allow students to be active during classes and perform well academically.

Recreational Activities. The mean rating of the different items ranges from 3.19 to 3.33, with a category mean of 3.18 described as moderate. Going for a jog or running in a local park reflects a mean rating of 3.19 while

participating in sports leagues or pickup games with friends shows a mean rating of 3.33. This finding parallels the improvement of well-being and an individual's ability to engage in various forms of physical activity as well as recreational activities, such as sports, dance, and outdoor activities. In addition, doing physical activities such as jogging and running will develop sports capability with supportive family members and friends.

According to Samad et al. (2023), students who participate in physical activity and are involved in social interaction develop social skills and have the opportunity to create peer bonding and enjoyment. Additionally, Umeizudike et al. (2021) contend that junior high school students prefer recreational activities because they can unwind after class and are adaptable to their environment to organize a sporting event. Thus, reducing pressure and allowing students to do the activities spontaneously. Moreover, a study by Zheng et al. (2021) focused on the influence of friends, which is important in encouraging physical activity engagement in all students. Furthermore, Johnson and Roberts (2022) emphasize the importance of enjoyment, which is perceived as fun and engaging and maintains the long-term participation of students.

Sedentary Behavior. The mean rating ranges from 2.93 to 3.32, with a category mean of 3.16, described as moderate. The item playing video games for hours without breaks or physical activity has a mean rating of 2.93. Meanwhile, the item sitting for long periods while working at a desk or computer reflects a mean of 3.32. This implies that common sedentary behavior, such as playing video games for a longer period of time, indicates that there need to be strategies to reduce the prevalence of sedentary activity.

The research conducted by Abu-Baker et al. (2021) states that sedentary behavior has negative health impacts on students, such as increased risk of obesity, cardiovascular disease, and mental health. This is supported by the finding of Mavildi et al. (2020), who found that high levels of stress on gadgets, particularly in video gaming and while sitting for long periods, are associated with health risks and denote diseases. Moreover, Coughenour (2021) stated that the physical activity programs of students are significantly decreasing because of decreasing gadgets, a lack of confidence, and a lack of motivation. Ismaili (2021) emphasizes the importance of integrating more physical activity into daily routines, such as promoting active transportation to school and encouraging participation in extracurricular sports.

The Level of Academic Performance of Grade 9 Public Junior High School Students

Table 3
The Level of Academic Performance of Grade 9 Public Junior High School Students

	Mean of General Average	SD	Description
First Quarter	87.63	3.85	Very Satisfactory
Second Quarter	89.44	3.51	Very Satisfactory
Academic Achievement	88.54	3.42	Very Satisfactory

Table 3 shows the level of academic performance of grade 9 public junior high school students. It shows an overall mean of 88.54, which is described as high, which means that the academic performance of the grade 9 public junior high school students is very satisfactory. Students' academic performance must continue by utilizing effective teaching strategies and methods, fostering student participation, and maintaining the parent's support for physical activity. The overall standard deviation is 3.42, which means there are ratings in the academic performance of the grade 9 public junior high school students far from the mean.

This finding supports the study of Bandura (1997), who found that students who are motivated and engaged in their learning are more likely to succeed academically. According to Bertrand et al. (2021), strong support from parents and guardians helps students enhance and develop their academic performance. Furthermore, the study by Chirico et al. (2020) stated that schools conducive to learning are employed with well-rounded teachers who have a good relationship with students and possess effective classroom management that helps the students achieve outstanding academic performance. Another important factor is the impact of physical activity on academic success. A study by Donnelly et al. (2019) demonstrated that regular physical exercise is associated with improved cognitive functions and better academic results. The role of nutrition is also crucial. Amin et al. (2020) reported that students who consumed a healthy, balanced diet tend to perform better academically due to improved concentration and memory. Additionally, integrating technology in education, when used effectively, has been shown to enhance learning outcomes.

According to a study by Webster et al. (2021), students using digital learning tools and resources often achieved higher academic performance compared to their peers who do not have access to such technology.

Significance of the Relationship of Attitude and Status on Physical Activity and Academic Achievement

Table 4
Significance of Relationship of Attitude on Physical Activity, Status of Physical Activity, and Academic Achievement

	Academic Performance		
	r	p-value	Remarks
Attitude on Physical Activity	.07	.35	Not Significant
Status of Physical Activity	-.26	.00	Significant

Table 4 shows that attitude toward physical activity has a positive moderate relationship to the academic performance of Grade 9 public junior high school students with an R-value of .07. Adding on, it reflects a p-value of .35, which is greater than the alpha set at .05, two-tailed, which failed to support a significant relationship on the academic performance of public junior high school students.

Educational strategies should continue promoting physical activity for its broader benefits while considering other critical factors that influence academic success. By adopting a holistic and multifaceted approach to student development, schools can better support the diverse needs of students, fostering both academic and personal growth.

However, the status of physical activity reveals a significant negative and weak relationship with the academic performance of grade 9 public junior high school students ($r = -.26, p < .05$). It means that as the status of physical activity increases, the level of academic performance of grade 9 public junior high school students significantly decreases.

Seyoum et al. (2022) found that while physical activity generally benefits overall health, its direct impact on academic performance is complex and sometimes shows a weak negative correlation. This might be due to time

trade-offs, where increased time spent on physical activities can reduce the time available for studying and completing academic tasks. Further, the meta-analysis by Thapa et al. (2021) indicates that while moderate physical activity enhances cognitive function, excessive physical activity without proper time management can lead to fatigue and reduced academic focus. Additionally, research by Rodriguez-Besteiro et al. (2021) highlights that the intensity and type of physical activity play a crucial role, with high-intensity Activities sometimes leading to temporary declines in academic performance due to increased physical and mental stress.

Additionally, Erinjeri and Lobo's study (2023) found no correlation between attitude, physical activity, and academic performance because it depends on the student's ability to promptly balance two or more activities. They added that extracurricular activities, particularly outdoor ones that boost energy and stamina and help maintain a lower body fat percentage help students' academic performance (Ong, 2024).

Significance of the Influence of Attitude on Physical Activity, and Status of Physical Activity on the Academic Achievement

Table 5 shows the results of the multiple regression analysis. In singular capacity, the attitude on physical activity shows a p-value of .02, which is less than .05 level of significance (2-tailed) with a positive standardized beta value of .17. It supports that attitude toward physical activity is a significant predictor of academic performance of grade 9 public junior high school students. It means that for every unit increase in the value of the level of attitude on the academic performance of the grade 9 learners, there is a corresponding increase of .17 in the level of academic performance of teachers.

Likewise, in singular capacity, the independent variable, status of physical education, reflects a negative standardized beta value of -.36 and a p-value of .00, which is less than the .05 level of significance, 2-tailed. It means that, in a singular capacity, the attitude toward physical activity is a significant predictor of the level of academic performance. This means that for every unit increase in the value of the physical activity, there is a corresponding decrease of -.32 in the level of academic performance.

In addition, the combined influence of the two independent variables, attitude toward physical activity and status of physical activity, on the academic

performance of grade 9 public junior high school students is significant ($F = 10.36$, $p < .05$). Meanwhile, the model explains nine percent of the variance in academic performance of grade 9 public junior high school students based on the independent variables included in this study, as indicated by $R^2 = .09$.

This means that 91 percent of the variance in students' academic performance can be attributed to other factors aside from attitude toward physical activity and the status of physical activity. According to Harris & Martinez (2020), a positive attitude toward physical activity can enhance academic achievement. Numerous studies have demonstrated a positive correlation between academic achievement and physical exercise and fitness; this correlation is deemed high in 80% of cases. Cardiorespiratory fitness is the aspect of physical fitness that is most frequently linked to scholastic success (Rodriguez et al., 2020). According to research by Donnelly and Lambourne (2011), class-based physical activity offers a practical strategy to improve fitness, body mass index (BMI), cognitive function, and eventually academic achievement.

The Social Cognitive Theory of Bandura (2000) offers a framework for understanding how individuals' beliefs, behaviors, and environments interact to influence their academic performance. This theory states that individuals can learn and develop academic skills through observation, imitation, and reinforcement, emphasizing the importance of strategy and goal-setting in academic settings. Bandura's research showed that self-regulatory strategies like goal setting, self-monitoring, and self-evaluation are linked to academic success and physical activity participation. This means that social cognitive theory can be used in academic settings. Social Cognitive Theory suggests that students with solid self-regulatory skills are more likely to effectively manage their time and balance their physical activity with academic responsibilities. Therefore, students who exhibit higher levels of self-regulation may mitigate any potential negative impact of physical activity on academic performance by effectively managing their academic workload and maintaining focus during study sessions.

CONCLUSION

From these findings, several conclusions and recommendations were drawn. Students generally hold a high attitude toward physical activity, maintain a moderate activity status, and achieve very satisfactory academic performance. Since physical activity status showed a stronger link with academic achievement, schools are encouraged to promote supportive environments and

group activities that enhance physical activity engagement. Physical education teachers may provide reinforcement and differentiated strategies to improve both performance and participation. Administrators and educators may also integrate programs that promote a balanced lifestyle, highlighting the benefits of physical, mental, and emotional well-being. Finally, future studies are recommended to explore other factors, such as socio-economic, psychological, and environmental influences, to gain a deeper understanding of their impact on physical activity and academic performance.

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