

## PHYSICAL ACTIVITY MAINTENANCE AND SELF-DETERMINATION OF PHYSICAL EDUCATION MAJOR STUDENTS

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### ABSTRACT

Adults who engage in systematic bodily activity at a moderate or higher intensity for 150 minutes or more per week are connected with various health advantages. A descriptive correlational research design method examined the association between maintaining physical exercise and self-determination. The results showed that maintaining physical exercise vs self-determination produces an R-value of 0.830, which is significant. The p-value of 0.001, which was below the 0.05 level of significance, is what caused the outcome. This resulted in the conclusion that the null hypothesis was rejected, according to which there was no meaningful connection between maintaining physical activity and self-determination. This suggests a strong link between maintaining physical activity and P.E. self-determination. since the p-value is below the 0.05 level of significance (0.001) for students at UMTTC. Given how vital the student-teacher relationship is to the student's academic success, school officials are strongly encouraged to think about strategies to strengthen it. Additionally, as they are the second group of educators to introduce their students to the academic world, teachers should take the initiative in supporting their student's academic endeavors. The study suggests learners should have good teacher-student interaction to succeed in all areas. Additionally, educators ought to have reasonable expectations for their student's achievement.

**Keywords:** Physical Activity Maintenance, Self-determination, Physical Education, Philippines

### 1. INTRODUCTION

Individuals who regularly exercise at a medium to vigorous level for 15 to 30 minutes or more per week are linked to several health benefits. These benefits include a 30–40% lower chance of dying from all causes, heart disease, many cancers, obesity, type 2 diabetes, depression, and anxiety. It is common knowledge that kids and teenagers who exercise moderately to vigorously have better insulin sensitivity, circulatory and musculoskeletal endurance, academic performance, cognition, pro-social behaviors, and general mental health. Despite evidence that most people have known about these health benefits for decades, numerous adults and children do not meet these suggested recommendations for physical activity. Due to the high rate of inactivity, numerous behavioral theories focusing on physical activity have been developed and applied, and efforts to encourage behavior change related to physical exercise have since followed (Rhodes et al., 2019).

The American College of Sports Medicine (ACSM) advises people to exercise five times a week for 30 minutes each at a moderate intensity for overall health benefits and three times a week for 20 minutes at a high intensity to build and maintain flexibility cardio-respiratory fitness in healthy adults. P.A. was mentioned in the U.S. government's Healthy People 2010 report. considered one of the most important markers of healthy lifestyle choices. It highlighted the requirement that behavioral health specialists create and deliver more efficient interventions and programs to support and uphold healthy behaviors. The absence of P.A has a connection to four of the top seven causes of death in the US population. Inactivity is a significant public health cost in the industrialized world (Ahn et al., 2018).

In the Philippines, the metatheory of motivation theories and character building is called "self-determination." It is considered a metatheory since it combines several "mini-theories" to comprehensively understand human motivation and behavior. The fundamental humanism principle that humans generally and purposefully strive toward growth and self-organization is the foundation for SDT. Individuals strive to improve and comprehend themselves through incorporating new encounters, fostering their needs, desires, and interests, and engaging with each other and the exterior environment (Ryan & Deci, 2015).

However, the researchers have not found any research on the self-determination and maintenance of physical exercise in P.E. pupils at U.M. Tagum College. This merely implies that the current study must make a substantial contribution and generate new knowledge and information regarding the maintenance of physical activity and P.E. self-determination. Learners at U.M. Tagum University In light of this, researchers were asked to look for elements that can promote pe students' sense of self-determination. This research is essential since it may increase the self-assurance of people who would also gain from it and contribute to developing a set of initiatives that will profit both the institution and the students. Thus, scholars are interested in discovering whether continuing physical exercise has an effect on self-determination, supported by facts and information.

The researchers are interested in determining the level of physical activity maintenance at U.M. Tagum College also wishes to examine the impact of P.E.'s self-determination learners at U.M. Tagum College. The following will be useful for this examination. First and foremost, it is the confidence of the students. Student confidence is a crucial component of academic achievement. For her to succeed, kids must have confidence. The degree of self-assurance a youngster has will influence their academic objectives. A child's grades will eventually suffer if they stop believing in school. The faculty is the second. The instructor will know how to enhance students' self-determination and confidence and develop and preserve their skills and knowledge.

In the end, it belongs to Future Researchers. They will use this examination as a guide for their upcoming research projects. They might instruct the following generation using the gathered knowledge.

## 2. LITERATURE REVIEW

There are strong arguments in favor of promoting long-term, routine physical activity (P.A.). There has not been any thorough definition of "maintenance" developed transcend subjective P.A., despite numerous efforts to fully implement the term. times. This might have impeded the

advancement of theory and practice. This criticism narrative original study's initial objective was to summarize the maintenance concept and associated theoretical ideas in P.A.-related procedures. research. After that, our goal was ever to critically evaluate this information and provide a usable definition of P.A. maintenance, then advice for the following research. The components most likely related to preservation were assessed from a previous comprehensive examination, and references to maintenance or maintenance-specific constructs were looked for in relevant behavioral theory. This data suggests that P.A. producing images of the efficacy of cognitive implementation might result if maintained were to be explicated as a phenomenon marked by a modification in the mechanisms of action impacting behavioral intentions (Rhodes et., 2017).

Moreover, we contend that preservation should not be regarded as an ultimate condition of performing the behavior because some components required for behavioral performance at initiation will still be crucial during P.A. (e.g., a stage). progression. Based on this concept, we offer a method for determining the probabilistic reasoning of speculative assumptions that could affect the maintenance operation. The paper concluded with suggestions for further study using this effective implementation of maintenance, which include measure advancement, exams of propagation delay to achieve the maximum maintenance program, verifying structures essential to identifying maintenance, investigation of the context-specific and individual moderators of servicing establishment, and advancement of an energetic overarching model of commencement, resumption, and treatment in P.A. alterations in behavior (Warburton & Bredin, 2017).

Comparable benefits are associated with people who work out for 150 minutes or longer per week at a moderate to vigorous degree. These benefits include a 30–40% lower chance of dying from all causes, heart disease, many cancers, being overweight, type 2 diabetes, depression, and anxiety. It's common knowledge that kids and teenagers who exercise moderately to vigorously have better metabolism, circulatory and orthopedic fitness, educational achievement, intelligence, pro-social behavior, and overall cognitive health. Despite overwhelming evidence that almost all individuals have understood some of these health benefits for generations, many adults and children, do not meet these prescribed recommendations for physical activity. Due to the high rate of inactivity, numerous behavioral theories focusing on physical activity have been developed and applied, and efforts to encourage behavior change related to physical exercise have since followed (Rhodes et al., 2019). And since they won't feel isolated, the students will find it easier to adjust to social circumstances (Genelza, 2022).

Self-determination theory is a metatheory of humanistic psychology and character building (Ryan and Deci 2000). It is characterized as a metatheory since it comprises different "mini-theories" that work together to explain human motivation and actions in detail. The fundamental philosophical principle that humans generally and intentionally gravitate around self-actualization and growth is the foundation for SDT. People strive to improve and understand themselves by incorporating new encounters, nourishing their needs, desires, and interests, and engaging with other individuals and the outside environment.

Yet, SDT also argues that if men's basic psychological needs for independence, competency, and connectedness really are not supplied by an appropriate cultural setting, they might have become controlled, fractured, and detached, contending that this natural growing propensity



ought not to be anticipated. In many other words, SDT is based on the assumption that a person is continually involved in continuous interaction with the social world, trying to satiate wants while responding to outside influences that either promote or obstruct goals. This connection between the individual and their surroundings either makes people engaged, inquisitive, and engaged, like a whole, or it makes them demoralized, ineffective, and estranged. The six mini-theories that encompass the SDT's core exercises in concert to offer an account of how people behave in a wide range of circumstances, including work (Fernet, 2013), connections (La Guardia and Patrick 2008), training (Reeve and Lee 2014), religious ideology (Soenens et al. 2012), wellbeing (Russell and Bray 2010), athletics (Pelletier et al. 2001), and sometimes even bias and based on stereotypes (Legault et al. 2007).

The self-determination theory (SDT; Ryan & Deci, 2017) is now among psychology's most extensively studied and utilized theories. The theory's trajectory is one of growing development and implementation due to its basic scientific approach to human motivation and its widely acknowledged practical value across numerous fields. As we will discuss, a global community of researchers from essentially every sub-discipline of psychology, from neuroscience to social psychology, utilizing various approaches, is responsible for the historical spread and significance of SDT. SDT has expanded from its roots as a limited theory of intrinsic motivation to become a more comprehensive theory of human motivation, personality development, and well-being due to this wide engagement of intellectuals (Ryan, Soenens & Vansteenkiste, 2018). SDT is curious about how such integrative functioning can be aided or hindered because it holds that integration is at the foundation of healthy self-functioning. The functional importance of support for autonomy, competence, and relatedness in boosting these processes and the ability of autonomy, competence, or relatedness frustrations to derail them has been consistently found in research on intrinsic motivation and internalization. The results also consistently demonstrated how these supports predicted a variety of positive experience and wellness indicators. Together, these discoveries allowed for the establishment of a set of nine fundamental psychological demands, the satisfaction of which promotes psychological development, integrity, and wellness while the frustration of which inhibits it. Since they define what is necessary for integrative, really self-regulated functioning, SDT's basic needs are conceptually separate from motives. The fact that people are incredibly sensitive to these basic requirements is maybe not surprising given their functional purpose. Numerous pieces of evidence demonstrate numerous indicators, such as voice quality (e.g., Weinstein, Zougkou, & Paulmann, 2018).

To put it another way, SDT is predicated on the notion that a person is continually involved in continuous interaction with the external world, trying to satiate wants while responding to outside influences that either support or hinder desires. As an outcome of this interaction between people and their surroundings, people can become interested, curious, connected, or whole, or they can be demoralised, ineffective, and estranged. The main structure of SDT is comprised of six mini-theories that explain human behavior in a range of situations, encompassing work, relationships, education, religion, health, sports, and even prejudice and stereotypes. The element of each micro competency. The second mini-theory is the organismic integration theory, which discusses extrinsic incentive and how it could be absorbed. The idea of causality directions states that individuals are normally either autonomous, controlled, or

impersonal. The fourth mini-theory is the basic psychological need theory. It describes how fundamental psychological needs impact health and happiness and, more importantly, whether social environments can either disregard, obstruct, or accommodate people's fundamental psychological requirements. According to goal content theory, both intrinsic and external goals have an impact on one's health and well-being. The fundamental focus of relationship motivation theory is the requirement to establish and keep tight ties. It shows how healthy relationships enable people to satisfy their core psychological needs for autonomy, competency, and connectedness (Lens, Matos, & Vansteenkiste, 2018).

With this as a starting point, the researcher sought to ascertain the importance of maintaining physical activity and P.E. self-determination. pupils at U.M. Tagum University The study is specifically being done to provide answers to the following questions: maintenance of physical activity and self-determination of P.E. pupils at U.M. Tagum College.

1. To assess the level of physical activity maintenance of P.E. students in terms of:

1.1 goal setting.

1.2 motivations.

1.3 self-efficacy.

2. To assess the level of self-determination of P.E students in um Tagum college in terms of:

2.1 autonomy.

2.2 competence; and

2.3 relatedness.

3. To determine if there is a significant relationship between physical activity maintenance and the self-determination of P.E students in U.M. Tagum College?

The hypotheses of the study were tested at a 0.05 level of significance, stating that there is no significant relationship between physical activity maintenance and the self-determination of P.E. students at U.M. Tagum College.

### 3. RESEARCH METHOD

#### Participants

There were 182 P.E. respondents in this study. Students, which includes those at the third level. Total population sampling is a kind of purposeful sampling in which the entire population of interest (i.e., a group whose members all share a particular trait) is investigated.

#### Materials/Instrument

The questionnaire utilized in this study was designed and locally tailored to fit the study's needs from the adopted survey (Nigg, 2008) for the independent variable and (Ryan & Deci, 1991) for the dependent variable. The first section of the survey asks about students' maintenance of physical activity and includes three indicators: goal-setting, motivation, and self-efficacy.

Range of mean	Descriptive Equivalent	Interpretation
4.3-5.0	Very high	It means that the Physical Activity Maintenance of P.E. students in U.M. Tagum is always observed.
3.5-4.2	High	It means that the Physical Activity Maintenance of P.E. students in U.M. Tagum is often observed.
2.7-3.4	Moderate	It means that the Physical Activity Maintenance of P.E. students in U.M. Tagum is rarely observed.
1.9-2.6	Low	It means Physical Activity Maintenance of P.E. students in U.M. Tagum is observed.
1.0-1.8	Very Low	It means that the Physical Activity Maintenance of P.E. students in U.M. Tagum is not observed.

The second set of the questionnaire embarks on self-determination with (3) three indicators: Autonomy, Competence, and Relatedness.

In this study, the researchers used rating scales to measure the gathered data, which were categorized into five: very outstanding, outstanding, satisfied, never satisfied, and never satisfied, as interpreted below.

Range of mean	Descriptive Equivalent	Interpretation
4.3-5.0	Very high	It means that the Self-Determination of P.E. students in U.M. Tagum is always observed.
3.5-4.2	High	It means that the Self-Determination of P.E. students in U.M. Tagum is often observed.
2.7-3.4	Moderate	It means that the Self-Determination of P.E. students in U.M. Tagum is rarely observed.
1.9-2.6	Low	It means Self-Determination of P.E. students in U.M. Tagum is observed.
1.0-1.8	Very Low	It means that the Self-Determination of P.E. students in U.M. Tagum is not observed.

#### 4. DATA ANALYSIS

##### Design and Procedure

This study used a descriptive research design method to ascertain the degree of self-determination and maintenance of physical exercise. The study used a descriptive research design to assess the degree of self-determination and maintenance of physical exercise in P.E. students at U.M. Tagum University In descriptive research, information is gathered to test and address hypotheses about the subject under investigation. The research is determined and supported by a descriptive study. Descriptive data are usually gathered by questionnaire



surveys, interviews, or observations (Kothari, 2004). Useful information will be acquired through questionnaires and treated statistically appropriately.

The researchers have the study approved by the thesis committee before getting the tools ready to collect data. The researchers gave the advisor a modified version of the adopted questionnaire to review. The panelists or experts were then given their seal of approval. The P.E. responders were instructed by the researchers, who also individually delivered the questionnaire to the students at U.M. Tagum, and retrieved the questionnaire after having responded to.

The statistician recorded and analyzed all the results and interpreted them by the researchers. The statistical tools that we used for data analysis and interpretations are the following:

**Mean.** This statistical tool determines the physical activity maintenance and self-determination level of the P.E. Students at U.M. Tagum College.

**Pearson (r).** This statistical tool determines the relationship between physical activity maintenance and self-determination of P.E. students at U.M. Tagum.

## 5. FINDINGS AND DISCUSSION

### Level Of Physical Activity Maintenance of P.E. Students

The level of P.E. students' continued physical activity is displayed in Table 1. students. The sum of the computed means from highest to lowest yielded the following overall mean score: 4.15, or high motivation, with a standard deviation of 0.59; 4.14, or high self-efficacy; and 4.00, or high goal-setting, with a standard deviation of 0.65.

Table 1. *Level of Physical Activity Maintenance*

Indicator	Mean	SD	Descriptive Level
Goal setting	4.00	0.65	High
Motivations	4.15	0.59	High
Self-efficacy	4.14	0.60	High
<b>Overall</b>	<b>4.10</b>	<b>0.53</b>	<b>High</b>

### Legend:

#### Range of Descriptive mean equivalent

4.3-5.0	<i>Very high</i>
3.5-4.2	<i>High</i>
2.7-3.4	<i>Moderate</i>
1.9-2.6	<i>Low</i>
1.0-1.8	<i>Very low</i>

The key physical activity maintenance that P.E. students most frequently noted. Motivation among students at UMTC was the indication with the highest mean. One interpretation of this is that the Physical Activity Maintenance of P.E students at UM. Most of the time, Tagum is seen. Along with being important in and of itself, drive has a high correlation with learning and achievement. The likelihood that a learner would continue, put out a greater attempt, do more in-depth study, and perform better in class and on exams increases with a student's desire to learn. Committed college students are better able to focus on a critical goal or outcome.

Motivated learners display target actions as a consequence; they can concentrate for longer periods of time and are less likely to become quickly sidetracked.

Self-efficacy, the indicator with the second highest mean, comes next. Students with strong self-efficacy beliefs picture success scenarios that offer encouraging resources and performance assistance. Therefore, compared to students with low self-efficacy, these students are more satisfied with the teaching process.

Setting a goal compels a person to act, despite any potential barriers, according to the third highest mean for goal-setting. Consequently, it might encourage students to develop critical thinking skills, novel methods for solving issues, and a broader understanding of how to deal with difficulties. They can concentrate more on where their time and effort should be spent by creating associated both short- and long-term goals. By achieving those more manageable targets, learners better understand their assets, weaknesses, and ambitions.

The average ratings for the P.E. indications of maintaining physical activity were generally high. With a standard deviation of 0.53 and an overall mean of 4.10, students at UMTC describe their performance as high. The high rating given by the respondents in all measures could cause a high level. This indicates the level of physical activity required for P.E. maintenance. Most of the time, goal-setting, motivation, and self-efficacy among students at UMTC were noticed.

#### Level Of Self-Determination of P.E. Students

Table 2 demonstrates the degree of self-determination among P.E. students. From highest to lowest, the computed mean scores were added together to get the following overall mean score: 4.20, or high, for autonomy with a standard deviation of 0.59; 4.13, or high, for relatedness; and 4.06, or high, for competence.

Table 2. *Level of Self-determination*

Indicator	Mean	SD	Descriptive Level
Autonomy	4.20	0.59	High
Competence	4.06	0.63	High
Relatedness	4.13	0.63	High
<b>Overall</b>	<b>4.13</b>	<b>0.57</b>	<b>High</b>

#### Legend:

##### Range of Descriptive mean equivalent

4.3-5.0 *Very high*

3.5-4.2 *High*

2.7-3.4 *Moderate*

1.9-2.6 *Low*

1.0-1.8 *Very low*

Self-determination is usually encountered in P.E. academic independence at UMTC because of the supporting learning settings provided by self - directed learners, they outperform their non-autonomous peers in problem-solving and skills for critical thinking. The learner's autonomy does not end in the lesson. The idea that learners who are taught to be autonomous in the



classroom will carry those skills into the real world and develop into intelligent adults is one of the cornerstones of autonomous learning.

Effective educators are those who are committed and accountable enough to support students' academic success. Encourage students to participate freely in class by giving them full rein to respond and actively engage in discussion. They should be made to feel as though their moment to speak is now, reducing their anxiety of making a mistake (Genelza, 2022).

The second indicator, relatedness, came after this. The concept of "need for relatedness" refers to how learners feel close, trustworthy interactions that are mutually beneficial. The way that teachers interact with their students is one of the many elements that can help to satisfy these three objectives. When children encounter obstacles or difficulties, a sense of relatedness may be a motivating factor. Children who see others' trust as "backing them up" in stressful situations react with increased vigor, flexibility, and positive activities.

Learners use and develop their capabilities when faced with novel or challenging situations. By utilizing competency, individuals can utilize and enhance their existing understanding, learning ability, and practical abilities. In general words, implementing acceptable knowledge, abilities, attitudes, and capabilities is explained. Qualifications usually outline specific knowledge and employable skills that enable individuals actually to accomplish specific activities in a job or academic environment.

#### **The significant relationship between physical activity maintenance and self-determination of P.E. students in UMTC**

The primary goal of this study was to ascertain whether maintaining physical activity is significantly associated with the self-determination of UMTC PE students. Using Pearson  $r$ , the correlation between the two variables was determined. The results of the computation are shown in Table 3.

The results demonstrated that self-determination vs. maintaining physical activity provides an  $R$ -value of 0.830, which is significant. The result was caused by the  $p$ -value of 0.001, which was less significant than 0.05. The null hypothesis, which claimed there was no relevant relationship between sustained physical exercise and self-determination, was thus found to be false. This implies a close connection between P.E. and maintaining physical exercise. self-determination. since the  $p$ -value for UMTC students is below the 0.05 level of significance (0.001).

This implies even more that there was a correlation between the two variables. based on investigations into how P.E. students' maintenance of physical exercise and sense of autonomy relate. Students at UMTC, it has become clear that maintaining an institution's level of physical activity as a whole is related to self-determination. As a result, the correlation result illustrates how physical activity levels are maintained during P.E. Self-determination was also seen to be high among students.

Table 3. Significance of the Relationship between Physical Activity Maintenance and Self-determination of P.E. students in U.M. Tagum College

Variables	Mean	SD	r-value	p-value
Physical activity maintenance	4.10	0.53	0.830*	<.001
Self-determination	4.13	0.57		

*\*Significant at 0.05 level of significance*

## 6. IMPLICATIONS OF THE STUDY

### Level of Physical Activity Maintenance among P.E. students in UMTC

The responders' level of maintaining physical activity among UMTC PE students is high. This indicates that UMTC students maintained various levels of physical activity. This implies that the situational aspect was equally significant to disposition. Maintaining physical exercise is one disposition component that has a big impact on student's ability to be self-reliant and achieve their goals.

The Physical Activity Maintenance (PAM) Theory, which was developed based on previous literature and is the only theory known to date that purely tackles the maintenance of P.A., was the theory put up by Nigel et al. in 2008. According to this idea, PAM is determined by both personal psycho-social factors and contextual dimensions. The individual psycho-social variables may directly or indirectly support or obstruct PAM depending on the surrounding factors. The PAM research variables are defined in terms of the maintenance of P.A., not the behavior or adoption of the behavior, which is one of the key ways that it differs from existing theories of behavior and behavior change.

This finding supported the Physical Activity Maintenance (PAM) Theory, which Nigel et al. (2008) claimed is the only theory that has been created to date that primarily focuses on the maintenance of P.A. In a nutshell, according to this idea, PAM is influenced by both personal psycho-social factors and environmental factors. Through the specific psycho-social variables, the contextual factors might either directly or indirectly support or hinder PAM. The PAM research variables are defined in terms of the maintenance of P.A., not the behavior or adoption of the behavior, which is one of the key ways that it differs from existing theories of behavior and behavior change. the method of education. In higher-level educational institutions, instructors should give up their teacher-centered methods and encourage students to become more independent learners (Genelza, 2022). Motivated students have the inner strength to learn, recognize and build on their talents, improve their academic performance, and adapt to the demands of the learning environment.

Under free-choice circumstances, the choice of a task reveals the motivation to complete the activity. In the previous illustration, Erik spent his free time doing art. This suggests that motivation for the arts and arts-related activities is present. High levels of effort are an indication of motivation, especially while working on a variety of projects and responsibilities. For instance, if a student persistently works on a challenging algebra problem, this will show a better degree of motivation for math tasks. Working for a longer period of time is also linked to stronger motivation, particularly after facing many challenges. For instance, John, a P.E.

student, Despite failing to master jumping rope in class, decided to keep trying during recess; spending this time on task shows a strong level of motivation for learning to jump rope.

The next factor is self-efficacy; learners with a high feeling of efficacy are certain they can complete even challenging activities. These pupils intensify and maintain their efforts to succeed even in the face of certain failure. They tackle challenging or tough situations with the conviction that they are in charge of them. In contrast, pupils who are unsure of their capacity to complete challenging assignments perceive them as dangerous and quit up easily. Self-efficacy is limited to ideas about one's own capacity, is sensitive to past experiences with reinforcement in certain contexts, and should be easily altered by observational learning, persuasion, and perceived exertion, (Bandura, 2006). As a result, it will be important to concentrate on the long-term advantages of PA and to observe others achieve achievement. Through motivation and goal-setting, self-efficacy is believed to have both direct and indirect effects on behavior. Low self-efficacy or a lack of confidence in one's talents might constrain one's options and level of effort. Self-efficacy has been demonstrated to affect family relationships, learning and achievement, career and work happiness, and physical and mental health.

In the classroom, fostering efficacy beliefs is an excellent place to start. We all observe the motivational struggles among our students. Self-efficacy can act as motivational adrenaline. A learner who is at ease and confident displays a higher inclination for motivation. Increase the amount of time students have in class for self-reflection, self-evaluation, and self-reaction. Schedule proximal objectives with care. Students lose more of the advantages of self-efficacy the more away the goal is. As students make progress, complete tasks, and take on new challenges, their self-efficacy grows.

Last but not least, goal-setting is crucial to long-term success. After all, arriving at your desired location can be difficult until you have established its location. With the aid of goals, students can concentrate on the path leading to a series of predetermined accomplishments, which allows them to use their time and resources more effectively and find inspiration when they're ready to give up.

According to Locke and Latham (1996), goal setting functions through commitment, the accomplishment of smaller goals, and the associated gratification. The environment is crucial for starting and maintaining behavior change in P.A. and in general. establishing difficult yet doable objectives that take both immediate and long-term P.A. In order to establish short-term accomplishments, plan to achieve realistic P.A. outcomes, sustain a physically active lifestyle, and overcome tempting or high-risk situations, maintenance is necessary. Setting goals is another potentially effective strategy for preserving P.A. through modifying the effort's focus, control, and persistence.

Students have something to work toward and plan for when they record a specific goal in a calendar or journal. When these goals are put down, they serve as an external reflection of inner ambitions to improve academically, athletically, or in terms of rank. They serve as a constant reminder of the student's goals. Setting goals fosters ambition and self-assurance by supporting perseverance through adversity and providing a sense of pride when achievement is ultimately achieved. Without clear objectives, students may flit from one aspect of life to another, succeeding and doing their best.



### Level of Self-determination among P.E. students in UMTC

Comments from P.E. respondents' self-determination level the level of students at UMTC is great. Thus, all acts suggested in Self-determination among P.E. Pupils were seen while completing UMTC things. This conclusion was supported by Ryan and Deci's work, which asserted that self-determination is a potent theory of human motivation that accounts for a wide range of phenomena, which would include encouragement and mental well-being, based on a few principles related to three essential psychological needs for independence, professionalism, and connectedness.

For a number of reasons, self - directed learning is advantageous in terms of autonomy. By allowing the teacher to act as a knowledge facilitator rather than a personal tutor, educators will be given the chance to learn the material and develop analytical and problem-solving skills on their own while still having the protection of having a reliable mentor who will help them if they need it. Upon entering higher education or a professional context where learning must be done independently without a safety net, individuals are more than ready to take off the "training wheels." According to Reeve and colleagues (Reeve, Jang, Carrell, Jeon, & Barch, 2004), the framework manifests when the coach explains to the athletes clearly what is expected of them and offers honest, useful, and timely feedback. It is presumable that structure can be delivered independently, encouraging, and controllingly. In situations when a coach gives structure and encourages autonomy, it would be reasonable to anticipate that players will be more fully engaged and motivated.

Then came relatedness after that. Numerous theoretical vantage points have been used to describe the fundamental idea behind the concept of relatedness. The most well-known developmental theories, which have been proposed to explain the long-term implications of secure vs insecure attachments to caregivers, stem from attachment theories. Relationship representations are referred to in this tradition as the internal working models of attachment figures. Through childhood and adolescence, it has been demonstrated that children with a history of secure attachments to their caregivers (based on sensitive and responsive interactions) perform well in various life domains, including peer relationships, academic performance, and the development of healthy relationships with nonfamilial adults. According to research, safe attachments and the mental representations accompanying them serve as a safe refuge for kids, giving them the freedom to explore and interact with others positively. According to (Baumeister & Leary, 1995; Reis, 1994), relatedness is thought to be crucial for promoting the best possible operation of the inherent tendencies for growth and integration, as well as for healthy social development and individual well-being. The current investigation focuses on a sense of relatedness. We tried to investigate the consequences of a sense of relatedness, both generally and toward particular social partners, on children's academic motivation and performance during middle childhood, building on the growing corpus of research on the significance of relationship representations.

The suggestions made show the trend toward a more diverse society. Therefore, it is reasonable to anticipate that universities will also benefit their communities by promoting intercultural conversation and understanding and creating intercultural competencies that will enable graduates to behave more appropriately and successfully in a multicultural society (Collier, 2000, as cited by Genelza, 2022).

The competencies that students develop and apply for effective learning, living, and working are combinations of information, skills, and attitudes. They stress elements of learning that are relevant to all academic areas and across them. According to (Fisher, 1978; Ryan, 1982), an internalized perception of the locus of causality or a sense of autonomy are both necessary for a feeling of competence to increase intrinsic motivation. Therefore, for intrinsic motivation to be present, according to CET, people must not only feel competent or effective, but they must also feel that their action is self-determined. This necessitates either immediate contextual supports for perceived competence and autonomy or enduring interior resources, which are often the outcome of earlier developmental supports for these perceptions.

Students are future leaders, philosophers, innovators, artists, and scientists. While imagining and constructing a brand-new tomorrow, they will be faced with resolving the issues of today. In order to provide students with the knowledge, skills, and attitudes they will need to successfully traverse their learning, living, and working journeys, competencies are essential. Students put their abilities to use in novel or challenging circumstances and advance in them. By utilizing competency, learners can utilize and enhance their existing knowledge, cognitive style, and practical abilities. Students acquire and apply abilities in the curriculum through subject-area content and learning experiences.

The current study demonstrates a significant link between P.E. students' self-determination and maintenance of physical activity. UMTC students. This suggests that self-determination among PE students is influenced by maintaining physical activity. students at UMTC, as evidenced by the data. This supports the research by Gottfredson and Hirschi (1990). They claimed that it would be possible to support and further this line of inquiry by looking at the connections between students' self-determination and maintenance of physical activity. However, scientists have discovered a constant link between maintaining physical exercise and having self-control. All pupils' maintenance of physical activity is a highly important predictor of self-determination.

## 7. CONCLUSION

The researchers draw three distinct profiles of physical activity maintenance, taking into account various degrees of physical activity maintenance, from the results that were given (goal setting, motivations, and self-efficacy). Additionally, this indicates that there is a correlation between the two variables. based on investigations into how P.E. students' maintenance of physical exercise and sense of autonomy relate. students in UMTC, it has been observed that the physical activity maintenance of an institution as a unit relates to self-determination. As a result, the correlation result illustrates how physical activity levels are maintained during P.E. Self-determination was also seen to be high among students.

The challenges students face in their professions are varied. Students must apply their academic knowledge in the modern workplace to adapt to the constantly changing professional environment. Students can immediately apply their beliefs to civic life by incorporating theoretical knowledge and comprehension through educational internship experiences (Genelza, 2022).

## 8. RECOMMENDATIONS

The following recommendations were suggested by the researchers based on the research findings:

Given its crucial connection to the student's academic achievement, administrators and school administrators should consider strategies to enhance the student-teacher relationship. For instance, the school administration may allocate instructional time for teacher and student team-building activities.

Since they are the second set of educators to introduce kids to the academic world, teachers should take the initiative in assisting their pupils in their educational endeavors. The study suggests that in order for pupils to succeed in all areas, there should be a good teacher-student interaction. Additionally, educators ought to have reasonable expectations for their student's achievement.

By resolving issues that stand in the way of accomplishing these objectives, students' self-determination and physical activity maintenance will increase. Students who can make decisions for themselves have a better chance of adjusting to adulthood successfully and finding jobs and independence.

Because teachers are the focus of this study, future researchers may utilize this information to identify the issues that may limit their future research. This focus serves as a help for future analysts who are interested in the same focus that we directed, and they can also examine the factors that could affect research while enhancing their self-determination and maintenance of physical activity.

Finally, using these data, we propose that maintaining physical activity is a process characterized by a change in the processes of action influencing behavioral performance, which leads to higher perceived behavioral enactment efficiency. On the basis of this characterization, we next put forth a technique for evaluating theoretical constructs with testable hypotheses in order to separate out those that would be important for physical activity participation in general from those that might determine the maintenance process. Our review came to a close with recommendations for future research, including developing a measure of maintenance, looking at important constructs that may determine maintenance, conditions, and time frames related to maintenance development, and exploring the potential interactions between initiation, general self-determination, and maintenance in physical activity behavior change.

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