



DETERMINANTS OF ATTITUDES TOWARDS WELL-BEING OF STUDENTS IN PHYSICAL EDUCATION

Nicomedes C. Villamor, Surigao del Sur State University, Philippines

Fe G. Villamor, Surigao del Sur State University, Philippines

Abstract: *The study seeks to investigate the determinants of the level of students' attitudes towards their levels of well-being under the course on Physical Education, a mandated course of the tertiary level in the Philippines. To determine its underlying relationship, Pearson Product Moment Correlation is utilized with the use of the stratified random sampling technique. On the basis of the survey of about 312 students taking up Physical Education 3, that is, on games and sports during the semester, findings revealed that the level of students' attitude in terms of cognitive, affective and behavioural components towards physical education is high. The level of well-being of students in terms of intellectual, emotional, physical, social, occupational, and spiritual in relation to PE is also high. Further, the results also demonstrate a significant relationship between the level of the students' attitudes and the components of well-being. This implies that the attitudes of students during physical education classes are related to their well-being. Thus, the latter is dependent on their attitudes in relation to physical education. Such findings are noteworthy for the Higher Education Institutions (HEIs) to review educational policies and enhance the quality of instruction of physical education courses responding to the demands of times.*

Keywords: *attitudes, well-being, physical education, higher education institution, Philippines*

INTRODUCTION

The Surgeon General's Report on Physical Activity and Health in 1996 stated that nearly half of American youths 12-21 years of age are not vigorously active on a regular basis. Moreover, approximately 30 percent of adult American women and 25 percent of adult American men are overweight. By age 18, most students will have spent more hours watching television than they will have been in classes (Lumpkin, 2002).

In the Philippines, the above scenario is also apparent as modernization and technological advancement continue in this developing country. There is a rapid shift in diet and physical activity patterns that are linked with greater obesity, hypertension, and related problems



among adults. Among Filipino youth, high blood pressure and other early signs of cardiovascular disease (CVD) are also emerging (Tudor-Locke, et. al., 2003).

Based on Surigao del Sur State University (SDSSU) annual health report, it was commonly observed that sedentary lifestyle adopted by a rapidly increasing segment of students become apparent which eventually affect their well-being (Surigao del Sur State University Annual Report, 2010). This manifestation is attributed by the attitude students hold. Attitude is the agent that can change perception and the catalyst that can make physical education a positive educational experience that can significantly affect the well-being of students. For decades, a substantial effort had been exerted to look into the status of the Physical Education in the school's curriculum and how students perceive its role in their well-being.

However, minimal studies had been done to investigate such continuous discourse. It was in this light that prompted the researcher to study the attitude towards physical education and well-being of students in SDSSU. This may be viewed as an attempt to combat the sedentary lifestyles tormenting many of the youth by providing knowledge and skills that can influence their attitudes to pursue an active lifestyle.

OBJECTIVE OF THE STUDY

The study sought to determine the level of attitude towards physical education and well-being of students in six campuses of Surigao del Sur State University; and the possible relations between attitude and well-being. Specifically, it sought to answer the following objectives:

- a. To assess the level of students' attitudes towards physical education in terms of cognitive component, affective component, and behavioural component.
- b. To assess the level of well-being of physical education students in terms of intellectual well-being, emotional well-being, physical well-being, social well-being, occupational well-being, and spiritual well-being.
- c. To determine the significant relationship between the level of students' attitudes and their well-being in relation to physical education.

LITERATURE REVIEW

This section presents the related literature that has bearing to students' attitude toward physical education and students' well-being. The literature review focuses on the concepts



of attitude and its components such as cognitive, affective and behavioural and well-being and its dimensions such as intellectual, emotional, physical, social, occupational and spiritual.

Attitude

Attitude refers to the idea where such emotions (Triandis, 1971) predispose to a class of actions on various social situations. Eagly and Chaiken (1993) also define attitude as a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour. Each definition implies that attitude is composed of three components namely: cognitive-belief, affective-feeling, and behavioural component that pertains to the readiness or intent for action. The previous studies explained the concepts of attitude and its components which guided the researcher in determining the independent variable of this study.

Cognitive

The first component of attitude used in this study is cognitive. Hodgetts and Hegan (2008) described the cognitive component of attitude as the set of values and beliefs that a person has toward a person, an object, or an event. Likewise, cognitive aspects are created when individuals gain information about the attitude object and thereby form beliefs. Information through knowledge is gained by direct experience like engaging into participations and involvements (Eagly & Chaiken, 1993). Further, Anastasi (2000) pointed out that the belief component of an attitude involves the thought that a person has about the psychological object in question like physical education. In the same manner, Vandevener, Menefee, and Sinclair (2006) described cognitive component of an attitude in relation to the person's opinion or belief segment. Moreover, attitudes involve more than just feelings. It involves knowledge of what you believe to be the case about an attitude object. For instance, one might believe that his or her co-worker is paid much more than anyone else or a supervisor himself doesn't know too much about the job. These beliefs whether perceived as true or not do comprise the cognitive component of attitudes itself (Mir, 2009).

Affective

The second component of attitude is affective. Feelings are defined as an emotional, affective, or internal response towards or away from something that is generally predicated on participatory experience (Fishbein & Ajzen, 1975). As Eagly and Chaiken (1993)



suggested, an affective component of attitude is based on emotional experiences or preferences. Both positive and negative feelings affect the experiences with the product or service attributes. Positive affect and negative affect make independent contributions to satisfaction or dissatisfaction judgments about products or services. For instance, people who have positive reactions to an experience with product or service attributes are more likely to evaluate an attitude object favourably and people who are unlikely to evaluate the attitude object experience negative affect reactions (Eagly & Chaiken, 1993). The affective component is the emotional feeling that is attached to an attitude and this is influenced by the cognitive component according to Hodgetts and Hegan (2008). For example, the student who likes physical education may feel sad when he learns that there is no class. Affective component is the emotion or feeling segment of an attitude. In this regard, attitudes have a great deal to do with how a person feels about something. Indeed, this aspect of attitude and its evaluative component refer to one's liking or disliking of a particular person, item, or event. He may, for example, feel positively or negatively toward physical education (Mir, 2009).

Behavioral

The third component of attitude is the behavioural or intent aspect. This construct is defined as a readiness or predisposition to act (Fishbein & Ajzen, 1975) such as intent to use physical education concepts in the daily tasks. A behavioural aspect is connected to a person's overt actions in relation to the attitude object (Eagly & Chaiken, 1993). The behavioural component of attitude is the predisposition to behave which is the reaction tendency (Anastasi et al. (2000). Likewise, Vandevener, Menefee, and Sinclair (2006) described behavioral component of attitude as the intention to behave in a certain way toward someone or something like physical education. Moreover, Hodgetts, & Hegan, (2008) described the *behavioural* component of attitude as the tendency to act in a particular way in response to what a person's feeling about an attitude object. Example, if the student enjoys physical education course, he is likely to show up on time for all classes and participate when asked to do so. The aforementioned studies dealt with the importance of physical education in battling against physical inactivity in many young people as this affected their well-being.



Well-being

Hettler (1984), being considered as the father of the modern wellness movement, defined well-being as an active process through which people become aware of, and make choices toward a more successful existence. Moreover, well-being is a concept or abstraction that refers to the state of a person's life. It reflects the various activities or achievements that constitute a good form of life (Clark, 2007). Hettler's work ran parallel to the present study in the sense that it dealt with the six dimensions of well-being which were used as indicators of the dependent variable in this study.

Intellectual Well-being

The cognitive well-being domain includes those functions associated with the reception and processing of information that support individuals' interactions with their environments (Pollard & Davidson, 2001). Some models of the cognitive wellbeing domain focus on constructs of intelligence and reasoning in the context of school-based academic achievement (Pollard & Lee, 2003), whereas others take a broader dispositional perspective that additionally subsumes aspects such as curiosity, mastery, motivation and creativity into the cognitive domain (Bornstein, Davidson & Keyes, 2003). Oyco (2000), emphasized that teaching physical education aimed at developing the mental aspect of students. This objective focuses on the acquisition of knowledge and understanding, ability to analyse body movements and skills, evaluate game situations and make important decisions. Understanding the rules of the games leads to better performance or appreciation of an activity if one is an spectator. Creativity is an important segment of growth that can be enhanced if the learner has a rich background and an exposure to a variety of physical activities.

Emotional Well-being

According to Colby (2010), emotional well-being is not the absence of emotions, but it is one's ability to understand the value of his emotions and use them to move his life forward in positive directions. Colby further said everyday emotional well-being also involves identifying, building upon, and operating from one's strengths rather than focusing on fixing problems or weaknesses. The better one is able to master his emotions, the greater his capacity to enjoy life, cope with stress, and focus on important personal priorities. In the same way, Holy (n.d) described emotional wellbeing as learning how to handle stress and



understanding when one's emotions are off kilter; being connected to one's emotions, being able to name and understand them, and knowing how to handle them, whatever they may be. Physical education has significant impact on emotional well-being of students. Through the give-and-take of challenging oneself and competing with and against others, self-discipline, fun, learning how to win and lose, tension release, self-control, and self-expression are enhanced (Lumpkin, 2002).

Physical Well-being

One of the primary objectives of teaching physical education in any educational institution is physical fitness or well-being (Lumpkin, 2002). Physical fitness is integral to health which involves a variety of activities that support the physical wellbeing. For optimum physical wellness, everyone needs to practice good health habits that include eating a healthy diet, participating in regular exercise and physical activity, performing regular hygiene routines and getting adequate rest and relaxation (Holy, n.d.).

Social Well-being

Typically, the social or interpersonal well-being domain includes aspects such as: empathy, trust, peer relationships and mutual obligation (Bornstein, Davidson & Keyes, 2003). The aggregation of social and emotional well-being to form a single dimension in some well-being models is predicated on the understanding that emotional well-being is frequently manifest as observable social behaviours. This provides an elegant solution in the management of constructs in which well-being is defined broadly to encompass a range of situational contexts. Social well-being refers to one's ability to interact successfully within a community and throughout a variety of cultural contexts while showing respect for oneself and others. It encompasses one's interpersonal relationships, social support networks, and community engagement. As a member of a community, one may develop satisfying relationships, a capacity for intimacy, an understanding of self in relation to others, and a sense of belonging. To achieve social wellbeing, one can acquire the skills to communicate effectively, resolve conflicts, transcend differences, and provide leadership in community. Social wellbeing is interwoven into other dimensions of wellbeing through an emphasis on orienting the individual within a community context (Washington State University, 2010).



Occupational Well-being

Occupational well-being is expressed by the degree of personal satisfaction and enrichment in one's life through his occupation. Enhancing one's occupational well-being may include finding a job that integrates and balances his skills and interests, or discovering a more satisfying way to incorporate his skills and interests into his current career. It also may encompass maintaining a suitable balance between work and other dimensions of one's life. Finding a healthy way to integrate work into one's life can enhance personal satisfaction and overall well-being (Washington State University, 2010). Hansen, Hartmann, and Brown (n.d) argued that occupational dimension of well-being includes all the roles the individuals choose to occupy during their waking hours. Many people spend around half of their day working, yet they overlook how that time affects their wellness. Many elements of their occupation alter their ability to maintain balance. Thus, it is important to bring awareness in this dimension as this has tremendous effect on the overall health. Occupational well-being is achieved when a person uses his/her skills effectively in a paid or unpaid setting to contribute to the community while experiencing personal fulfilment and satisfaction (Hettler, 1984). Hettler (1984) and Washington State University (2010), had similar concepts of occupational well-being as the degree of personal satisfaction and enrichment in life through occupation while Hansen et al. (n. d.) emphasized that occupational dimension of well-being includes all the roles the individuals choose to occupy during their waking hours. As used in this study, occupational well-being was related to the degree of satisfaction of the roles student played in the school context and social community.

Spiritual Well-being

Spiritual well-being is often seen as a sense of connectedness to something larger than oneself, bringing with it a sense of meaning, purpose and personal value (Burrows, 2006). He added that schools have a duty to ensure that a student's spirituality is nurtured. Moreover, Doenges and Moorhouse (1998) suggested that when one has spiritual well-being, he is able to add meaning, purpose, and value to life, and derive peace, harmony, and contentment. Spiritual well-being has its impact on other aspects of well-being. In fact, spirituality helps a person to respond to stressful events, promote health, and adapt to chronic disease (Landis, 1996). Spiritual well-being (SWB) has been defined as a sense of



relatedness or connectedness to others, a provision for meaning and purpose in life, the fostering of wellbeing (through a stress buffering effect), and having a belief in and a relationship with a power higher than the self (Hawks, Hull, Thalman, & Richins, 1995). Likewise, Lee, Sirgy, Efraty, and Siegel (2003), conceptualized spiritual well-being as satisfaction with one's spiritual life domain. Spiritual well-being is reflected in the quality of relationships that each person has in up to four different domains, namely with self, with others, with the environment and/or with God (Fisher, 2006). Teachers' lived experiences have greatest impact on their perceptions of help provided by schools for students' spiritual well-being (SWB). Factors other than teachers contribute most to students' spiritual well-being (Fisher, 2008).

RESEARCH MODEL

This study is anchored on the statement of Wanner (2010), which states that attitude is important for well-being because feelings, health, relationships, work and life in general are affected by attitude. This means that containing a positive attitude will lead people to develop their intellectual, emotional, physical, social, occupational, and spiritual well-being. This study is also anchored on the proposition of Hettler (1984) which states that well-being is a multidimensional concept which composed of six dimensions. These are intellectual, emotional, physical, social, occupational, and spiritual wellbeing. This proposition focuses on an integrated approach to wellbeing in which one should strike a balance in these six key areas. Shown in Figure 1 are the variables of the study. The independent variable of the study is the attitude towards physical education which consists of the following components: cognitive, affective and behavioural. *Cognitive component* is the mental component consisting of beliefs and perceptions about an attitude object. *Affective component* is the emotional component consisting of a person's evaluation of, liking of, or emotional response to an attitude object. *Behavioural component* is the action component which consists of the predisposition to act a certain way toward an attitude object.

The dependent variable is the well-being of students in terms of the six dimensions of wellbeing proposed by Hettler. First on the list is the *Intellectual Well-being* which measures student's commitment to learn, knowledge and understanding on how to perform certain activity, analyse situation or problem and accomplish goal. Second is the *Emotional Well-being* which measures student's experiences of their emotions or feelings, appreciation and



values to others. Third is the *Physical Well-being* that measures student's physical fitness and practices of good health habits. Fourth is the *Social Well-being* which measures student's experiences of relationship with others, sense of trust and belonging with others. Fifth is the *Occupational Well-being* which measures student's experiences about work relationships, and course training. Sixth is the *Spiritual well-being* which measures student's personal spiritual characteristics and personal relationship with God, self, and others.

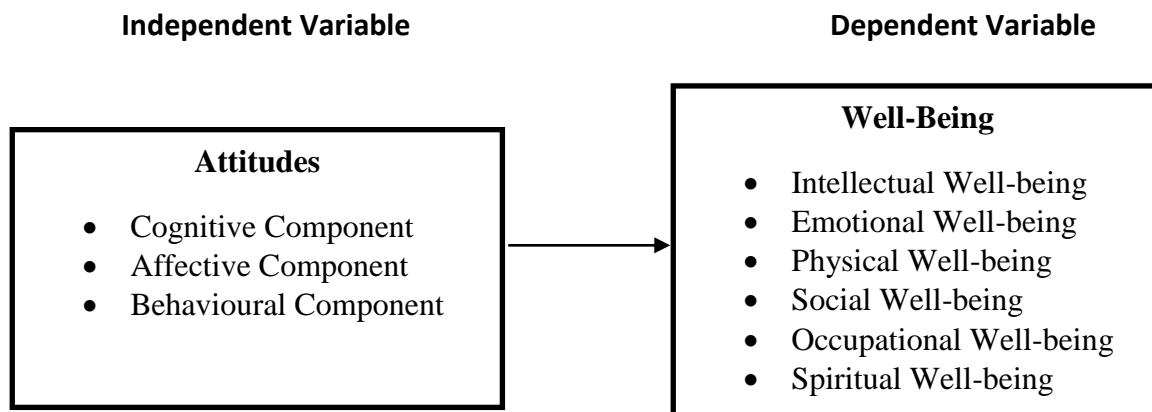


Figure 1. Conceptual Paradigm showing the variables of the Study

RESULTS AND DISCUSSION

Level of Students' Attitudes towards Physical Education

Presented in Table 1 is the level of students' attitude towards Physical Education. Evidently, the level of students' attitudes toward physical education of SDSSU is *high* with an overall mean of 4.48. This means that students have a *moderate high positive attitude* towards physical education. The cognitive component of attitude manifests a *very high level* with a mean of 4.50. Respondents believe that PE should remain in the curriculum due to its physical, social, mental, and emotional contributions to them. They also believe that physical education is very important in their well-being as it provides opportunities for learning, improves attentiveness in academic classes, and decision-making skills. In terms of affective component of attitude, the findings obtained a *very high level* with a mean of 4.51. Respondents think that learning physical education is meaningful and enjoyable. They like the course because it helps develop their self-discipline and thus staying away from destructive habits. They also enjoy the course offering because of the varied activities they can participate in and all these enhance their understanding on the importance of physical activities in their lives. Behavioural component of attitude got a high level with a mean of 4.42. The students apply physical education in their day-to-day activities like walking, doing



household chores and the like. They discuss the experiences or benefits they gained from PE with their friends. They also spend more time in school doing assigned activities in physical education. They regularly attend PE classes and they exercise sportsmanship and teamwork in doing group activities in physical education.

Table 1. Level of Students' Attitudes towards Physical Education

Attitude Components	Mean	Descriptive Equivalent
Cognitive	4.50	Very High
Affective	4.51	Very High
Behavioural	4.42	High
Overall Mean	4.48	High

Level of Students' Well-being

Presented in table 2 is the level of well-being of physical education students of SdSSU is high with an overall mean of 4.45. This is evident on the very high level of occupational and spiritual well-being. However, they showed high level in intellectual, emotional, physical and social dimensions of well-being. The findings manifest a high level in intellectual well-being with the mean rating of 4.41. Respondents are committed to learn about the course by participating in different course activities like class discussion, reporting, and group performances. They understand the basic movement concepts and rules of the games. They analyze locomotor and non-locomotor movement skills. They accept positive or negative criticisms from their friends, classmates and teachers in physical education. The course stimulates critical thinking and creativity by applying their knowledge and skills through group performances like creating group dances and playing dual or team sports. Results revealed a high level of emotional well-being with the mean rating of 4.39. Evidently, they can handle stress like meeting tight course requirement deadlines, rules and policies. They enjoy playing hard and doing their best regardless of the outcome of the contest. They have self-confidence and self-control. They handle wide variety of emotions like happiness, anger, sadness, determination and frustration. They are honest and trustworthy in performing their duties and responsibilities as physical education students. For physical dimension of well-being, results obtained a mean rating of 4.32 which denotes a high level of physical well-being. Physical education students have adequate sleep for most nights. They have muscular strength and endurance, flexibility and cardiovascular endurance. They have good body composition. They also manifest healthy balance between work or study



and play. They can play the games like volleyball, basketball, chess, etc. following the rules. The physical education students of SdSSU got a high level of social well-being as revealed in the mean of 4.46. This implies that students demonstrate fair play, sportsmanship and teamwork in any group physical activities. They valued the rights of others and the regulations governing the situation. They can get along with others like their friends, classmates and peers. They have a sense of belongingness and have flexible and cooperative spirit. For occupational dimension of well-being, the obtained mean is 4.52 which denote a very high level of occupational well-being. They perform the role given by their instructor as leader or team member. They have clear description of duties and responsibilities as student. They can share their knowledge and skills gained in physical education in the community where they belong. They personally feel fulfilled and satisfied if they can share their talents and skills to others or in the community. The physical education students of SDSSU manifest very high level of spiritual well-being with the mean of 4.54. They have personal spiritual characteristics like faith and trust in God. They have personal relationship with God through prayer and reading scriptures in the bible. They have a sense of meaning in life. They regularly attend Sunday mass or fellowship and they valued other's dignity.

Table 2. Level of Students' Well-being

Components of Well-being	Mean	Descriptive Equivalent
Intellectual	4.41	High
Emotional	4.39	High
Physical	4.32	High
Social	4.46	High
Occupational	4.52	Very High
Spiritual	4.54	Very High
Overall Mean	4.45	High

Significance of the Relationship between Students' Attitudes and their Well-being

Presented in Table 3 is the significance of the relationship between attitude towards Physical Education and the well-being of the students and they revealed significant relationship with the r computed value of .682 which is greater than the critical value of r of .132. The result is significant and the null hypothesis is rejected. This implies that the attitudes of students towards Physical Education are related to their well-being; thus, such well-being of students is dependent on their attitudes. Moreover, all indicators of well-being relate to their attitudes towards Physical Education with the computed r values of .569 for



Intellectual Well-being; .524 for Emotional Well-being; .437 for Physical Well-being; .580 for Social Well-being; .606 for Occupational Well-being and .524 for Spiritual Well-being respectively. All computed r values are greater than critical value at .05. The result is significant and the rejection of null hypothesis. The findings of the study corroborate with the statement of Wanner (2010) which states that attitude is important for well-being because feelings, health, relationships, work and life in general are affected by attitude. This means that containing a positive attitude will lead people to develop their intellectual, emotional, physical, social, occupational, and spiritual well-being.

Table 3. Significant Relationship between Students' Attitudes and their Well-being

Independent Variables	Dependent Variables						
	Well-being						
Attitudes	IWB	EWB	PWB	SWB	OWB	SWB	Overall
Cognitive	.468*	.453	.401	.487	.534	.437	.587
Affective	.466	.411	.341	.472	.559	.452	.568
Behavioural	.521	.477	.374	.525	.451	.450	.590
Overall	.569	.524	.437	.580	.606	.452	.682

CONCLUSION AND RECOMMENDATION

The level of students' attitudes towards physical education in terms of cognitive, affective and behavioural components is remarkably high. A high level of well-being of students is also evident in terms of the intellectual, emotional, physical, social, occupational, and spiritual. There is a significant relationship between the level of the students' attitude towards physical education and their well-being in relation to the six components as indicated. This implies that the attitudes of students towards Physical Education are related to their well-being.

The school administrators may consider the findings of the study as basis for intervention programs on improving the curricular program concerning holistic development of the students. The physical education instructors may adopt the findings of the study to raise their level of awareness of their students so that they will be guided in motivating their students to increase the level of attitude towards physical education and providing students with physical activities that geared towards the development of their well-being. The students should be made aware of the findings of the study since their attitudes towards physical education have a significant relationship to their well-being.



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