



FACTORS INFLUENCING EXERCISE ADHERENCE AMONG MAPEH TEACHERS IN AREA 2A LEYTE DIVISION

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ABSTRACT

This study employs a descriptive comparative research design to examine the motivational factors influencing exercise adherence among 60 MAPE 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 MAPE 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 motivation (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

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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*



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