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Components of Physical Activity towards Health and Fitness (Pathfit 1) and the Level of Competency among First Year College Students

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ABSTRACT –

The purpose of this study is to determine the level of competency among first year college students in terms of their physical, intellectual, emotional, and social competence as described by their assessment in the components of PATHFit 1. The research employed a descriptive-correlational design, it revealed that many students achieved high scores in various PATHFit assessment. However, the assessment of healthy eating habits revealed a major concern: 119 out of 188 students reported poor to very poor eating behaviors. Pearson correlation, revealed that there is no significant relationship between the components of PATHFit 1 and the students' achieved level of competency. The findings suggest the need to integrate consistent nutritional strategies in the curriculum to better support physical fitness goals. To address challenges in mobility exercises, it is recommended that these activities be adjusted according to students' flexibility, range of motion, and physical control. Furthermore, incorporating group-based exercises, team sports, and cooperative learning tasks is advised to enhance leadership opportunities. The study emphasizes the importance of adopting a holistic approach—one that integrates physical fitness with intellectual, emotional, and social development—to help students cultivate a more balanced and comprehensive set of skills.

Keywords – Fitness, Health, Level of competency, Physical activity.

Introduction

Physical Education is a scholastic subject characterized by an outlined and chronological course of study that is based on the national standards and it helps build skills, knowledge, and good habits for being active, staying fit, playing fair, feeling confident, and handling emotions well. Physical Education is not merely about engaging in sports and exercise, it is also a key in nurturing holistic development in students. The Tertiary Physical Education Program promotes health, wellness, and overall quality of life. Physical Education in higher education institutions has different components where students can participate in various activities such as fitness activities, dance and rhythmic activities, individual/dual sports, and team sports.

Physical Education has been shown to be an important part of a students' overall learning (Llego, 2022). The subject Physical Education for all undergraduate programs has been renamed PATHFIT (Physical Activity Towards Health and Fitness) in compliance with CHED Memo Order No.39, Series of 2021. It consists of PATHFIT 1- Movement Competency Training, PATHFIT 2- Exercise-based Fitness Activities, and PATHFIT 3 & 4 - Dance/Sports/Martial Arts/Group Exercise/Outdoor and Adventure Activities (menu of courses).

In accordance with CMO No. 39 (2021), stated that Physical Activity Towards Health & Fitness (PATHFit) is a college PE class where students get into the habit of finding ways to stay active. To build this habit, students will focus on doing movements and exercise techniques regularly, finding ways to make each one harder as they improve, and reaching their fitness and physical activity goals.

Competencies are the skills and abilities that students need to learn and grow throughout their lives. These include thinking skills, personal qualities, and social and emotional skills. Student's knowledge, skills and abilities are related to competence associated with the student's performance. But researchers found a significant decrease in students' enthusiasm for P.E. in the school setting (Pokrovskaya et al., (2020)). It has in most schools been a "less important subject" and more often than not, considered "as play" which is "not so vital as other subjects which develop the higher intellect".

The decline of participation of the students in physical activities in Physical Education program decreases the level of their competency in motor skill abilities, intellectual, emotional, and social. The Physical Education program contributes to the overall well-being and holistic growth of students. Physical education is not just an optional extracurricular activity; it's an integral component of holistic education (Yenkugari, 2024).

Objectives of the Study

This study aims to determine the level of competency among first year college students in terms of their physical, intellectual, emotional, and social competence as described by their assessment in the components of PATHFit 1: physical fitness; performance-related activities; and healthy-eating habits.

Methodology

Research Design

This study utilized a quantitative research method, specifically the descriptive-correlational design. This approach was employed to explore and address the research problem concerning the components of Physical Activity Toward Health and Fitness (PATHFit 01) and the corresponding competency levels of first-year college students. According to Bhandari (2023), the core of quantitative research lies in collecting and interpreting numerical data. It allows researchers to identify averages and trends, make predictions, test causal relationships, and generalize findings to larger populations. Quantitative research uses mathematical and statistical tools to clarify a phenomenon through systematic data collection and analysis.

The descriptive-correlational design is particularly appropriate when the researcher does not manipulate independent variables but aims to examine the relationships between variables. In this study, the method was used to determine the competency levels of first-year college students in PATHFit 01, specifically in terms of their physical, intellectual, emotional, and social competencies.

Respondents of the Study

The respondents were composed of students from three different courses; Bachelor of Science in Agriculture, Bachelor of Science in Hospitality Management, and Bachelor of Science in Information Technology from Southern Luzon State University - Tayabas City Campus. A total of one hundred eighty-eight (188) students from Southern Luzon State University – Tayabas City Campus were chosen as the respondents to gather the data needed in this study.

Research Instruments

To assess the students' performances in PATHFit01, the researcher used the assessment tools and rubrics for their task and activities created by the dean of SLSU-Institute of Human Kinetics, Prof. Federico A. Ceribo. Each assessment has a set of criteria that will be the basis of their performances, task, and outputs.

A researcher-made survey questionnaire is utilized as the instrument to collect the necessary data for the investigation. The questionnaire has four (4) parts: for physical competency, intellectual competency, emotional competency, and social competency. Each part has 10 statements respectively. For this study, the researcher polled students using a Likert-type scale questionnaire to get their thoughts on the specified variables. A scale from 1 to 4 was used to organize the data-gathering gadget. The order is as follows: highly disagree (1), disagree (2), agree (3), and strongly agree (4). The researcher will be able to examine the results of the data gathering with the help of this legend. Before gaining the data through questionnaires, the researcher asked some experts to check and validate the content of the questionnaire.

Research Procedures

Before beginning to carry out this investigation, the researcher made sure to attend to all of the essential tasks. In order to administer the survey, the researcher had to obtain a letter of approval from the campus director's office. After getting the go-ahead, the researcher took the request letter. The researcher utilized a survey-questionnaire due to the quantitative nature of the investigation. In order to ensure the accuracy of the questionnaire's comments, the researcher enlisted the help of validators.

The study was conducted on the end of the first semester of the school year 2024-2025. The questionnaire was given to 1st year college students who are enrolled to take the subject PATHFIT01. To ensure the reliability and validity of the questionnaire, the researcher personally administered it. The researcher made sure to explain the aim of running the questionnaires and provide clear instructions before handing them to the students.

The data analysis was conducted using a quantitative approach. In order to calculate descriptive statistics, the quantitative data from the survey was coded and input into a computer. Data analysis is divided into two parts: descriptive analysis, which displays the data's maximum, minimum, and mean values; and inferential statistics, which determines the study's variables' relationships using Pearson's correlation.

Statistical Treatment of Data

In accordance with the study's data needs, the survey responses of the college students were statistically evaluated. The goals and the degree of assessment of the variables dictated the processes to be carried out. This study included both descriptive and inferential statistics. The overall replies were analyzed using descriptive statistics such as standard deviation and mean to find the central tendency and the degree of dispersion.

The Pearson Product-Moment Correlation Coefficient was employed to determine the existence of a correlation between the dependent and independent variables. For a correlation coefficient, a value of one indicates a highly positive relationship, a value of one indicates a highly negative relationship, and a value of zero indicates no association whatsoever.

Results and Discussion

The findings, analysis, and interpretation of the data obtained from the questionnaire responses are presented in this chapter.

Table 1. Assessment in PATHFit01 as to Physical Fitness

Score	Frequency	Percent
91 to 100	0	0.00
81 to 90	14	7.45
71 to 80	68	36.17
61 to 70	80	42.55
51 to 60	21	11.17
41 to 50	4	2.13
31 to 40	0	0.00
21 to 30	0	0.00
11 to 20	1	0.53
1 to 10	0	0.00
0	0	0.00
Total	188	100.00

The data on the table above represent the scores of the respondents on the assessment in PATHFit01 as to Physical Fitness. Based on the table, the score range of 61 to 70 has the highest frequency (80), making up 42.55% of the total scores which means there are 80 students who got scored in this range. This indicates that a large percentage of people fell into this category and is usually regarded as "average" to "good" and can imply scope for improvement. It implies that the students need improvement in physical fitness components such as the health-related and skill-related components with various tests in each component.

The next highest frequencies are in the ranges of 71 to 80 (68 scores), making up 36.17% which indicates that most students scored well above the average. Meanwhile, the range 41 to 50 and 11 to 20 have far fewer scores with 2.13% (4 students) which typically represents students who are close to failing or are struggling in many areas.

According to Catalan et al. (2024), pupils' average PATHFit01 fitness ratings are in line with their study's findings that levels of Education students in the PATHFIT 1 program categorizing their fitness as moderate. The research indicated that physical fitness had a large impact on students' self-efficacy, implying that the degree to which students were physically fit was correlated with how confident they were that they could complete physical tasks.

Table 2. Assessment in PATHFit01 as to Performance-related activities in terms of Fundamental Movement Skill

Score	Frequency	Percentage
16 to 20	50	26.60
11 to 15	130	69.15
6 to 10	8	4.25
1 to 5	0	0.00
0	0	0.00
Total	188	100.00

The data on the table above represent the scores of the respondents on the assessment in PATHFit01 as to Physical Fitness (Fundamental Movement Skill). There are 50 students scored in the range of 16-20 which makes up 26.60% of the total. The largest group falls in the score range of 11-15, representing 69.15% of the total students.

The vast majority of students (69.15%) fell in the 11 to 15 range, which indicates that most students were at a moderate level. With 130 students in this range, this may be an indication of a fairly straightforward test for most of the group, or that most students have a general understanding of the material but did not test at an exceptional level. With 50 students, only 26.60% of the students scored between 16 to 20, which is a better performance, but still not the majority. This group performed fairly well, although they represent less than a third of the total. This suggests there is a group of students who did well, but they are fewer in number compared to those who scored in the 11-15 range.

In the context of PATHFit01, which presumably is a combination of physical education and fitness, the combination of motivational elements with targeted skill-building programs can result in more holistic physical development. The research indicates that young children might struggle to master higher-level skills but that interventions could be adapted to enhance locomotor and manipulative skills in these children. With older students, enhancing motivation and perceived competence will be key in promoting long-term participation and physical fitness.

In this assessment, a large portion of students performed well earning the score within the range of 11 to 15. This suggests that their competency level on this assessment specifically on the tests of locomotor and non-locomotor skills are relatively high. As these skills are mastered during childhood, such as walking, running, hopping, sitting, pushing, pulling, etc., adults tend to have high mastery rate and competency in the fundamental skill.

Table 3. Assessment in PATHFit01 as to Performance-related activities in terms of Aerobic Exercise

Score	Frequency	Percentage
31 to 40	0	0.00
21 to 30	177	94.15
11 to 20	11	5.85
1 to 10	0	0.00
0	0	0.00
Total	188	100.00

The data on the table represent the scores of the students in assessment in PATHFit01 as to Performance Related Activities (Aerobic Exercise). Based on the table, majority (94.15%) fell between 21 and 30 with 177 students scored within this range, meaning that most people's results were somewhere in the center of the possible range. No one got a score in the extremes (31–40) or the extreme lows (1–10), suggesting that maybe everyone was about average within one band (21–30). A large majority of the ratings were in the higher range, indicating great performance overall. This data demonstrates that PATHFit01's aerobic exercise component was effective for the pupils. Further evidence of the intervention's efficacy is the fact that most participants achieved the targeted levels of physical fitness.

Consistent with the results of Dimarucot et al. (2024), this study supports the idea that the PATHFit program can help college students improve their cardiorespiratory fitness. According to the study's primary finding, students' fitness levels can be improved with regular and scheduled aerobic exercises, such as the PATHFit program. The results showed that the subjects' aerobic fitness levels had increased. That the PATHFit program was effective in raising participants' cardiorespiratory fitness levels is evident from these results. The results can be used to support the idea that school curricula should include programs like PATHFit to help children become healthier and more physically active.

There was a considerable improvement in the students' Aerobic Exercise performance, as seen in the chart, where the majority of students scored within 21–40 with 177 students indicating most of the students performed in an average level on this specific task or assessment.

Table 4. Assessment in PATHFit01 as to Performance-related activities in terms of Circuit Training

Score	Frequency	Percentage
91 to 100	10	5.32
81 to 90	168	89.36
71 to 80	9	4.79
61 to 70	0	0.00
51 to 60	0	0.00
41 to 50	0	0.00
31 to 40	0	0.00
21 to 30	0	0.00
11 to 20	1	.53
1 to 10	0	0.00
0	0	0.00
Total	188	100.00

This table shows the distribution of scores for Performance-Related Activities (Circuit Training) in the PATHFit01 course. Based on the table, very few individuals achieved scores in the upper echelon of 91 to 100 with 10 students scored within this range, making up 5.32% of the total. There is a huge difference in the score range of 81–90 with 168 students scored within this range making up 89.36% of the total, while there are only 9 students scored

within the range of 71-80 making up 4.79% of the total. There are no students scored in the scores range of 61-70, 51-60, 41-50, 31-40, 21-30, and 1-10. However, the table shows that there is 1 student scored in the range of 11-20 with 0.53% of the total. The majority of students scored between 81 and 90, which means that the training worked well for the majority and only a very small number of students scored low.

The high percentage of students in the 81-90 range for circuit training in PATHFit01 suggests that similar improvements were seen across the group, though the specific fitness components. Similarly, Sonchan et. al. (2017), found out that outcomes of this research are greatly applicable to the PATHFit01 results, as both place emphases on the muscular strength, agility, and cardiovascular endurance aspects.

The PATHFit01 participants were also found to have greatly improved in circuit training exercises, which would also encompass the physical fitness aspects. Further, the larger-than-sample-size improvement in the experimental groups in both studies indicates that circuit training is a great exercise for boosting these physical qualities.

Table 5. Assessment in PATHFit01 as to Performance-related activities in terms of Mobility Exercises

Score	Frequency	Percentage
21 to 30	100	53.19
11 to 20	87	46.28
1 to 10	1	0.53
0	0	0.00
Total	188	100.00

The data on the table above represent the scores of the 188 students in assessment in PATHFit01 as to Performance Related Activities (Mobility Exercises). Based on the table, more than half of the students (53.19%) scored in the 21 to 30 range with 100 students scored within this range, indicating a moderate to strong performance in mobility exercises. A significant number of students (46.28%) scored in the 11 to 20 range with 87 students scored within this range, suggesting a reasonably decent performance, but still room for improvement.

This could imply that the mobility exercises in the PATHFit01 program may not only improve physical fitness but also contribute indirectly to students' academic outcomes. For instance, improved physical fitness has been linked to better cognitive function and focus, which could translate into academic success. Mobility programs suggest that engaging in physical activity can positively affect academic performance like those in PATHFit01 might have broader cognitive and academic benefits for students. While the PATHFit01 data does not measure academic outcomes, the positive effects of mobility exercises on cognitive function and stress management might suggest similar indirect benefits.

Table 6. Assessment in PATHFit01 as to Healthy Eating Habits

Score	Frequency	Percentage
21 to 30	0	0.00
11 to 20	62	32.98
1 to 10	119	63.30
0	7	3.72
Total	188	100.00

The data on the table represents the scores of the students in assessment in PATHFit01 as to Healthy Eating Habits. According to the data in the table, most of the pupils (63.30%) scored in the 1 to 10 range with 119 students scored within this range, implying that most students have poor to very poor score in this assessment. A small number of students (3.72%) scored a zero with 7 students, meaning they failed in this assessment. The majority (63.30%) of the students had a score between 1 and 10 with 119 students scored within this range, which represents poor to very poor reflection on their healthy eating habits. The data suggests that many students may benefit from further education or intervention programs to improve their healthy eating habits. More emphasis on healthy eating might be needed to bring the overall scores into a healthier range.

This outcome suggested that most students either lacked awareness, understanding, or consistent practice of healthy eating habits. A significant portion of students (62 individuals or 32.98%) scored within the 11 to 20 range, reflecting moderate levels of healthy eating habits. Moreover, the quality of reflections may have contributed to low scores. Many students may have found it difficult to critically assess their own eating behaviors, possibly due to a lack of guidance in reflective writing or discomfort in examining personal habits.

Table 7. Respondents' Achieved Level of Competency as to Physical

Statements	Mean	Std. Deviation	Verbal Interpretation
1. I have successfully passed various health-related and skill-related fitness tests such as the 6-minute walk test, squat test, plank test, sit and reach test, T-test, vertical jump test, and ruler drop test, and I performed them with excellence.	3.04	0.60	Agree / Competent
2. I can maintain adequate oxygen intake during exercise, even at moderate to high intensity, such as circuit training, for an extended period of time.	2.95	0.57	Agree / Competent
3. I can perform different aerobic exercises and gradually increase their duration and intensity over time.	2.78	0.66	Agree / Competent
4. I am able to perform various muscular endurance exercises, including push-ups, pull-ups, squats, planks, crunches, and bodyweight exercises, with proper form and control.	2.77	0.80	Agree / Competent
5. I can move my body through a wide range of motion and enhance functional movements through mobility exercises.	3.01	0.54	Agree / Competent
6. I can prevent tightness and soreness in my joints and reduce back pain and stiffness through different types of stretching exercises.	2.87	0.67	Agree / Competent
7. I monitor my caloric intake, protein, and fiber consumption while engaging in physical activities/exercises to improve my body composition.	2.61	0.76	Agree / Competent
8. I maintain a normal body circumference, including measurements of my waist, arms, chest, thighs, and hips, based on standard fitness guidelines.	2.81	0.73	Agree / Competent
9. I can perform movements and activities that require power and strength without getting easily tired.	2.74	0.74	Agree / Competent
10. I have improved my strength and stamina through cardiorespiratory endurance exercises such as jogging, running, walking, jumping jacks, dancing, burpees, and cycling.	3.17	0.61	Agree / Competent
Over-all	2.88	0.69	Agree / Competent

Legend: 3.50 – 4.00 strongly agree / highly competent; 2.50 – 3.49 agree / competent; 1.50 – 2.49 disagree / less competent; 1.00 – 1.49 strongly disagree / not competent

Table 7 shows the achieved level of competency of the students in PATHFit01 as to Physical competency. The average of all the indicators is 2.88 with a standard deviation of 0.69, which lies in "agree" or "competent" on the verbal interpretation scale.

The highest mean among the statements is 3.17 with an SD of 0.61 can be shown in statement 10. This means that most of the respondents agree that they have improved their strength and stamina through cardiorespiratory endurance exercises such as jogging, running, walking, jumping jacks, dancing, burpees, and cycling. However, when comparing the lowest mean among indicators is 2.61 with an SD of 0.76 can be shown in statement 7. This means that most of the respondents agree that they can monitor their caloric intake, protein, and fiber consumption while engaging in physical activities/exercises to improve their body composition.

The relatively low mean score here suggests that many students may not be actively tracking or managing their nutrition, possibly contributing to the low percentage of students meeting recommended energy norms.

Table 8. Respondents' Achieved Level of Competency as to Intellectual

Statements	Mean	Std. Deviation	Verbal Interpretation
1. I understand the concepts of physical fitness and its components, including health-related and skill-related fitness.	3.44	0.53	Agree / Competent
2. I can assess my own health and physical status based on the results of physical fitness test.	3.04	0.57	Agree / Competent
3. I can identify and classify different types of movements such as locomotor, non-locomotor and manipulative movements.	3.35	0.61	Agree / Competent
4. I can analyze complex movement patterns and explain how each part of the body contributes to efficient motion.	2.82	0.60	Agree / Competent
5. I can apply my understanding of movement directions to create a simple exercise routine.	3.20	0.56	Agree / Competent
6. I can describe the function of different types of bones and muscles and memorize the names of the bones and muscles in skeletal and muscular system.	2.42	0.78	Disagree / Less Competent
7. I can identify what muscles and bones is being used in a specific movement and apply my knowledge of the skeletal and muscular systems to improve physical performance and prevent injuries.	2.71	0.64	Agree / Competent
8. I can analyze the consequences of poor posture on the body and select exercises that can help improve my posture.	3.12	0.57	Agree / Competent
9. I understand the basic principles and importance of nutrition and can classify foods based on macronutrients and micronutrients.	3.22	0.57	Agree / Competent
10. I can develop my own healthy eating plan based on my 3-day food log monitoring.	3.15	0.70	Agree / Competent
Over-all	3.05	0.68	Agree / Competent

Legend: 3.50 – 4.00 strongly agree / highly competent; 2.50 – 3.49 agree / competent; 1.50 – 2.49 disagree / less competent; 1.00 – 1.49 strongly disagree / not competent

Table 8 displays the students' obtained level of intellectual competency in PATHFit01. The verbal interpretation scale places the average indication value of 3.05 with a standard deviation of 0.68, which lies in "agree" or "competent" on the verbal interpretation scale. This indicated a strong intellectual grasp of how these components contribute to maintaining health and fulfilling daily responsibilities. Additionally, students generally valued fitness assessments as tools for self-awareness and improvement. Respondents showed greater confidence in applied knowledge, such as fitness concepts, movement classifications, and the role of nutrition in health. However, less confidence was expressed in memorization-based or technical knowledge, such as musculoskeletal anatomy.

Table 9. Respondents' Achieved Level of Competency as to Emotional

Statements	Mean	Std. Deviation	Verbal Interpretation
1. I can express my thoughts and feelings in every task in PATHFit01 without hesitation and reservation.	3.07	0.69	Agree / Competent
2. I have developed the ability to address problems or conflicts whenever I am struggling in finishing physical task and activities in an appropriate and constructive manner.	3.02	0.51	Agree / Competent
3. I can recognize my strengths and weaknesses, identify areas where I need improvement, and understand what aspects of my physical and health status require attention.	3.31	0.56	Agree / Competent
4. I enjoy performing the dance performance that we have created using movements movement directions.	3.23	0.76	Agree / Competent
5. I can perform each exercise in mobility training with confidence and precision, while following the required amount, time, and repetition of each exercise.	3.06	0.68	Agree / Competent
6. I showed enthusiasm when performing the simple exercise routine that we created using the combination of Locomotor and Non-locomotor movements.	3.09	0.55	Agree / Competent
7. I can reflect on my current fitness status through the health-related and skill-related physical fitness test and encourage myself to make an action for my improvement.	3.09	0.53	Agree / Competent
8. I can value the importance of physical activity and practice self-discipline in my daily life.	3.34	0.58	Agree / Competent
9. I gained the motivation to perform different exercises and participate in every performance-related activity.	3.16	0.60	Agree / Competent
10. I've been able to share in my written self-reflection about how I feel in my 3-day food calorie-intake monitoring.	3.09	0.70	Agree / Competent
Over-all	3.15	0.63	Agree / Competent

Legend: 3.50 – 4.00, strongly agree / highly competent; 2.50 – 3.49 agree / competent; 1.50 – 2.49 disagree / less competent; 1.00 – 1.49 strongly disagree / not competent

Table 9 shows the achieved level of competency of the students in PATHFit01 as to Emotional competency. The average of all the statements is 3.15 with a standard deviation of 0.63, which lies in "agree" or "competent" on the verbal interpretation scale. The results reflected a generally positive emotional engagement with the program. It implies that students valued they consistently exercised self-control and recognized the value of physical fitness. Emotional competency, on the other hand, is sometimes lacking, especially when it comes to students' abilities to constructively resolve conflicts and control their emotions when faced with difficult situations or physical challenges. The majority of respondents seem to place a high value on regular physical activity and self-discipline, since statement 8 shows the highest mean of 3.34 with a standard deviation of 0.58.

This lines up with what Soriano (2023) found, which is that students have a more favorable attitude and impression of exercise when they value and participate in physical activities. Because of this, they are able to develop the self-control, emotional intelligence, and intrinsic drive that are foundational to their success in school and in life. Improved academic performance and student well-being can be achieved through the implementation of structured physical education programs, which promote not only physical fitness but also cognitive and emotional development.

Table 10. Respondents' Achieved Level of Competency as to Social

Statements	Mean	Std. Deviation	Verbal Interpretation
1. I actively participate in group activities while performing different physical exercises.	3.41	0.65	Agree / Competent
2. I have built trust with my classmates/groupmates which has helped me become more empathetic and a better listener.	3.37	0.59	Agree / Competent
3. I have demonstrated a welcoming, friendly, and positive attitude toward others through the group activities such as performances in locomotor & non-locomotor skills and planes of movement.	3.33	0.64	Agree / Competent
4. I perform physical activities and exercises with confidence and ease in a group setting.	3.23	0.64	Agree / Competent
5. I respect the opinions and decisions of others in every planning phase for our group activities.	3.62	0.51	Strongly agree / Highly competent
6. I demonstrate my leadership abilities in every group task and lead my groupmates towards an excellent performance.	3.03	0.76	Agree / Competent
7. I have gained my confidence and reduce my shyness and timidness whenever I am in a group where we have practical task to complete.	3.19	0.66	Agree / Competent
8. I treat others with respect, acknowledge individual differences, and respect personal boundaries.	3.60	0.56	Strongly agree / Highly competent
9. I collaborate and interact effectively with others during the training session of mobility exercises and circuit training.	3.37	0.63	Agree / Competent
10. I contribute to the success of our performances by cooperating well with others and following the instructions.	3.48	0.58	Agree / Competent
Over-all	3.36	0.65	Agree / Competent

Legend: 3.50 – 4.00 strongly agree / highly competent; 2.50 – 3.49 agree / competent; 1.50 – 2.49 disagree / less competent; 1.00 – 1.49 strongly disagree / not competent

Table 10 shows the achieved level of competency of the students in PATHFit01 as to Social competency. The average of all the statements is 3.36 with a standard deviation of 0.65, which lies in "agree" or "competent" on the verbal interpretation scale. This overall mean suggests that the respondents tend to agree with the statements given. These statements relate to their achieved level of competency as to social which involves actively participating in group activities, building trust with classmates and groupmates, demonstrated positive attitude, performing with confidence and ease with others, respecting decision of others, demonstrate leadership in group task, gained confidence, treat others with respect, collaborate and interact effectively, and cooperating well with others in group performances.

This implies that students demonstrated strong social competencies, particularly in terms of cooperation, inclusivity, and respectful communication. However, the relatively lower score in leadership indicators revealed an area that could benefit from targeted support or structured leadership opportunities within group tasks to help students further develop these essential skills.

Table 11. Correlation Between PATHFit 1 Components and Level of Competency of Students

Components	Level of Competency			
	Physical	Intellectual	Emotional	Social
Physical Fitness Performance	-0.057	0.007	-0.063	-0.011
Fundamental Movement Skill	-0.033	-0.028	-0.019	0.015
Aerobic Exercise	0.003	0.032	-0.005	-0.077
Circuit Training	-0.026	-0.018	-0.070	-0.067
Mobility Exercise	0.051	0.028	0.088	0.089
Healthy Eating Habits	-0.158	-0.149	-0.089	-0.104

****.** Correlation is significant at the 0.01 level (2-tailed).
*****. Correlation is significant at the 0.05 level (2-tailed).

Table 11 presents the relationship between the components of PATHFit01 and the achieved level of competency of the 1st year college students as to Physical, Intellectual, Emotional, and Social competency. In physical fitness, there is a weak negative correlation with all domains (e.g., Emotional = -0.063). This suggests these components, while core parts of the program, may not have a direct or strong impact on students' self-perceived competencies in this particular sample.

This imply that the overall weak correlations indicate that while each component of the program plays an essential role in promoting physical health, their impact on students' broader competencies, especially intellectual, emotional, and social aspects, is minimal. This highlights the need for a more integrated approach that considers the potential for certain activities such as group exercises and leadership opportunities to more directly influence emotional and social competencies.

Conclusion and Recommendation

Conclusions

Based on the findings of the study, the following is hereby concluded:

- 1) The respondents' physical fitness levels are generally satisfactory but there is room for improvement.
- 2) Most students perform well in performance-related activities; however, according to the findings, most students showed proficiency in mobility exercises, but a significant portion also faced challenges.
- 3) A significant majority of students scored poorly in the assessment of Healthy Eating Habits, indicating a lack of strong, consistent awareness regarding nutrition. There is a substantial gap in students' understanding and application of healthy eating habits.
- 4) The study found weak or negligible correlations between most components of PATHFit01 (e.g., physical fitness, aerobic exercise, circuit training, and mobility exercises) and students' competencies in the physical, intellectual, emotional, and social domains.
- 5) The null hypothesis that first-year college students' competency levels are unrelated to the PATHFit01 components is partially sustained.

Recommendations

Based on the above findings and the conclusion drawn, the following recommendations are offered:

- 1) It is suggested to integrate constant application of nutritional strategies that support physical fitness in every term. Curriculum planners may review the weight of each topic and put highlight to its significance. Constantly integrating nutritional strategies may lead to an increase of students' awareness on their nutrition and ability to monitor their calorie intake.
- 2) Physical educators or PATHFit instructors may provide differentiated instruction or smaller group sessions where students may receive more individualized attention. It could help address the problem where there is also a portion of students who struggled in mobility exercises. To address this, it is recommended that mobility exercises be further fitted to students' varying levels of flexibility, range of motion, and physical control.
- 3) Students may participate on group-based exercises, team sports, and cooperative learning tasks to develop emotional resilience, effective communication skills, and conflict resolution strategies. This may also introduce them in more leadership opportunities within group tasks, such as rotating leadership responsibilities, peer mentoring, or structured team-building activities in PATHFit01.
- 4) Given the weak correlation between most components of the PATHFit01 program and competencies, it is recommended to adopt a more holistic approach that integrates physical fitness with intellectual, emotional, and social learning. By designing activities that

simultaneously engage multiple domains of competency such as group fitness challenges that require both physical effort and teamwork; students may develop a more balanced set of skills.

- 5) To future researchers, it is recommended to further explore the components of the New Tertiary Physical Education – Physical Activity Towards Health and Fitness (PATHFit) and how it may contribute to the overall health and fitness of the students. Investigate how the physical, intellectual, emotional, and social competency of the students may be improved along with the components of PATHFit01.

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