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Safety awareness, practices, and attitudes toward physical education among junior high school students

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ABSTRACT

This survey-correlational research was conducted to determine the Safety Awareness, Practices, and Attitude Toward Physical Education among Junior High School Students Maayon National High School in the School Year 2024-2025. The data was collected using a researcher-made questionnaires for safety awareness, safety practices, and attitudes toward PE. The participants of this study were the 307 from the total population of 1520 junior high school students. The independent variables in this study were the safety awareness and practices while dependent variable was the attitudes toward PE. The statistical tools used in the data analyses were the mean, standard deviation and Pearson r. All inferential test was set at .05 Alpha. The findings of the research revealed that the level of safety awareness of students was "Very High". The level of practices was found "High" and attitudes toward PE was "High" too. Additionally, there is a significant relationship among the safety awareness, practices, and attitude toward PE of junior high school students.

Keywords: Safety awareness, safety practices, attitudes toward physical education.

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INTRODUCTION

Physical Education (PE) serves as a structured educational discipline aimed at developing students' motor skills, physical fitness, health knowledge, and positive behavioral patterns related to physical activity. As an integral component of the K to 12 curriculum in the Philippines, it contributes to learners' holistic development by promoting physical, social, emotional, and cognitive growth. It also fosters teamwork, values formation, and lifelong wellness habits. For junior high school students, PE plays a particularly important role during adolescence, a developmental stage where lifelong health behaviors, motor competence, and self-regulation are established. However, the increased engagement in physical activities also raises exposure to potential risks such as injuries and accidents, highlighting the importance of safety awareness and proper safety practices as essential components of effective PE instruction. In line with Maslow's Hierarchy of Needs, safety is considered a fundamental human requirement, second only to physiological needs, and its absence may hinder optimal functioning and learning.

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Safety awareness in physical education refers to students' cognitive understanding of injury risks, safety guidelines, and preventive strategies. Beyond simple rule memorization, it involves deeper comprehension of why safety measures exist and how they reduce the likelihood of harm (Hussain et al., 2019). It enables students to identify risks, anticipate unsafe situations, and apply preventive actions even in dynamic or unfamiliar contexts. Through this awareness, learners develop critical thinking, responsibility, and informed decision-making skills that are essential for safe participation in physical activities.

Safety practices in PE refer to the observable behaviors students demonstrate to ensure a safe learning environment. These include proper use of equipment, wearing appropriate attire, and following teacher instructions, all of which contribute to reducing risks and preventing accidents. Additional practices involve maintaining spatial awareness, respecting peers' physical limitations, avoiding overly aggressive behavior, and responding appropriately to emergencies such as reporting injuries immediately. While students may be aware of safety rules, actual compliance is often inconsistent, particularly when supervision is limited or when competitive and recreational motivations override caution, thereby increasing the risk of unsafe behaviors and injuries.

Attitudes toward physical education significantly influence how students engage in PE activities and adhere to safety expectations. These attitudes are shaped by beliefs, prior experiences, and perceptions, which collectively determine students' willingness to participate and follow safety protocols. Subramaniam et al. (2007) emphasize that attitudes directly affect motivation and decision-making, where positive attitudes encourage responsible engagement while negative attitudes may lead to risky behavior. Similarly, Mohammed et al. (2012) highlight that perceptions of competence and enjoyment influence whether students actively participate or withdraw from activities. Although many students recognize the importance of PE and safety, these attitudes do not always translate into consistent behavior, particularly during adolescence when peer influence, enjoyment, and risk-taking tendencies are more pronounced. As a result, safety rules may be perceived as restrictive, or fear of injury may lead to avoidance of participation altogether.

Despite the integration of safety principles in PE curricula, school-related injuries continue to occur during physical activities. These incidents are often linked to insufficient safety awareness, inconsistent implementation of safety practices, inadequate supervision, and limited access to proper equipment. The challenges become more pronounced among junior high school students due to their ongoing physical, emotional, and social development, which can affect judgment and risk perception. This highlights the need for a deeper understanding of the factors that influence safety-related behaviors in PE contexts.

The decision to conduct this study is grounded in the limited body of research that simultaneously examines safety awareness, safety practices, and attitudes toward physical education among junior high school students, particularly within the local context. While previous studies have explored these variables independently or focused on other populations such as senior high school students or athletes, there remains a gap in understanding how these factors interact among junior high learners. This study addresses that gap by examining the levels of safety awareness, safety practices, and attitudes toward PE, as well as determining the relationships among these variables.

The study is theoretically anchored on Self-Determination Theory (SDT) and Behaviorist Learning Theory. SDT posits that individuals are more intrinsically motivated when their psychological needs for autonomy, competence, and relatedness are satisfied (Ryan et al., 2000). In the context of PE, safety awareness is associated with competence as students who understand safety principles feel more capable of managing physical tasks. Safety practices reflect both autonomy and competence, as students voluntarily engage in safe behaviors while applying the skills necessary to do so effectively. Attitudes toward PE are

closely linked to relatedness, where supportive relationships with teachers and peers foster positive perceptions of PE and encourage safe participation. Through this framework, SDT explains how motivation internalizes safety as part of students' identity and behavior in physical education settings.

Complementing this, Behaviorist Learning Theory emphasizes the role of reinforcement and consequences in shaping behavior. From this perspective, safety awareness is developed through repeated exposure to rules and instructions reinforced over time. Safety practices are strengthened through positive reinforcement such as praise, rewards, and recognition for safe behaviors, while unsafe actions are corrected through feedback or negative consequences. Over time, these reinforcement mechanisms shape students' attitudes toward PE, as positive associations with safety and participation foster favorable perceptions of the subject.

In this study, safety awareness and safety practices are treated as independent variables, while attitudes toward physical education serve as the dependent variable. Guided by SDT and Behaviorist Learning Theory, the study assumes that students' cognitive understanding, behavioral actions, motivational needs, and reinforcement experiences collectively influence their attitudes toward PE. The integration of these theories provides a comprehensive framework for analyzing how safety awareness and safety practices interact to shape students' attitudes, ultimately contributing to a deeper understanding of safety-related behavior in physical education contexts.

Statement of the problem

The primary purpose of this study was to determine the Safety Awareness, Practices, and Attitudes toward Physical Education Among Junior High School Students at Maayon National High School, Poblacion Tabuc, Maayon, Capiz, during the school year 2025-2026.

Specifically, this study sought to answer the following questions:

1. What is the level of safety awareness among junior high school students toward Physical Education?
2. What is the level of safety practices among junior high school students toward Physical Education?
3. What are the students' attitudes toward Physical Education?
4. Are there significant relationships among safety awareness, practices, and attitudes among junior high school students toward physical education?

METHODOLOGY

This chapter is organized into three parts: the first presents the purpose and research design of the study; the second describes the methods, including participant selection, data gathering instruments, and data collection procedures; and the third presents the statistical tools and procedures used to answer the research questions and test the hypotheses.

The primary objective of this study was to examine the safety awareness, practices, and attitudes toward physical education among Junior High School Students of Maayon National High School, Poblacion Tabuc, Maayon, Capiz, during the school year 2025-2026. The research design utilized in this study was survey-correlational. Cohen et al. (2007) state that correlation involves the collection of two sets of data, one of which was retrospective, with a view to determining the relationship between them. Creswell (2012) further states that in correlational research designs, investigators use the correlation statistical test to describe and

measure the degree of association or relationship between two or more variables. The survey-correlational design was chosen to collect quantitative data on the safety awareness, safety practices, and attitudes in physical education of students, as surveys allow researchers to gather data from a large number of participants efficiently. This approach allows for a comprehensive exploration of the variables involved, providing a detailed account of their relationships without altering them or assuming causation. In this research, safety awareness and practices are identified as the independent variables, serving as predictors of student behavior in physical education, while the dependent variable is attitudes toward physical education, representing the outcome shaped by levels of awareness and practice.

The primary data collection instrument used in this study was a researcher-made questionnaire. According to Sir Francis Galton, a questionnaire is a research instrument consisting of a set of questions or items intended to capture responses from participants in a standardized manner. The researcher-made questionnaire asked the participants to select an answer from a given set of choices, and the responses of the participants to individual questions on the questionnaire may be aggregated into a composite scale or index for statistical analysis. This tool was used to assess the relationship between safety awareness, practices, and attitudes of students toward physical education. The questionnaire employs a Likert scale format, which was used to measure participants' safety awareness, practices, and attitudes. The use of a researcher-made questionnaire ensures that the data collected is both consistent and reliable, allowing for meaningful statistical analysis. The descriptive statistics generated from this data provide a quantitative overview of the responses of students, which are crucial for understanding the level of safety awareness, safety practices, and attitudes of junior high school students toward physical education in order to provide valuable insights for educational practices and policies, support holistic student development, and contribute to ongoing research in the field.

The study focused on junior high school students from Maayon National High School who are enrolled in physical education classes. These students were chosen because they are directly engaged in physical activities wherein awareness, practices, and attitudes are most important. The research encompasses the entire population of 1,520 students within this group. To determine the appropriate total number of participants, the researcher utilized the Raosoft formula, applying a 95% confidence level, a 5% margin of error, and a 50% response distribution. Based on these guidelines, the recommended sample size was 307 students. The participants in this study were therefore the three hundred seven (307) Junior High School Students of Maayon National High School, specifically eighty-five (85) Grade 7 students, seventy-seven (77) Grade 8 students, seventy-two (72) Grade 9 students, and seventy-three (73) Grade 10 students.

The study employed a stratified random sampling technique. This method was selected because it provides each student in the population an equal chance of being included in the sample, thereby reducing bias and increasing the representativeness of the findings. A complete list of students was obtained from the school registrar, and the required number of participants was determined proportionally for each grade level. Within each stratum, students were assigned identification numbers using the random number generator in Microsoft Excel to select the required sample, thereby ensuring that the selection process was unbiased. The distribution of participants across grade levels was as follows: Grade 7 had a population of 421 students with 85 selected as participants; Grade 8 had a population of 383 with 77 selected; Grade 9 had a population of 357 with 72 selected; and Grade 10 had a population of 359 with 73 selected, yielding a total population of 1,520 and a total sample of 307 participants.

To gather quantitative data on the safety awareness, practices, and attitudes of students, a researcher-made questionnaire was used. It is a 5-point Likert scale that consists of four parts: the demographic profile of the respondents; the safety awareness in physical education

questionnaire; the safety practices in physical education questionnaire; and the attitudes toward physical education questionnaire. The Likert-scale statements played a crucial role in the research, as they allowed participants to express the extent of their agreement with various statements related to the curriculum.

The first part of the questionnaire gathered basic information about the participants, specifically their name, which was optional, and their grade level. The participants answered this part by checking the appropriate box, and the grade level was included to describe the participants and to ensure that all grade levels were properly represented.

The second part of the questionnaire measured the level of safety awareness of students in physical education and consisted of twenty-eight (28) items that focused on injury awareness and prevention knowledge, risk identification, and safety procedures. The participants answered each item using a five-point scale ranging from Strongly Agree to Strongly Disagree to help quantify the responses of the students. The scoring system assigned a score of 5 for Strongly Agree, 4 for Agree, 3 for Not Certain, 2 for Disagree, and 1 for Strongly Disagree. For the interpretation of levels, weighted mean scores were used with the following scale: a range of 4.21 to 5.00 corresponds to Very High; 3.41 to 4.20 corresponds to High; 2.61 to 3.40 corresponds to Moderate; 1.81 to 2.60 corresponds to Low; and 1.00 to 1.80 corresponds to Very Low.

To establish the validity and reliability of the safety awareness instrument, it was first subjected to content validation by the research adviser and the three panel members, who thoroughly reviewed the questionnaire. Their assessment emphasized the clarity, relevance, and suitability of each item for the intended participants. All feedback, including comments, suggestions, and recommendations, was carefully considered and incorporated into revisions to refine the instrument before its actual use in data collection. Through this process, the tool was ensured to accurately measure the intended variables and to be appropriate for the learners participating in the study. After the validation process, a pilot test was conducted among thirty (30) learners who were not part of the main respondents. This was done to check whether the instructions and test items were clear and easy to understand, and the feedback gathered from the pilot testing was carefully reviewed. The responses from the pilot test were also used to assess the reliability of the instrument using Cronbach's alpha, which measures the consistency of items. The results showed a Cronbach's alpha of 0.860 for the safety awareness items, indicating very high internal consistency and stable, reliable results. A value of 0.70 or higher is considered acceptable, so the result confirms that the instrument is reliable for use in the study. In addition, factor analysis was also used to check the validity of the items, and only those with acceptable factor loadings of 0.50 and above were retained in the final questionnaire.

The third part of the questionnaire measured the level of safety practices of students in physical education and consisted of twenty-six (26) items that focused on the observable behaviors of students, such as following rules and instructions, proper use of equipment, and wearing of proper clothing. The participants answered each item using a five-point scale ranging from Strongly Agree to Strongly Disagree to help quantify the responses of students. The scoring system assigned a score of 5 for Strongly Agree, 4 for Agree, 3 for Not Certain, 2 for Disagree, and 1 for Strongly Disagree. For the interpretation of levels, weighted mean scores were used with the following scale: a range of 4.21 to 5.00 corresponds to Very High; 3.41 to 4.20 corresponds to High; 2.61 to 3.40 corresponds to Moderate; 1.81 to 2.60 corresponds to Low; and 1.00 to 1.80 corresponds to Very Low.

To establish the validity and reliability of the safety practices instrument, it was first subjected to content validation by the research adviser and the three panel members, who thoroughly reviewed the questionnaire. Their assessment emphasized the clarity, relevance,

and suitability of each item for the intended respondents. All feedback, including comments, suggestions, and recommendations, was carefully considered and incorporated into revisions to refine the instrument before its actual use in data collection. Through this process, the tool was ensured to accurately measure the intended variables and to be appropriate for the learners participating in the study. After the validation process, a pilot test was conducted among thirty (30) learners who were not part of the main participants in order to check whether the instructions and test items were clear and easy to understand. The feedback gathered from the pilot testing was carefully reviewed. The responses from the pilot test were also used to assess the reliability of the instrument using Cronbach's alpha, which measures the consistency of items. The results showed a Cronbach's alpha of 0.905 for the safety practices items, indicating very high internal consistency and stable, reliable results. A value of 0.70 or higher is considered acceptable, so the result confirms that the instrument is reliable for use in the study. In addition, factor analysis was also used to check the validity of the items, and only those with acceptable factor loadings of 0.50 and above were retained in the final questionnaire.

The fourth part of the questionnaire measured the level of attitudes of students in physical education and consisted of twenty-six (26) items that focused on the beliefs, perceptions, and dispositions of students toward physical education. The participants answered each item using a five-point scale ranging from Strongly Agree to Strongly Disagree to help quantify the responses of students. The questionnaire on attitudes toward Physical Education consisted of both positive items, such as the statement "I believe practicing safety makes PE more enjoyable," and negative items, such as the statement "Running and playing games make me sore." The inclusion of both positive and negative statements was intentional to reduce bias and to ensure that participants carefully considered each item before answering. This balance also allowed for a more accurate measurement of the attitudes of students toward physical education. The negatively worded items were reverse-scored to ensure consistency in interpretation, meaning that responses to statements framed in a negative way were inverted so that higher scores would still represent a more positive attitude. The scoring system assigned a score of 5 for Strongly Agree, 4 for Agree, 3 for Not Certain, 2 for Disagree, and 1 for Strongly Disagree. For the interpretation of levels, weighted mean scores were used with the following scale: a range of 4.21 to 5.00 corresponds to Very High; 3.41 to 4.20 corresponds to High; 2.61 to 3.40 corresponds to Moderate; 1.81 to 2.60 corresponds to Low; and 1.00 to 1.80 corresponds to Very Low.

To establish the validity and reliability of the attitudes toward physical education instrument, it was first subjected to content validation by the research adviser and the three panel members, who thoroughly reviewed the questionnaire. Their assessment emphasized the clarity, relevance, and suitability of each item for the intended participants. All feedback, including comments, suggestions, and recommendations, was carefully considered and incorporated into revisions to refine the instrument before its actual use in data collection. Through this process, the tool was ensured to accurately measure the intended variables and to be appropriate for the learners participating in the study. After the validation process, a pilot test was conducted among thirty (30) learners who were not part of the main participants. This was done to check whether the instructions and test items were clear and easy to understand, and the feedback gathered from the pilot testing was carefully reviewed. The responses from the pilot test were also used to assess the reliability of the instrument using Cronbach's alpha, which measures the consistency of items. The results showed a Cronbach's alpha of 0.760 for the attitudes toward physical education items, indicating very high internal consistency and stable, reliable results. A value of 0.70 or higher is considered acceptable, so the result confirms that the instrument is reliable for use in the study. In addition, factor analysis was also used to check the validity of the items, and only those with acceptable factor loadings of 0.50 and above were retained in the final questionnaire.

Data gathering procedures are the systematic processes and methods used to collect, record, and manage data for research purposes, and effective data gathering is crucial for ensuring the accuracy, reliability, and validity of research findings. The researcher-made questionnaire underwent content validation by experts, including the program coordinator. A pilot test was conducted among students who were not part of the actual respondents, and Cronbach's alpha was used to assess the internal consistency of the questionnaire. The results were analyzed to determine the reliability of the instrument and to identify items that needed revision, retention, or removal.

Equipped with official permission letters, the researcher sought approval from the principal and then proceeded to gather information regarding the number of high school students. Since the respondents were minors, the researcher distributed parental and guardian consent forms as well as assent forms through the school. These forms explained the purpose of the study, the procedures involved, the voluntary nature of participation, the confidentiality measures in place, and the rights of both parents and students. Only students whose parents or guardians signed the consent form were allowed to participate. After securing approval, the researcher obtained the official list of Junior High School students enrolled in Physical Education classes from the school registrar. Using the stratified random sampling technique, the required number of respondents was selected based on the computed sample size.

The researcher personally administered the questionnaires to the selected participants during their available class periods. Before distribution, the purpose of the study was explained, and respondents were assured of confidentiality and voluntary participation. Clear instructions were provided to ensure accurate and honest responses. After the participants completed the questionnaire, the researcher immediately collected the accomplished forms to avoid loss or tampering, with the assistance of the teachers present during the conduct of the research. The questionnaires were then checked for completeness before being included in the data set.

The researcher ensured that all information provided by participants was treated with strict confidentiality. Personal identifiers were removed from the dataset, and responses were coded to protect anonymity. Data collected were used solely for academic purposes and will not be shared with unauthorized parties, and access to raw data was restricted to the researcher. The responses were encoded, tallied, and organized using spreadsheet software, after which descriptive and inferential statistical tools were applied to analyze the data. The results were interpreted to answer the research questions and test the hypotheses of the study.

The collected data underwent various statistical analyses for both descriptive and inferential purposes using the Statistical Package for Social Sciences (SPSS). The mean was used to determine the overall level of agreement for each variable. The standard deviation (SD) was used to determine how spread or close the scores of each student were to the average score. Pearson r was used to measure the strength and direction of the relationship among safety awareness, practices, and attitudes toward Physical Education. All statistical data analyses were conducted using the Statistical Package for Social Sciences and set at a 0.05 alpha level of significance.

RESULTS AND DISCUSSION

This chapter presents the results and discussion of a survey-correlational study examining safety awareness, practices, and attitudes toward physical education among three hundred seven (307) Junior High School Students of Maayon National High School, Poblacion Tabuc, Maayon, Capiz, for the school year 2025-2026. Participants were selected through stratified random sampling from a total population of 1,520 students across four grade levels,

with 85 from Grade 7, 77 from Grade 8, 72 from Grade 9, and 73 from Grade 10. Data were gathered using a researcher-made questionnaire employing a 5-point Likert scale with three substantive components measuring safety awareness, safety practices, and attitudes toward physical education. The statistical techniques applied include the mean, standard deviation (SD), and Pearson product-moment correlation coefficient (Pearson r), with all analyses conducted using the Statistical Package for Social Sciences at a 0.05 alpha level of significance. All findings presented in this chapter are directly grounded in the data gathered and are interpreted in direct relation to the objectives of the study, which sought to determine the level of safety awareness, safety practices, and attitudes toward physical education among junior high school students, and to establish whether significant relationships exist among these three variables.

Level of safety awareness toward physical education among junior high school students

The analysis of safety awareness revealed that Junior High School Students of Maayon National High School demonstrate a "Very High" level of safety awareness toward physical education, as reflected by a mean of 4.36 and a standard deviation of 0.45. This result was interpreted using a scale wherein 4.21 to 5.00 corresponds to Very High, 3.41 to 4.20 to High, 2.61 to 3.40 to Moderate, 1.81 to 2.60 to Low, and 1.00 to 1.80 to Very Low. The very high mean score suggests that students consistently report a well-developed understanding of safety principles within the physical education context. Specifically, the data indicate that students clearly understand the importance of safety in physical education, recognize that warming up before exercise and cooling down afterward helps prevent injuries and supports recovery, understand the need to wear proper clothing that allows free movement and reduces the likelihood of accidents, and are able to identify unsafe behaviors such as rough play or ignoring instructions, demonstrating a capacity to recognize and avoid risky situations.

This finding is consistent with the study reported by Alcantara Jr. (2019), which found that student-athletes demonstrated strong safety awareness and actively practiced injury prevention, affirming that physical education instruction effectively instills responsible behaviors and minimizes risks. The finding is further reinforced by the Department of Education K-12 Curriculum Guide (2016), which places strong emphasis on safety awareness by embedding first aid and injury prevention directly into physical education instruction. From Grades 7 through 10, students are systematically introduced to practices that help them recognize risks, avoid injuries, and respond appropriately when accidents occur. In effect, the curriculum provides a structured foundation of safety awareness among junior high school students, strengthening their confidence in engaging with physical activities and validating the finding that safety awareness is consistently rated at the highest level. This is also consistent with the principles embodied in international programs such as SPARK PE, wherein structured routines including warm-up and cool-down exercises, proper use of equipment, and injury prevention strategies are embedded into class design. Research on SPARK PE demonstrates that when students are guided by clear and consistent safety practices, they develop a strong sense of safety awareness, a pattern that mirrors the very high levels of awareness found in the present data.

Level of safety practices toward physical education among junior high school students

The analysis of safety practices revealed that the Junior High School Students of Maayon National High School demonstrate a "High" level of safety practices toward physical education, as reflected by a mean of 4.20 and a standard deviation of 0.46. This result was interpreted using the same scale previously described, wherein 4.21 to 5.00 corresponds to

Very High and 3.41 to 4.20 corresponds to High. The high level indicates that students generally follow safety protocols and risk management strategies, including warm-up and cool-down exercises, proper use of physical education equipment, staying hydrated, following rules and supervision, and wearing proper clothing. However, the score falls just short of the Very High category, suggesting that while students are consistently applying safety measures, there may still be room for improvement in making these practices more thorough and habitual.

The data highlight the multidimensional nature of safety practices in physical education. Warming up and cooling down are essential because they prepare the body for exertion and help muscles recover afterward, thereby reducing the risk of strains and cramps. Proper use of equipment is equally important, as well-fitted and maintained gear provides necessary protection and enhances performance. Hydration safeguards students from fatigue, dehydration, and heat-related illnesses, allowing them to sustain energy and focus during activities. Following established rules ensures fairness and minimizes accidents, as these guidelines are designed not only for discipline but also for safety. Wearing proper clothing, including breathable tops, flexible bottoms, and appropriate athletic footwear, allows students to move comfortably while reducing injuries and preventing accidents such as tripping. Together, these practices create a safe and supportive environment where students can thrive physically and mentally while participating in sports or exercise.

These findings are consistent with the work of Porsanger et al. (2021), who found that structured routines such as equipment checks, clear rules, and risk assessments were consistently implemented in schools, thereby ensuring safe participation, minimizing injuries, and leading to high levels of perceived safety among students. The same authors further established that students feel protected when safety protocols are enforced by teachers, underscoring the critical role of teacher-facilitated implementation. The findings also corroborate the study of Mishra (2025), which found strong awareness of injury prevention among physical education students that reduced risks significantly, while Porsanger (2023) further noted that teachers' specialized knowledge of risk and safety management enhances instructional quality and student confidence. This indicates that the high levels of safety practices observed in the present study reflect both students' internalization of safety principles and teachers' competence in implementing effective safety measures. Furthermore, Fitzgerald et al. (2016) stated that safety guidelines and collaboration between teachers and administrators are important for minimizing injuries related to physical education, affirming that the school has established a solid foundation of safety practices. The closeness of the mean score to the Very High category nonetheless indicates the potential for further enhancement, and improving specific safety measures could elevate practices to the highest level.

Level of attitudes toward physical education among junior high school students

The analysis of attitudes toward physical education revealed that the Junior High School Students of Maayon National High School demonstrate a "High" level of attitude toward physical education, as reflected by a mean of 4.10 and a standard deviation of 0.44. This result was interpreted using the same scale, wherein 4.21 to 5.00 corresponds to Very High and 3.41 to 4.20 corresponds to High. The relatively low standard deviation of 0.44 indicates that students share consistently positive views toward physical education, meaning that they value the role of physical education in promoting health, fitness, and safety. While the result does not reach the Very High category, it nonetheless reflects a strong and positive outlook. Students already recognize the value of physical education, with small areas remaining where their attitudes may be further improved, suggesting that with more encouragement and

engaging activities, their positive views toward physical education could rise to the very high level.

These findings align with the research conducted by Cruz et al. (2021), which reported that Filipino middle school students generally hold favorable attitudes toward physical education, emphasizing the influence of curriculum design and teacher behavior in shaping these perceptions. Similarly, Cruz (2022) found that post-primary Filipino students expressed strong interest in physical activity preferences, with attitudes toward physical education remaining positive across grade levels. These studies reinforce the present result, showing that Filipino learners consistently recognize the value of physical education in their schooling experience. International literature also supports this trend, as Gouveia et al. (2019) demonstrated that positive attitudes among European adolescents toward physical education were closely linked to enjoyment, fitness, and self-concept, suggesting that the favorable perceptions observed in the present study may also contribute to broader developmental outcomes such as improved self-esteem and lifelong interest in physical activity. Calunsag et al. (2020) further established that positive attitudes toward physical education are significantly related to academic performance, underscoring the educational benefits of maintaining high student engagement in the subject. Moreover, Galibo (2025) highlighted that motivation plays a critical role in sustaining positive attitudes toward physical education among secondary school students in Mindanao, which resonates with the present findings, as the high mean score suggests that students are not only motivated but also appreciative of the opportunities physical education provides for physical, social, and emotional growth. Cultural and contextual differences should nonetheless be considered when comparing findings across regions, and the present results highlight that while attitudes are positive, there remains room for further enhancement.

Relationships among safety awareness, safety practices, and attitudes toward physical education among junior high school students

To assess the relationships among safety awareness, safety practices, and attitudes toward physical education, a Pearson product-moment correlation coefficient was computed. The results indicate that all three pairwise relationships are statistically significant at the 0.05 alpha level, leading to the rejection of the null hypothesis which states that there are no significant relationships among safety awareness, safety practices, and attitudes toward physical education among Junior High School Students.

The strongest relationship was found between safety awareness and safety practices ($r = 0.759^*$, $p = 0.000$, $p < 0.05$). This result indicates a strong positive correlation, suggesting that when students are well-informed about safety, they are more likely to put that knowledge into action. Awareness is strongly associated with practices, suggesting it may play a meaningful role in shaping responsible behavior within the physical education setting. This finding is consistent with the study of Nazir (2022), in which safety knowledge among grade school students was significantly related to positive attitudes and responsible behavior, supporting the present finding that awareness serves as the foundation for safe practices. The result further affirms that fostering a strong knowledge base in safety matters translates directly into observable behavioral patterns during physical activity.

A significant but comparatively moderate correlation emerged between safety awareness and attitudes toward physical education ($r = 0.612^*$, $p = 0.000$, $p < 0.05$). This indicates that students who understand safety principles tend to view physical education more positively. The underlying mechanism appears to be that awareness reduces anxiety about possible injuries and builds confidence, allowing students to participate with greater enthusiasm and a more favorable disposition. The slightly lower magnitude compared to the

awareness-practices relationship reflects that safety awareness is one meaningful component of the broader set of factors that shape student attitudes toward physical education, alongside other influences such as curriculum design, teacher support, peer relationships, and personal interest in physical activity. The relationship nonetheless remains statistically and practically meaningful, as it confirms that cognitive awareness of safety contributes to affective orientations toward the subject.

The relationship between safety practices and attitudes toward physical education was found to be moderately strong ($r = 0.666^*$, $p = 0.000$, $p < 0.05$), indicating that students who consistently follow safety measures are more likely to appreciate and value their physical education experiences. Feeling secure and capable of managing risks appears to translate into a more favorable attitude, highlighting the important role of safe practices in shaping how students engage with physical activity. The moderate strength of this relationship also reflects that while safety practices are an important determinant of attitudes, additional factors such as enjoyment of activities, teacher support, peer relationships, and personal interest in sports also contribute to how students perceive physical education. This finding is supported by Palikhe and Singh (2025), who emphasized that both teacher and student safety practices are crucial for fostering safe participation, which in turn promotes favorable attitudes toward physical education, demonstrating that consistently applied safety measures not only protect students from harm but also inspire more active and willing engagement. Furthermore, Porsanger (2023) highlighted the importance of teachers' specialized knowledge of risk and safety management in creating safe learning environments, confirming that safety practices contribute to student confidence and positive perceptions of physical education.

Taken together, the findings of this study present a coherent and evidence-supported account of the interrelationships among safety awareness, safety practices, and attitudes toward physical education among junior high school students. The data confirm that all three variables operate at high to very high levels, with safety awareness yielding a mean of 4.36 (SD = 0.45, Very High), safety practices yielding a mean of 4.20 (SD = 0.46, High), and attitudes toward physical education yielding a mean of 4.10 (SD = 0.44, High). The inferential analysis further establishes that all three pairwise correlations are statistically significant at $p = 0.000$ ($p < 0.05$), with safety awareness and safety practices producing the strongest association ($r = 0.759^*$), followed by safety practices and attitudes ($r = 0.666^*$), and safety awareness and attitudes ($r = 0.612^*$). These results collectively respond to all objectives of the study and contribute to the growing body of literature affirming that safety-centered physical education environments meaningfully shape both student behavior and student affect. The findings provide a substantive empirical foundation that directly informs educational practice, curriculum policy, and teacher development strategies. The actionable insights generated by this analysis provide the basis for the conclusions, recommendations, and proposed action plans presented in the succeeding chapter of this manuscript.

CONCLUSION

The present study examined the safety awareness, safety practices, and attitudes toward Physical Education among Junior High School students of Maayon National High School, Poblacion Tabuc, Maayon, Capiz, during the School Year 2025–2026. Guided by a survey correlational research design, the study involved 307 respondents drawn from a total population of 1,520 junior high school students through stratified random sampling, with sample size determination supported by the Raosoft formula to ensure validity and reliability of the findings. The respondents were composed of students from Grades 7 to 10. Data were gathered

using a validated researcher-made questionnaire consisting of separate instruments for safety awareness, safety practices, and attitudes toward Physical Education. Statistical treatment involved the use of mean and standard deviation for descriptive analysis, while Pearson r was employed to determine the relationships among variables at a 0.05 level of significance.

Findings revealed that the level of safety awareness among junior high school students in Physical Education was very high, indicating that students possess a strong understanding of safety rules, risks, and preventive measures in physical activity settings. The level of safety practices was found to be high, suggesting that students generally demonstrate appropriate behaviors such as proper use of equipment, adherence to instructions, and observance of safety precautions, although not yet at the highest possible level. Similarly, students' attitudes toward Physical Education were rated as high, reflecting generally positive perceptions, motivation, and engagement in PE activities. Furthermore, the results established significant relationships among safety awareness, safety practices, and attitudes toward Physical Education, indicating that these variables are interconnected and mutually reinforcing.

Based on these findings, it can be concluded that higher levels of safety awareness contribute to more responsible and cautious behavior among students, which in turn supports consistent participation in Physical Education activities and promotes a reduced risk of injury. This awareness also strengthens positive attitudes toward Physical Education, as students become more confident, motivated, and engaged in physical activities, thereby reinforcing both enjoyment and lifelong commitment to fitness and wellness. In addition, the strong adherence to safety practices contributes to discipline, responsibility, and the creation of a secure learning environment where both students and teachers can focus more effectively on skill development and meaningful engagement in physical activities. These outcomes further extend beyond the classroom, as safety conscious behaviors and positive attitudes toward Physical Education influence peers and families, contributing to healthier lifestyle choices and a broader culture of well-being.

The significant relationship among safety awareness, safety practices, and attitudes toward Physical Education highlights the importance of integrating cognitive understanding, behavioral consistency, and positive perception in fostering holistic student development. When students are more aware of safety principles and consistently apply them in practice, they are more likely to develop favorable attitudes toward Physical Education and engage in it more meaningfully. This synergy ultimately leads to improved participation, stronger engagement, and the formation of lifelong habits that prioritize health, safety, and responsible involvement in physical activities.

In light of these conclusions, several recommendations are put forward. Students are encouraged to sustain and further strengthen their safety habits by taking shared responsibility for maintaining a safe learning environment and by consistently applying safety practices in both school and everyday activities. Teachers are encouraged to continuously integrate safety education into Physical Education lessons using engaging, student centered, and developmentally appropriate approaches while modeling safe behaviors and reinforcing them through meaningful classroom practices. School administrators are encouraged to provide adequate resources, maintain safe and functional facilities, support teacher training, and implement school wide policies that reinforce a culture of safety as a shared institutional responsibility. Parents are encouraged to reinforce safety awareness and practices at home by modeling healthy behaviors, encouraging proper routines, and maintaining open communication with teachers to ensure consistency between home and school environments. Future researchers are encouraged to further explore the long term effects of safety awareness and practices on injury prevention and lifelong physical activity, as well as examine variations across different demographic groups and school contexts. Further studies may also investigate additional influencing factors such as motivation, peer relationships, teacher modeling, and

innovative instructional strategies to enhance safety awareness, practices, and attitudes in Physical Education.

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