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Associated Determinants and Music Genres in A Few Fitness Facilities

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Abstract: ***Exercisers often listen to music as they work out, which may boost their levels of motivation and good affect respectively. It is possible to play it through a sound system while you are working out. The purpose of the research was to look at the different types of music that are played in various fitness centers and analyze the factors that are connected with certain types of music. It used an exploratory approach to the study design. A community in which there are a total of four fitness centers was chosen for this experiment. Research was conducted on each and every teacher working at those centers. It was determined to adopt a key informant interview (KII) guide. In order to identify the differences that were statistically significant, a one-way ANOVA and Tukey post hoc tests were carried out. According to the results of the research, classical music was listened to the most, with a mean of 5.177.06 times, whilst twist was listened to the least, with a mean of 0.750.82 times. Only listening to classical music was substantially (p 0.05) different between fitness centers 1 and 2, but in general, there were no significant changes among the various fitness centers. The kind of exercise, the client's age, and their religious affiliation were revealed to be key predictors. Other factors that were taken into consideration were the customers' health, as well as their personal interests, objectives, goals, and role models, as well as the clients' requests, the time of day, and the gender of the instructor.***

Keywords: Fitness Centres, Genre, Determinant Playlist, Music, Exercise.

1. INTRODUCTION

It is commonly known that exercise has positive effects on one's body, including lowering the chance of death at an early age (Jakicic et al., 2018) as well as the risk of developing chronic illnesses such as cardiovascular disease (Malm et al., 2019). Working out not only alleviates some of the negative effects of depression but also serves as a preventive step for issues related to mental health (Harvey et al., 2018). However, a significant number of individuals fail to exercise frequently because they lack the incentive to do so, which results in less activity overall. Stork et al. (2019) and Ballmann (2001) found that exercising while listening to music

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increased both exercisers' levels of motivation and their levels of positive affect (2021). It is possible for it to be played via a sound system while individuals work out in a fitness center.
There has been a lot of study done on how people utilize music in their daily lives. The primary use for it is in the management of affect and mood (Silverman et al., 2020; Krause et al., 2020). The primary focus of the research that has been done on the use of music as a motivating tool in athletics and physical activity has been to improve performance. Studies have been conducted on its effects, with positive findings, on intensity (Feiss et al., 2021; Kose & Atli, 2019), rate of perceived exertion (RPE) (Terry et al., 2020; Nikol et al., 2018), affect (Feiss et al., 2021; Nikol et al., 2018), and strength (Hutchinson et al., 2018; Bigli According to Karageorghis (2020), listening to music while engaging in an endurance activity involving repeated movement results in a reduction in the sensation of effort, a rise in output, and an improvement in affect. They propose that the capacity of motivational music to increase positive affect leads to an effect on psychological states, even at high intensities, and that this may increase adherence to exercise, although this is speculative. In the second part of their review (Karageorghis et al., 2018), they suggest that motivation and affect are linked, and they propose that the capacity of motivational music to increase positive affect leads to an effect on psychological states.
In addition, Chair et al. (2021), as part of their comprehensive analysis of the use of music in physical exercise, give a meta-theory of the many components that may be at play. In addition to discussing the behavioral, psychological, and neurophysiological effects, they also discuss the interactions between variables like Background and entrainment of cultures (the time at which physiological processes, such as pulse or movement, are synchronized with music), physiological arousal and subjective experience. This lends credence to the idea that the use of music while exercise may be significant to a variety of physical and psychological effects. It is the interaction between these two factors, as stated by Chair et al. (2021), that may result in adherence. There has been a significant amount of study undertaken about the relationship between music and physical exercise. On the other hand, there is a paucity of information about the precise musical genres that were used and the rationale for their selection. The purpose of this research was to look at the many types of music that are played in various fitness centers and analyze the factors that are connected with those genres.

2. MATERIALS AND METHODS

The method of research used in the study was called exploratory. For the purpose of the research, we chose to look at information from four (4) different gyms situated in the same town. For the sake of maintaining confidentiality, the four centers were given the names FC1, FC2, FC3, and FC4. This town is home to one of the largest cities in the area, which puts it in a prime location for academic pursuits. It is home to a populous that is made up of people from a wide variety of cultural, educational, and economic origins, amongst other types of backgrounds. Because of the large population, fitness centers are an essential need in order to provide services to those who are interested in engaging in physical activity but do not have access to locations that can satisfy their needs.
Respondents for the research were fitness instructors working at the various fitness centers that were chosen since these individuals are often in charge of the fitness programs, which includes the choosing and playing of songs during workouts. As a result, they were the most important sources of information. The administrators of the fitness centers were approached in order to

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seek permission to carry out the research. All of the teachers who worked at the various centers and gave their permission to take part in the study were analyzed. It was determined to adopt a key informant interview (KII) guide. It included both a quantitative element, which aimed to determine the frequency with which a certain music genre is played, and a qualitative part, which allowed for the investigation of the factors that are related with the selection of music genres. Both of these parts were combined into one. It underwent preliminary testing in two distinct fitness centers that were, in terms of their defining qualities, comparable to the ones that were the focus of the main research. After then, it was modified so that it would be appropriate for the real data collecting. Interviews were conducted with a total of twenty different lecturers from each of the four research locations.

The current version of the statistical software for the social sciences (SPSS) was used for the data entry, verification, and cleaning processes. The interviewer took notes on the qualitative data, which were then subjected to thematic analysis. Utilizing descriptive and inferential statistics at a significance level of 0.05 was necessary in order to conduct an analysis of quantitative data. The means, the standard deviations, the frequencies, and the percentages were all included in the descriptive statistics. One-way ANOVA and Tukey post hoc tests were utilized to figure out whether or not there was a significant difference in the means of the four different gyms.

3. RESULTS

A breakdown of the responders according to the various gyms

When the research was being conducted, the distribution of respondents across the four study centres is shown in Table 1. The number of fitness instructors a fitness center employed was directly proportional to the number of members it served and varied greatly from one facility to the next.

Table 1: The distribution of responders according to the number of fitness centers (n=20).

Centre	Number (No.)	Percent (%)
FC1	2	10
FC2	7	35
FC3	5	25
FC4	6	30
Total	20	100

Note: FC= Fitness centre

Styles of music often played at gyms

As shown in Table 2, it was found that classical music was most played with a mean of followed by pop music. The music genre least played was twist with a mean of and gospel with mean of being second least played.

As shown in Table 2, it was found that classical music was played the most often, with a mean frequency of 5.17±7.06, while popular music was played the least frequently, with a mean frequency of 4.38±9.89. With a mean of 0.75±0.82 plays, the music genre that was played the least was twist. Gospel was the genre that was played the second-least, with a mean of 1.00±1.81 plays.

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Table 2: The average number of instances of the music genre being played (n = 20)

Music genre	Mean	Standard deviation
Twist	0.76	0.83
Bongo	1.50	2.59
Lingala	1.18	2.24
Rhumba	1.18	2.24
Gengetone	1.34	2.28
Dancehall/riddim	3.34	7.69
Regae (lovers rock & roots)	2.23	3.40
Afrobeat	5.75	8.52
Gospel	1.02	1.82
Classical	5.18	7.07
R n B	2.39	4.51
Hiphop	3.55	6.22
Rock	1.18	1.40
Pop	4.39	9.90

Variation in terms of the frequency with which various types of music are played

A one-way analysis of variance was carried out to assess whether or not there was a significant difference in the means of the frequency with which various types of music were played in the fitness centers (Table 3).

Table 3: Variation in terms of the frequency with which various types of music are played

Music genre	Statistical test
Twist	F (3,15) =0.884, p=0.473
Lingala	F (3,15) =0.152, p=0.928
Rhumba	F (3,15) =0.073, p=0.975
Gengetone	F (3,15) =0.215, p=0.886
Dancehall/riddim	F (3,15) =0.990, p=0.425
Regae (lovers rock & roots)	F (3,15) =0.778, p=0.526
Afrobeat	F (3,15) =2.218, p=0.129
Gospel	F (3,15) =1.222, p=0.337
Classical	F (3,15) =10.008, p=0.001
R n B	F (3,15) =2.613, p=0.089
Hiphop	F (3,15) =3.806, p=0.034
Rock	F (3,15) =0.574, p=0.643
Pop	F (3,15) =1.510, p=0.254
Bongo	F (3,15) =1.666, p=0.218

According to the findings of the one-way analysis of variance (ANOVA), there was a significant difference in the mean number of times hip hop music was played (F(3,15)=3.806, p=0.034). In addition, there was a statistically significant difference (F(3,15)=10.008, p=0.001) in the mean amount of times classical music was played. It was determined, with the use of a Tukey post hoc test, which gyms had significantly different mean counts of hip-hop and classical music playing, and which ones did not (Table 4).

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Table 4: The relative significance of classical music and hip-hop across various fitness centers

1st fitness centre	2nd fitness centre	Significance	
		Hiphop	Classical
FC1	FC2	0.174	0.000
	FC3	0.998	0.063
	FC4	0.999	0.006
FC2	FC1	0.174	0.000
	FC3	0.080	0.103
	FC4	0.062	0.639
FC3	FC1	0.998	0.63
	FC2	0.080	0.103
	FC4	1.000	0.585
FC4	FC1	0.999	0.006
	FC2	0.062	0.639
	FC3	1.000	0.585

Despite the fact that the ANOVA test revealed significant differences, the comparison of the individual centers revealed that there was not a significant ($p>0.05$) difference in the hip hop music that was played. On the other hand, when comparing fitness center 1 with fitness center 2 with respect to the amount of classical music that was played, a statistically significant (p 0.05) difference was discovered.

Factors that have a role in deciding which kind of music to listen to

The results of KIIs showed that a number of different variables influence the choice of music genre that is played in the fitness centers that were investigated. It was observed that the kind of exercise performed was a key determining factor across all of the fitness centers. It was alleged that during training sessions, instructors switched either the pace of the music played within the same music genre or the music genre played depending on the sort of activity or workout being performed. In the majority of instances, classical music is played from the very beginning to the very conclusion, and the same is true for individuals who enjoy other genres of music. Jogging and running in a circle are just two of the many types of warm-ups that are performed at the beginning of each and every session. The race begins without any music being played, and it is not until the fourth lap that music is played. During this time, beats are played first, then melody, and lastly melody with light accompaniments that progressively build in volume. This continues until the end of the race. After that comes aerobics with the volume turned all the way up, then various exercises like press-ups and squads, and finally a cool-down period. As the participants transition from one kind of aerobic activity to another, there is a progressive diminuendo in the level of the music, and then the beats are played as the last activity. This necessitated switching up the music as the exercisers moved up a level in order to keep things interesting.

Second, it was observed that the age of the customers was a significant factor in determining the outcome. The teachers say that a person's flexibility declines with age. When compared to the older customers, who are less flexible, the younger clients are able to easily carry out quick motions due to their increased flexibility. In order to accommodate this, the teacher would play

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several types of music and perform each genre at a speed that was appropriate for the age range that comprised the majority of participants in a given class.

Another important factor that was discovered was religious affiliation. The educators emphasized the need of showing respect for the beliefs and practices of all people. They said that everyone should be treated with respect regardless of their religious beliefs. In the event that it became necessary to play religious music, the playlist would include songs from a variety of faiths to ensure that everyone was satisfied. In addition, they said that the purpose of fairness was to make certain that no one thinks they are better than another person because of the faith they practice.

Some of the respondents said that while choosing a musical genre to be performed, it might often depend on personal interests, objectives, goals, and role models. His musical inclination was affected by the instructor. For example, a teacher stated, "I can't fathom listening to other forms of music since I adore pop so much. Pop is thus my best and first option in all I do." Other teachers said that they made music in accordance with their goals or idealized figures. "I like listening to music that reflects my goals, and I believe that hip-hop is the genre to which I can most easily identify," a participant said. According to another responder, "I discover that dancehall speaks about what I'm leaving behind and what I'm becoming when I listen to the music of the people I want to become. I want to dance, and that is all the motivation I need to shed a few pounds." Similar to this, another responder said, "When I'm going through difficult times or exerting a lot of effort, I like to listen to music that I can relate to. Afrobeat helps me feel connected to my roots, my personality, and everything else, and it gives me the confidence to be who I was meant to be and accept myself and change for the better."

Other factors that were identified, albeit given less weight, were the customers' health state, their requests, the time of day, and the instructor's sex. Concerning health, the teacher played music at a slower speed if a customer had a health issue, such as fractures, in order to prevent exacerbating the situation. The instructors responded that, unless there are special circumstances, consumers must eat what is provided upon request. They argued that since it is impossible to satisfy everyone, giving in to demands from customers would result in chaos. In addition, several of the teachers said that the time of day will influence a student's motivation and ultimately the playlists they choose, depending on whether they are energized or exhausted. Regarding the instructor's gender, just one respondent said that it affected the selection of music. "Different male and female hormones have an impact on a person's mood, which in turn affects their personal preference in music and other activities like hobbies," the respondent claimed.

In conclusion, the teachers said that, despite the fact that they did not come from musical backgrounds, they were provided with instruction on how to run the sessions. They said that the training package included a variety of topics, such as exercise physiology, monitoring of customers while exercising, injuries, as well as music, among other topics. This improved their capability in the management of the sessions while they were exercising.

4. DISCUSSION

According to the findings of the study, the genre of music most often played in fitness centers is classical. This may be related to the beneficial impacts that classical music has, particularly the psychological advantages. This is consistent with findings from research conducted by Silverman et al. (2020) and Krause et al. (2020), in which the researchers said that music has

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the ability to control one's mood and affect. In addition, this is consistent with the hypothesis that was presented by Chair et al. (2021) on the neurophysiological responses to music. In addition, the fact that instructors went through trainings that were extensive and advised the types of music to be utilized during exercises may be a contributing factor in the selection of classical music as the background soundtrack for the workouts.

According to the results of the research, a crucial factor in deciding which songs to include on a fitness playlist is the sort of activity being performed. This is because the kinds of motions that are to be carried out in a given workout need to be appropriate for the style of music that is being performed. These would be significantly contributed to by the music's rhythm and pace in a significant way. Similarly, Feiss and colleagues (2021) discovered that the tempo of walking or running on a treadmill impacted the pace of the activity. Kose and Atli (2019) discovered that when the tempo was raised by a tiny amount, participants increased the amount of effort they put into riding a stationary bike, and that participants appreciated faster music more. The results of other investigations were quite similar. According to Pottratz et al. (2021), variations in dominant attentional styles across individuals had an impact on RPE. Dissociative styles were linked to lower RPE during greater intensity exercise than associative styles. According to Bigliassi et al. (2018), music may reduce the rate of perceived effort (RPE) during strength training by using a dissociative technique. Chair et al. (2021) and Sekyung (2021) came to the same conclusions on the rhythmic components that are important to exercise.

In addition, in order to get the results you want, it is essential to change up the music that you listen to depending on the kind of activity you are doing. The use of music with a variety of styles and tempos creates a novel experience for the exerciser, which helps to encourage continuity on their part and keeps them motivated. Greb et al. (2018) made the suggestion that music may be beneficial to persons who have high degrees of extraversion and thrive in highly stimulating situations to break up the monotony of chores like cleaning and running. This tends to be in line with their findings, as it is generally the case that this is the case. Other aspects of an instructor's personality, such as his or her personal interests, ambitions, objectives, and role models, were shown to be significant predictors of motivation in the research. These aspects ultimately play a part in the motivation of the instructor. This is owing to the fact that, regardless of the influence of external variables, one's own personal considerations play a significant part in determining one's choice or preference and, ultimately, in coming to a decision about what course of action to pursue.

5. CONCLUSION

According to the findings of the study, the kind of music that is regarded to be played at fitness centers the most often is classical music, while the type of music that is thought to be played the least frequently is twist music. The kinds of music that were performed were highly influenced by a number of different things that were quite important. These elements included the kind of physical activity that was being performed, the age of the consumers, and the religious affiliation of the customers. It was shown that other components of personality, such as the instructor's own interests, goals, aims, and role models, are major determinants in affecting student performance. These aspects of personality include the following: When it came to selecting the songs to play on the playlist, it was discovered that the health conditions of the customers, the requests made by the customers, the time of day, and the sex of the

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instructor were all taken into consideration; however, none of these factors had a particularly significant impact on the process of making the decision.

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