



PHYSICAL FITNESS TEST: A GUIDE TO HEALTHY LIVING

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ABSTRACT

This study determined the effects of the Physical Fitness Test on Grade 8 students of Kasibu Agricultural High School, Nueva Vizcaya, for School Year 2025–2026. Specifically, it examined the respondents' profile in terms of age, gender, previous grade in Physical Education, sports played, and health condition; the extent of realization of the objectives of the Physical Fitness Test; the effectiveness of health-related and skill-related fitness components; the problems encountered in administering the test; and the interventions undertaken to address these problems. The study employed the descriptive survey method, using a researcher-made questionnaire adopted and modified from the Department of Education Physical Fitness Manual. The respondents were 80 students from Kasibu Agricultural High School. Data were analyzed using frequency count, percentage, and weighted mean. Findings revealed that most respondents were 13 years old, female, had previous Physical Education grades within the 81–85 range, commonly played basketball and volleyball, and had normal health conditions. The objectives of the Physical Fitness Test were rated very effective, particularly in identifying students' strengths and areas for improvement. For health-related fitness, flexibility ranked highest, followed by strength, body composition, and cardiovascular endurance. For skill-related fitness, agility ranked highest, followed by speed, reaction time, coordination, balance, and power. The findings indicate that the Physical Fitness Test contributed positively to students' awareness of their physical capabilities, development needs, and participation in fitness-related activities. The study recommends regular exercise, medical assessment when needed, guided practice in speed and accuracy tests, and proper supervision in activities involving strength, endurance, coordination, and balance.

KEYWORDS: *Physical Fitness Test, Grade 8 students, health-related fitness, skill-related fitness, Physical Education, flexibility, strength, agility, cardiovascular endurance, Kasibu Agricultural High School, Nueva Vizcaya*

INTRODUCTION

Everything we do is a physical fitness activity. Everything is connected to Physical Education.

Based on the DepEd manual, the birth of the DepEd Physical Fitness Test Manual came about after the review and revision workshop of the existing physical fitness tests introduced by Dr. Aparicio H. Mequi, former Chairperson, Philippine Sports Commission (PSC) and Director, Bureau of Physical Education and School Sports (BPESS). The workshop was inspired by the desire of the Task Force on School Sports (TFSS) to bring in the new trends and latest researches in the field of Physical fitness while we respond to the issues on the test qualities and administration.

Test administration shall be treated as an essential component of the Physical Education and School Sports program. Both elementary (Grades 4, 5, and 6) and secondary pupils/students must undergo the test during the beginning and ending of the school year. Using a score card, each pupil/student shall be responsible to record and keep the result of his/her own performance or the school may include these score cards in the school's MIS.

Physical Fitness Test is a set of measures designed to determine one's level of physical fitness. It has two components namely:

Health-Related and Skill-Related Fitness. Each component comprises several tests and specific testing protocols. There are one thousand and one tests used worldwide but the choice of tests considered time efficiency in the administration, availability of equipment, simplicity of the procedures, and practicality of the tests.

Currently, the PFT is of big help in molding the total individuality of every student taking up physical education subjects. It gives sets of effects in the personality of the students.

Teacher in physical education acts on different roles in a classroom or even in the gymnasium, but surely one of the most important is that of classroom manager.

Effective teaching and learning take place in a well managed classroom. If students are disorderly and disrespectful and no apparent rules and procedures to guide behavior, chaos becomes the norm. But a well managed classroom doesn't just appear out of nowhere. It takes a good effort to create – and the person who is most responsible for creating activities is the teacher.

Physical Education programs aims to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Fitness and movement coordination is one of the core of the k-12 P.E. curriculum. It includes value,



knowledge, skills, and experiences in physical activities and participation in order to maintain Health Related Fitness (HRF) as well as optimize health development. In particular it hopes to instill an understanding why HRF is important so that the learners can translate HRF knowledge into action. Thus, self-management is an important skill. In addition, this curriculum recognizes the view that fitness and healthy Physical Activity (PA) behaviors must involve the family and other environmental settings into consideration. "Move to learn" is the context of physical activity as the means for learning, while learn to move embodies learning the skills, techniques and the acquisition of understanding that are requisites to participation in a variety of physical activities that include exercises, games, sports, dances, and recreations.

When students earn a below average grade on a test or in their report card, it does not necessarily mean that they did not study hard enough. There are many intelligent children who do not perform well in school, not because they cannot comprehend classroom lessons, but because of external factors that affect their academic success.

[<http://www.education-space360.com/index.php/factors-that-can-affect-a-students-academic-performance-4431>]

Now a day, extracurricular activities play a vital role in the educational attainment of students in the school. Together with the academic activities, students' knowledge and skills are also enhanced. More Filipino students are getting skilled and more efficient not only in the school but also in their daily activities.

School exercises help students gain experience in the variety of areas that will enhance their own personality. It is believed that through their participation in sports, theater arts, clubs and organizations, students learn cooperation, teamwork and time management. It can help students discover their hidden talents and learn about things outside their own environment. It also enhances the skills of the student and makes him improved his own personality especially his physical aspects.

Republic Act No. 5708 is an act providing for the promotion and financing of an integrated Physical Education and sports development program for the schools in the Philippines. This Act is known as "The Schools Physical Education and Sports Development Act of 1969. Which mandated that physical education and sports development programs in all schools in the Philippines shall be undertaken by the Department of Education in accordance with the following guiding principles: (1) The goal of physical education is to instill in young citizens a proper appreciation of the importance of physical development hand in hand with the mental development in individual and social activities; (2) The sports and other activities in a physical education program should provide opportunities for the athletic development of children and youth who have the competitive spirit as well as grace, coordination, stamina and strength; (3) A well-rounded physical education program must be addressed to physical growth, social training, and personal, discipline for all pupils and students, as well as superior athletic

achievement for those who are psychologically inclined and physically gifted; and (4) An integrated program for sports development in the schools requires effective organizational planning and administration with provisions for adequate training facilities and sustained stable financing.

Physical Education (PE) aims to promote psychomotor skills and training in physical fitness to the students in the primary, secondary, and tertiary levels.

The classes in physical education vary from school to school, but every physical education class should be able to tackle the components of physical fitness; social and folk dances; and individual, dual, and/or team sports/games.

As a whole, extracurricular activities have a great part and contribution to the performance of the student. It is one of the instruments in developing the future builders of one's native land and in sustaining the consistency of the society.

Studying and indulging in any extracurricular activities is a tiring activity on the part of students. The motions that make up the activity really need extra-effort and energy. Both of these give benefits to learners that could be very helpful in their daily living

Daily physical education class may provide the opportunity for children to know the proper guidelines for physical activity because achieving fitness is a lifelong process that should be a part of one's lifestyle. It is the ultimate goal of physical education to develop students physically, mentally, socially, psychologically, and spiritually in order to help them live a healthy and productive life. It is the desire of every human to be physically fit and mentally alert to maintain a good quality of life.

Being healthy does not only benefit an individual physically and psychologically, but also intellectually since health does not only refer to a person's physical well-being but also refers to the soundness of one's mental faculties. It is believed that a person who is mentally healthy can cope with any life situations. The lack of knowledge and information hinders a person from meeting the desire for fitness.

The researcher who is a Secondary School teacher major in Physical Education intended to find out The Effects of Physical Fitness Test to Grade 8 Students of Kasibu Agricultural High School, Nueva Vizcaya, hence, the conduct of this study.

Objectives of the Study

The study will focus on The Effects of Physical Fitness Test to Grade 8 Students of Kasibu Agricultural High School, Nueva Vizcaya,.

Specifically, it will attempt to answer the following questions:

1. What is the profile of the respondents in terms of the following:
 - a. Age
 - b. Gender



- c. Previous Grade in Physical Education
 - d. Sports being played
 - e. Health Condition
2. What is the extent of realization of the objectives of the Physical Fitness test?
3. How effective are the following components of Physical Fitness Test to students?
 - a. Health-Related Physical Fitness Test
 - i. Body Composition
 - ii. Flexibility
 - iii. Cardio Vascular Endurance
 - iv. Strength
 - b. Skill-Related Physical Fitness Test
 - i. Speed
 - ii. Power
 - iii. Agility
 - iv. Reaction Time
 - v. Coordination
 - vi. Balance
4. What are the problems encountered in administering Physical Fitness Test to the Respondents?
5. What intervention/measures were undertaken to get across the problems encountered?

METHODOLOGY

This study employed the descriptive-survey research design to determine the effects of the Physical Fitness Test on Grade 8 students of Kasibu Agricultural High School, Nueva Vizcaya, during the School Year 2025–2026. This design was appropriate because it enabled the researcher to gather, describe, analyze, and interpret data on the existing condition of students in relation to the Physical Fitness Test. It focused on the respondents' profile, the extent of realization of the objectives of the Physical Fitness Test, the effectiveness of health-related and skill-related fitness components, the problems encountered in administering the test, and the interventions undertaken to address these problems. The descriptive-survey method allowed the researcher to present a clear picture of how the Physical Fitness Test affected the students' physical development and participation in Physical Education activities.

Sampling Design

The respondents of the study were the students of Kasibu Agricultural High School, Nueva Vizcaya, during the School Year 2025–2026. The study involved eighty (80) student-respondents from Grade 7 and Grade 8. The respondents were selected because they were directly involved in Physical Education activities and were expected to undergo the Physical Fitness Test. Their participation provided the necessary data needed to determine the effects of the Physical Fitness Test on students' health-related and skill-related fitness components.

Research Instrument

Data were gathered using a researcher-made questionnaire adopted and modified from the Department of Education Physical Fitness Manual. The questionnaire was prepared to collect the

needed information regarding the effects of the Physical Fitness Test on the students. An unstructured interview and documentary analysis were also used to support and clarify the responses obtained from the questionnaire.

The questionnaire consisted of the following parts:

Part I – Respondents' Profile

This included age, gender, previous grade in Physical Education, sports being played, and health condition.

Part II – Extent of Realization of the Objectives of the Physical Fitness Test

This determined how the objectives of the Physical Fitness Test were realized, such as determining the level of fitness, identifying strengths and areas for improvement, identifying bases for physical activities, gathering and analyzing data for norms and standards, and motivating students to choose sports activities.

Part III – Effectiveness of the Components of the Physical Fitness Test

This assessed the effects of the Physical Fitness Test in terms of health-related and skill-related components. The health-related components included body composition, flexibility, cardiovascular endurance, and strength. The skill-related components included speed, power, agility, reaction time, coordination, and balance.

Part IV – Problems Encountered in Administering the Physical Fitness Test

This identified the difficulties experienced during the administration of the Physical Fitness Test among the respondents.

Part V – Interventions Undertaken

This determined the measures undertaken to address the problems encountered in the administration of the Physical Fitness Test.

A five-point Likert scale was used to measure the effectiveness of the Physical Fitness Test components. The scale used the following descriptions: 5 – Very Effective, 4 – Effective, 3 – Moderately Effective, 2 – Partially Effective, and 1 – Ineffective. The questionnaire was tried out to ensure its validity, reliability, and clarity. Suggestions from the try-out were incorporated into the final form of the instrument before it was approved, reproduced, and distributed to the respondents.

Statistical Design

The data gathered from the respondents were tallied, tabulated, analyzed, and interpreted using the following statistical tools:

a) Frequency and Percentage – These were used to describe the profile of the respondents in terms of age, gender, previous grade in Physical Education, sports being played, and health condition.

b) Weighted Mean – This was used to determine the extent of realization of the objectives of the Physical Fitness Test and the



effectiveness of the health-related and skill-related components of the Physical Fitness Test.

The responses were interpreted using the appropriate qualitative descriptions, such as Very Effective, Effective, Moderately Effective, Partially Effective, and Ineffective. These statistical tools helped the researcher analyze the gathered data and formulate conclusions and recommendations regarding the effects of the Physical Fitness Test on Grade 8 students of Kasibu Agricultural High School, Nueva Vizcaya.

RESULTS AND DISCUSSIONS

Part I. Respondents' Profile

Table 1 illustrates the Frequency and Percentage Distribution of Respondents as to Age.

Table 1
Frequency and Percentage Distribution
of Respondents as to Age

Age	Frequency	Percentage
12 years old	6	7.5
13 years old	74	92.50
Total	80	100.00

On Age, most of the student – respondents are 13 years old with a frequency of 74 or 92.5 percent. 12 years old on the respondents have a frequency of 6 or 7.5 percent.

Most of the student respondents are 13 years old. These youngsters are physically fit to take up the physical fitness test.

Table 2
Frequency and Percentage Distribution
of Respondents as to Gender

Gender	Frequency	Percentage
Male	32	40.00
Female	48	60.00
Total	80	100

On Gender, more than half of the respondents are females with a frequency of 48 or 60 percent. There are 32 males or 40 percent of the respondents.

Most of the respondents in this study are females. It means that there are more female in the physical fitness test.

Table 3

Frequency and Percentage Distribution of Respondents
as to Previous Grade in Physical Education

Degree	Frequency	Percentage
75	6	7.5
76 – 80	12	15.00
81 – 85	30	37.50
86 – 90	27	33.75
91 – 95	5	6.25
Total	80	100.00

On Previous Grade in Physical Education, most of the student – respondents receive a grade bracket of 81 – 85 with a frequency of 30 or 37.50. There are 27 students rated with 86 – 90 or 33.75 percent. Some students also receive a grade of 76 – 80 or 15.00 percent of the previous grade in Physical Education.

Most of the student – respondents receive on or higher than 80 percent rating in the subject. Their performance is lacking in the subject.

Table 4

Frequency and Percentage Distribution of Respondents
as to Sports Being Played

Particulars	Frequency	Percentage
Basketball	19	23.75
Volleyball	19	23.75
Softball	6	7.50
Baseball	5	6.25
Swimming	4	5.00
Track and Field	6	7.50
Sepak Takraw	3	3.85
Badminton	16	19.37
Chess	2	2.50
Total	80	100.00

On Sports Being Played, the leading sports are Basketball and Volleyball with the same frequency or 19 or 23.75 percent. There are 16 or 19.37 percent players of Badminton. Softball and Track & Field are also played by the same frequency of respondents 6 or 7.50 percent. There are 5 Baseball players or 6.25 percent. 4 Swimmers or 5.00 percent. 3 kickers of Sepak Takraw or 3.85 percent and 2 chess players or 2.5 percent.

Most played by our student – respondents are Basketball and Volleyball. This games needs good health and skills.



Table 5

Frequency and Percentage Distribution of Respondents
as to Health Condition

Particulars	Frequency	Percentage
Normal	76	95.00
With Skin problems	4	5.00
Total	80	100.00

On Health Condition, almost all the respondents have normal health condition with frequency of 76 or 95.00 percent. Only 4 of them or 5.00 percent has skin problems.

Normal health condition is needed in taking the Physical Fitness test.

Part II. Information Proper

Table 6

Extent of Realization of the Objectives of Physical Fitness Test

Objectives	Weighted Mean	Qualitative Description	Ranking
1. To determine the level of fitness	4.45	Very Effective	4
2. To identify strengths and areas for development/improvement	4.63	Very Effective	1
3. To identify bases for physical activities	4.38	Very Effective	5
4. To gather and analyze data for norms and standards setting	4.47	Very Effective	3
5. To motivate and guide students in choosing sports activities they would like to participate in	4.59	Very Effective	2
Average Weighted Mean	4.50	Very Effective	

On Objectives of Physical Fitness Test, ranked first is "To identify strengths and areas for development/improvement" with a computed weighted mean of 4.63. Next is "To motivate and guide students in choosing sports activities they would like to participate in" with a computed weighted mean of 4.59. Followed by "To gather and analyze data for norms and standards setting" with a computed weighted mean of 4.47. Next is "To determine the level of fitness" with a computed weighted mean of 4.45. And, "To identify bases for physical activities" with a computed weighted mean of 4.38. All of the objectives are marked Very Effective.

Table 7

Extent of Realization of the Components of Physical Fitness Test to
Students Health Related Physical Fitness Test
a. Body composition

Variables	Weighted Mean	Qualitative Description	Ranking
1. Body fat is excessive	4.06	Effective	5
2. Cannot totally bend the body	4.12	Effective	4
3. Weight is heavy	4.17	Effective	3
4. Can wear attires suitable and comfortable as a result of fitness	4.38	Very Effective	1
5. Gain confidence due slim body	4.27	Very Effective	2
Average Weighted Mean	4.20	Effective	

On Components of Physical Fitness Test to Students, Health-Related, Body Composition, ranked first is "Can wear attires suitable and comfortable as a result of fitness" with a computed weighted mean of 4.38 described as Very Effective. Ranked second is "Gain confidence due slim body" with a computed weighted mean of 4.27 described as Very Effective. Third on the data is "Weight is heavy" with a computed weighted mean of 4.17 marked as Effective.

Least on the data is "Body fat is excessive" with a computed weighted mean of 4.06 described as Effective. Second to the least is "Cannot totally bend the body" with a computed weighted mean of 4.12 described as Effective.

The Average Weighted Mean is 4.20 described as Effective. As long as the body is favorable to the individual, wearing of comfortable attire is very much necessary. This would lead to wearing of the trendy attire.

Table 8

Extent of Realization of the Components of Physical Fitness Test to
Students Health Related Physical Fitness Test
b. Flexibility

Variables	Weighted Mean	Qualitative Description	Ranking
1. Can move in full motion in any activity	4.38	Very Effective	2
2. Can stretch hands when needed without pain	4.23	Very Effective	3
3. Can do various tasks in given time	4.43	Very Effective	1
4. Can reach things higher than the normal height	4.16	Effective	4
Average Weighted Mean	4.30	Very Effective	

On Components of Physical Fitness Test to Students, Health-Related, Flexibility, ranked first is "Can do various tasks in given time" with a computed weighted mean of 4.43 described as Very Effective. Second is "Can move in full motion in any activity" with a computed weighted mean of 4.38 marked as Very Effective.

Least on the data is "Can reach things higher than the normal height" with a computed weighted mean of 4.16 described as



Effective. Second to the least is “Can stretch hands when needed without pain” with a computed weighted mean of 4.23 marked as Very Effective 3

Table 9

Extent of Realization of the Components of Physical Fitness Test to Students Health Related Physical Fitness Test
c. Cardio-Vascular Endurance

Variables	Weighted Mean	Qualitative Description	Ranking
1. Can breathe without hassle and pain on chest and lungs when working	4.34	Very Effective	1
2. Cannot feel chest pain after excessive work	4.08	Effective	4
3. Can do hard works without feeling fatigue	4.19	Effective	3
4. Can easily suffer asthma	3.98	Effective	5
5. Can adapt to any unconditional weather	4.29	Very Effective	2
Average Weighted Mean	4.17	Effective	

On Components of Physical Fitness Test to Students, Health-Related, Cardio Vascular Endurance, ranked first is “Can breathe without hassle and pain on chest and lungs when working” with a computed weighted mean of 4.34 marked as Very Effective. Ranked second is “Can adapt to any unconditional weather” with a computed weighted mean of 4.29 described as Very Effective. Third on the list is “Can do hard works without feeling fatigue” with a computed weighted mean of 4.19 marked as Effective.

Least on the gathered data is “Can easily suffer asthma” with a computed weighted mean of 3.98 described as Effective. Second to the least is “Cannot feel chest pain after excessive work” with a computed weighted mean of 4.08 marked as Effective.

Table 10

Extent of Realization of the Components of Physical Fitness Test to Students Health Related Physical Fitness Test
d. Strength

Variables	Weighted Mean	Qualitative Description	Ranking
1. Can generate force against physical objects	4.18	Effective	4
2. Can lift easily heavy objects	4.33	Very Effective	1
3. Can carry heavy objects with muscle pain	4.28	Very Effective	2
4. Feel at ease when carrying heavy things	4.22	Very Effective	3
Average Weighted Mean	4.25	Very Effective	

On Components of Physical Fitness Test to Students, Health-Related, Strength, ranked first is “Can lift easily heavy objects” with a computed weighted mean of 4.33 described as Very Effective. Ranked second is “Can carry heavy objects with muscle pain” with a computed weighted mean of 4.28 marked as Very Effective.

Least on the data is “Can generate force against physical objects” with a computed weighted mean of 4.18 marked as Effective. Second to the least is “Feel at ease when carrying heavy things”

with a computed weighted mean of 4.22 described as Very Effective.

The Average Weighted Mean is 4.25 marked as Very Effective. Individual strength is needed suddenly when there are activities which need to carry things heavy or light.

Table 11

Summative of Health-Related Physical Fitness Test

Variables	Averages Weighted Mean	Qualitative Description	Ranking
Body Composition	4.20	Effective	3
Flexibility	4.30	Very Effective	1
Cardio Vascular Endurance	4.17	Effective	4
Strength	4.25	Very Effective	2
Grand Weighted Mean	4.23	Very Effective	

On Summative of Health-Related Physical Fitness Test, ranked first is “Flexibility” with a computed weighted mean of 4.30 described as Very Effective. Ranked second is “Strength” with a computed weighted mean of 4.25 marked as Very Effective. Third is “Body Composition” with a computed weighted mean of 4.20 marked as Effective. Last is “Cardio Vascular Endurance” with a computed weighted mean of 4.17 described as Effective.

Every individual is flexible. They are ready available when they are need to do task using their flexibility.

Table 12

Extent of Realization of the Components of Physical Fitness Test to Students Skill-Related Physical Fitness Test
a. Speed

Variables	Weighted Mean	Qualitative Description	Ranking
1. Can run as fast as he/she can	4.14	Effective	4
2. Can do tasks in a short period of time	4.22	Very Effective	3
3. Can perform movement shorter than in a given time	4.47	Very Effective	1
4. Can beat the given time when focus to the activity	4.31	Very Effective	2
Average Weighted Mean	4.28	Very Effective	

On Components of Physical Fitness Test to Students, Skill-Related, ranked first is “Can perform movement shorter than in a given time” with a computed weighted mean of 4.47 described as Very Effective. Second is “Can beat the given time when focus to the activity” with a computed weighted mean of 4.31 described as Very Effective.

Least on the data is “Can run as fast as he/she can” with a computed weighted mean of 4.14 marked as Effective. Second to the least is “Can do tasks in a short period of time” with a computed weighted mean of 4.22 marked as Very Effective.



The Average Weighted Mean is 4.28 marked as Very Effective. Every individual or student need speed in working every task given to them. This would be in careful manner

Table 13

Extent of Realization of the Components of Physical Fitness Test to Students Skill-Related Physical Fitness Test
b. Power

Variables	Weighted Mean	Qualitative Description	Ranking
1. Can transfer body energy into a force	3.96	Effective	4
2. Can give strength more than the usual when needed	4.17	Effective	2
3. Feels stronger when working hard physical tasks	4.28	Very Effective	1
4. Can work without upper body reaction when in pain	4.09	Effective	3
Average Weighted Mean	4.12	Effective	

On Components of Physical Fitness Test to Students, Skill-Related, first on the data is “Feels stronger when working hard physical tasks” with a computed weighted mean of 4.28 marked as Very Effective. Second on the data is “Can give strength more than the usual when needed” with a computed weighted mean of 4.17 marked as Effective.

Least on the data is “Can transfer body energy into a force” with a computed weighted mean of 3.96 described as Effective. Second to the least is “Can work without upper body reaction when in pain” with a computed weighted mean of 4.09 described as Effective.

The Average Weighted Mean is 4.12 marked as Effective. When an individual is currently working on a certain task, he or she may give more strength or feels stronger. There will be an interest to work better and stronger.

Table 14

Extent of Realization of the Components of Physical Fitness Test to Students Skill-Related Physical Fitness Test
c. Agility

Variables	Weighted Mean	Qualitative Description	Ranking
1. Can change the direction quickly when in work	4.21	Very Effective	4
2. Can move quickly while maintaining balance	4.42	Very Effective	1
3. Can do tasks with coordination and speed	4.36	Very Effective	2
4. Can do works with strength and endurance	4.28	Very Effective	3
Average Weighted Mean	4.31	Very Effective	

On Components of Physical Fitness Test to Students, Skill-Related, first on the data is “Can move quickly while maintaining balance” with a computed weighted mean of 4.42 described as Very Effective. Second is “Can do tasks with coordination and speed” with a computed weighted mean of 4.36 marked as Very Effective.

Least on the data is “Can change the direction quickly when in work” with a computed weighted mean of 4.21 marked as Very Effective. Second to the least is “Can do works with strength and endurance” with a computed weighted mean of 4.28 marked as Very Effective.

The Average Weighted Mean is 4.31 marked as Very Effective. Every student is entitled to have their own ability to balance and move rapidly as they can.

Table 15

Extent of Realization of the Components of Physical Fitness Test to Students Skill-Related Physical Fitness Test
d. Reaction Time

Variables	Weighted Mean	Qualitative Description	Ranking
1. Reacts on situations suddenly with sensible thinking	4.32	Very Effective	1
2. Responds quickly on things suddenly appeared	4.21	Very Effective	3
3. Reacts quickly on matters at hand	4.02	Effective	4
4. Thinks with speed simultaneously with the muscles	4.29	Very Effective	2
Average Weighted Mean	4.21	Very Effective	

On Components of Physical Fitness Test to Students, Skill-Related, ranked first is “Reacts on situations suddenly with sensible thinking” with a computed weighted mean of 4.32 marked as Very Effective. Second is “Thinks with speed simultaneously with the muscles” with a computed weighted mean of 4.29 marked as Very Effective.

Least on the data gathered is “Reacts quickly on matters at hand” with a computed weighted mean of 4.02 marked as Effective. Second to the least is “Responds quickly on things suddenly appeared” with a computed weighted mean of 4.21 described as Very Effective.

The Average Weighted Mean is 4.21 marked as Very Effective. Every human being who are in normal condition can react on situations with practical of sensible concepts or opinions.

Table 16

Extent of Realization of the Components of Physical Fitness Test to Students Skill-Related Physical Fitness Test
e. Coordination

Variables	Weighted Mean	Qualitative Description	Ranking
1. Can use the senses with the body parts in a given situation	4.12	Effective	4
2. Can move the body as sensitive with the senses	4.24	Very Effective	2
3. Perform given tasks smoothly and accurately	4.28	Effective	1
4. Can sense matters simultaneously with the body	4.19	Effective	3
Average Weighted Mean	4.20	Effective	



On Components of Physical Fitness Test to Students, Skill-Related, ranked first is “Perform given tasks smoothly and accurately” with a computed weighted mean of 4.28 described as Effective. Second is “Can move the body as sensitive with the senses” with a computed weighted mean of 4.24 described as Very Effective.

Least on the gathered data is “Can use the senses with the body parts in a given situation” with a computed weighted mean of 4.12 marked as Effective. Second to the least is “Can sense matters simultaneously with the body” with a computed weighted mean of 4.19 marked as Effective.

The Average Weighted Mean is 4.20 marked as Effective. Students perform given tasks smoothly and accurately based on the normal condition in health and in skills. If they are healthy enough, they can do a lot of task to be given.

Table 17

Extent of Realization of the Components of Physical Fitness Test to Students Skill-Related Physical Fitness Test

1. Balance

Variables	Weighted Mean	Qualitative Description	Ranking
1. Can balance the body in a fast movement	4.05	Effective	4
2. Can do tasks with balance and coordination	4.17	Effective	3
3. Can perform balancing activities well	4.33	Very Effective	1
4. Can beat the given time when focus to the activity	4.26	Very Effective	2
Average Weighted Mean	4.20	Effective	

On Components of Physical Fitness Test to Students, Skill-Related, ranked first is “Can perform balancing activities well” with a computed weighted mean of 4.33 described as Very Effective. Second to the list is “Can beat the given time when focus to the activity” with a computed weighted mean of 4.26 described as Very Effective.

Least on the data gathered is “Can balance the body in a fast movement” with a computed weighted mean of 4.05 marked as Effective. Second to the least is “Can do tasks with balance and coordination” with a computed weighted mean of 4.17 marked as Effective.

The Average Weighted Mean is 4.20 means Effective. Every human being can perform balancing activities especially when they is in good health condition.

Table18

Summative of Skill-Related Physical Fitness Test

Variables	Average Weighted Mean	Qualitative Description	Ranking
Speed	4.28	Very Effective	2
Power	4.12	Effective	6
Agility	4.31	Very Effective	1
Reaction Time	4.21	Very Effective	3
Coordination	4.20	Effective	4.5
Balance	4.20	Effective	4.5
Grand Weighted Mean	4.22	Very Effective	

On Summative of Skill-Related Physical Fitness Test, first is “Agility” with a computed weighted mean of 4.31 marked as Very Effective. Second is “Speed” with a computed weighted mean of 4.28 marked as Very Effective. Third is “Reaction Time” with a computed weighted mean of 4.21 marked as Very Effective. Fourth are “Coordination” and “Balance” both with a computed weighted mean of 4.20 marked as Effective. Lastly, “Power” with a computed weighted mean of 4.12 described as Effective.

CONCLUSION

- There are students whose body fat is excessive. This is why they cannot totally bend their body. There are students who cannot reach things higher than the normal height. However, they can stretch hands when needed without pain.
- There are students who can easily suffer asthma. However, they cannot feel chest pain after excessive work. There are students who can generate force against physical objects and feel at ease when carrying heavy things.
- There are students who can run as fast as he/she can and can do tasks in a short period of time. There are students can transfer body energy into a force and can work without upper body reaction when in pain.
- There are students who can change the direction quickly when in work and can do works with strength and endurance. They can react quickly on matters at hand and responds quickly on things suddenly appeared.
- They can use the senses with the body parts in a given situation and can sense matters simultaneously with the body. These students can balance the body in a fast movement and can do tasks with balance and coordination.

RECOMMENDATION

- The students with excessive body fat should do some sort of exercises. Together with their teachers as well. This would give a good motivation to the learners.
- The students should be brought to the medical doctor for some health examination. This would lead to a big no in doing some heavy task especially when the student patient is found with some illnesses.



- c. The students should practice and be guided properly when doing some speed and accuracy test in the program. Frequent correct practice should be done.
- d. The students should be given task that test their strength and endurance and practice in reacting to some situations suddenly appeared in no given time.
- e. The student should be guided properly in testing their senses in coordination to their body parts. Their balance to do some task should also be tested.

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