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Academic resilience, exercise self-efficacy, and perceived wellness of Filipino college freshmen

Resiliencia académica, autoeficacia en el ejercicio y bienestar percibido de los estudiantes filipinos de primer año de universidad

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Abstract
This quantitative study examined the influence of academic resilience and exercise self-efficacy on the perceived wellness of 298 first-year college students enrolled in Physical Education 1 – Movement Enhancement at Davao del Norte during the academic year 2023–2024. Three validated survey instruments were used to measure academic resilience, exercise self-efficacy, and perceived wellness. Descriptive statistics, Pearson correlation, and regression analyses were conducted. Results revealed that academic resilience was generally high, exercise self-efficacy was moderate, and perceived wellness was frequently experienced. Significant positive correlations were found between academic resilience and perceived wellness, and between exercise self-efficacy and perceived wellness. Regression analysis identified academic resilience as a significant predictor of perceived wellness, while exercise self-efficacy was not. The study recommends institutional support for physical activity and wellness programs that strengthen students' resilience and promote holistic well-being.

Keywords: academic resilience; exercise self-efficacy; perceived wellness; college students; physical activity programs

Resumen
Este estudio cuantitativo examinó la influencia de la resiliencia académica y la autoeficacia para el ejercicio en el bienestar percibido de 298 estudiantes universitarios de primer año matriculados en Educación Física 1 – Mejora del Movimiento en Davao del Norte durante el año académico 2023–2024. Se utilizaron tres instrumentos de encuesta validados para medir la resiliencia académica, la autoeficacia para el ejercicio y el bienestar percibido. Se realizaron análisis estadísticos descriptivos, correlación de Pearson y análisis de regresión. Los resultados mostraron que la resiliencia académica fue generalmente alta, la autoeficacia para el ejercicio moderada y el bienestar percibido se manifestó con frecuencia. Se encontraron correlaciones positivas y significativas entre la resiliencia académica y el bienestar percibido, así como entre la autoeficacia para el ejercicio y el bienestar percibido. El análisis de regresión identificó la resiliencia académica como un predictor significativo del bienestar percibido, mientras que la autoeficacia para el ejercicio no lo fue. El estudio recomienda el apoyo institucional a actividades físicas y programas de bienestar que fortalezcan la resiliencia estudiantil y promuevan el bienestar integral.

Palabras clave: resiliencia académica; autoeficacia para el ejercicio; bienestar percibido; estudiantes universitarios; programas de actividad física

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Introduction

Wellness is a multidimensional concept that extends beyond the absence of disease to encompass the psychological, social, emotional, physical, intellectual, and spiritual aspects of human life (Ryan & Deci, 2020). It represents a dynamic equilibrium among these domains, where disruption in one area can affect others and diminish overall well-being (Wang & Hu, 2023). In higher education, the cultivation of self-care and holistic wellness among students has become a growing concern, as many encounter stressors that negatively affect their academic and personal functioning (American College Health Association, 2023). Limited engagement in health-promoting behaviors and reluctance to seek professional help highlight the urgent need for accessible and comprehensive wellness initiatives (Savolainen et al., 2023).

Physical activity is a central determinant of wellness, yet many college students fail to meet recommended activity levels, adversely affecting their overall health and academic performance (Herbert, 2022). Alongside this, academic resilience—defined as the capacity to persevere and adapt to academic challenges—has been identified as a key psychological factor linked to engagement and achievement (Rodríguez-Fernández et al., 2018). Understanding how these factors interact with perceived wellness is essential for developing effective interventions that promote student well-being (Largo-Wight et al., 2018).

Globally, declining levels of student wellness are linked to sedentary lifestyles and modern stressors (Lesser, 2020). In the Philippines, mental health issues such as anxiety and depression remain prevalent among youth and are associated with low participation in physical activity (World Health Organization, 2020; Egcas et al., 2021). Local studies in Davao del Norte similarly report insufficient exercise engagement and increasing psychosocial distress among students (Baria & Gomez, 2022).

While exercise self-efficacy—one's belief in the ability to sustain exercise despite obstacles—is a known predictor of wellness (Han et al., 2022), few studies in the Philippine context have examined how it interacts with academic resilience to influence perceived wellness. Existing literature tends to address these variables separately, leaving a gap in understanding their combined impact on holistic student well-being (Pituk,

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2019). Given the evolving educational landscape shaped by digital learning and shifting student behaviors, investigating these interrelations is timely and essential.

Hence, this study aims to examine the influence of academic resilience and exercise self-efficacy on the perceived wellness of first-year college students in Davao del Norte. Findings from this research are expected to provide empirical insights that inform institutional wellness programs, support CHED policy development, and contribute to the broader academic discourse on student resilience and well-being.

Statement of the Problem

The primary purpose of this study is to determine if students' academic resilience and exercise self-efficacy serve as predictors of perceived wellness among college freshmen students in Davao del Norte. Specifically, this research seeks to ascertain the level of student academic resilience, as measured by perseverance, reflective and adaptive help-seeking, and negative affect and emotional response. It will also examine the level of exercise self-efficacy among these students, considering situational/interpersonal factors, competing demands, and internal feelings. Furthermore, the study aims to assess the level of student perceived wellness across its six dimensions: psychological, emotional, social, physical, spiritual, and intellectual. Crucially, the research will investigate whether a significant relationship exists between student academic resilience and student perceived wellness, and similarly, between exercise self-efficacy and student perceived wellness. Finally, the study will determine if student academic resilience and exercise self-efficacy collectively and significantly influence student perceived wellness.

Hypotheses

Based on the research questions, the following null hypotheses are posited to guide further investigation at a 0.05 level of significance: Firstly, there is no significant relationship between students' academic resilience and their perceived wellness among college freshmen students. Secondly, no significant relationship is hypothesized between exercise self-efficacy and students' perceived wellness among college freshmen students. Lastly, it is hypothesized that students' academic resilience and exercise self-efficacy do not significantly influence students' perceived wellness.

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Methodology

This study utilized a quantitative research design, specifically a descriptive and correlational approach, to examine the relationships between academic resilience, exercise self-efficacy, and the perceived wellness of first-year college students. Quantitative research emphasizes objective measurements and data analysis from questionnaires and surveys to draw inferences about populations or elucidate specific occurrences (Apuke, 2021). Furthermore, correlational research measures two variables to evaluate their statistical relationship in a non-experimental setting (Wubante, 2020). This design was chosen for its suitability in gathering quantitative data via adapted questionnaires to assess academic resilience, exercise self-efficacy, and perceived wellness among first-year college students. It also facilitated the examination of hypotheses regarding the presence of relationships between these variables and aimed to determine their influence on the perceived wellness of first-year college students across three selected colleges in Davao del Norte.

The participants were first-year college students from three tertiary institutions in Davao del Norte, enrolled in the academic year 2023–2024. These institutions were specifically chosen due to their provision of PATH FIT 1–Movement Enhancement. From an aggregate population of 1,325 students, a sample size of 298 was determined using Raosoft, Inc. web survey software, ensuring a 95% confidence level and a 5% margin of error. Stratified random sampling was employed to ascertain the appropriate sample size for each institution, facilitating the division of the population into smaller, distinct subgroups (strata) based on shared characteristics (Nguyen et al., 2021).

This study utilized three sets of adapted survey questionnaires as its primary research instruments. Each instrument underwent validation by a panel of experts and was pilot-tested with a sample of students from a tertiary school possessing similar characteristics to the direct respondents. The Perceived Wellness Instrument was adopted from Adams et al. (1997), as used in their study *"The Conceptualization and Measurement of Perceived Wellness: Integrating Balance Across and Within Dimensions."* This questionnaire comprises 36 items, with six items allocated to each of the following indicators: psychological wellness, emotional wellness, social wellness, physical wellness, spiritual wellness, and intellectual wellness. Respondents rated the

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extent to which each item represented their perceived wellness using a 5-point Likert scale, ranging from 1 ("strongly disagree") to 5 ("strongly agree"). The Academic Resilience Scale was adopted from Cassidy (2016), as utilized in the study *"Academic Resilience Scale: A New Multidimensional Construct Measure."* This questionnaire consists of 30 items, specifically categorized into 14 items for perseverance, 9 items for reflecting and adaptive help-seeking, and 7 items for negative affect and emotional response. Respondents were tasked to rate the extent to which each item represented their psychological well-being using a 5-point Likert scale, ranging from 1 ("strongly disagree") to 5 ("strongly agree"). The Exercise Self-Efficacy Instrument was adopted from Bebeley et al. (2017), as employed in their study *"Physical Exercise Self-Efficacy for Students for College Students' Level of Motivation in Physical Activity."* This questionnaire comprises 18 items, with six items for situational/interpersonal school, five items for competing demands, and seven items for internal feelings. Respondents were asked to rate their exercise self-efficacy using a 5-point Likert scale, ranging from 1 ("strongly not confident at all") to 5 ("very confident"). The parameter limits for presenting the data for perceived wellness, academic resilience, and exercise self-efficacy were provided in the Likert interpretation tables, which were relocated to the *Appendix A* for brevity.

Prior to inferential analysis, assumption testing was conducted to ensure the validity of the statistical procedures. The normality of the data was verified through the Shapiro–Wilk test and visual inspection of histograms and Q–Q plots, confirming that the variables approximated a normal distribution. Linearity was established based on scatterplot analyses and significant Pearson correlations among the study variables, indicating a positive linear relationship. Multicollinearity diagnostics showed acceptable tolerance values and variance inflation factors (VIF < 5), suggesting that the predictors were independent of one another. Homoscedasticity was confirmed through an examination of standardized residuals, which indicated constant variance across predicted values. Finally, the independence of errors was assured since each participant responded individually, meeting the assumption of uncorrelated residuals.

The data collection process began with securing ethical approval from the Research Ethics Committee (REC), followed by obtaining endorsement and approval

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letters from the directors and presidents of the participating institutions. Copies of these approvals were then provided to the respective Deans and Program Heads. Upon identification of the selected respondents, the researcher conducted an in-person general orientation to elaborate on the study's purpose and procedures. Crucially, informed consent was obtained from all participants, with signed Informed Consent Forms (ICF) confirming their voluntary involvement; assistance was provided to those who needed it. Throughout this phase, strict adherence to ethical considerations, particularly data privacy and the protection of respondents' anonymity and confidentiality, was maintained. Following consent, the researcher personally administered the survey questionnaires face-to-face, coordinating with respondents to set convenient dates and times. Before commencing, respondents were reminded of the ethical considerations surrounding data collection. Each participant was allotted 40 minutes to complete the three sets of questionnaires, which were then personally collected by the researcher. Finally, the collected raw responses were validated and collated into password-protected MS Excel files over one week, with careful double-checking to ensure all items were fully answered. These collated data were then submitted to a graduate school statistician via zip files for statistical analysis using SPSS software, after which the final analyzed data were returned to the researcher for drawing conclusions and discussing findings through tables and descriptive interpretations.

Results

The results revealed that students demonstrated a generally high level of academic resilience (Table 1), particularly in terms of perseverance and reflective help-seeking behaviors. As shown in the consolidated analysis, perseverance obtained an overall mean of 3.71 (SD = 0.46), described as high, indicating that most students persist despite academic setbacks. Likewise, reflective and adaptive help-seeking scored very high (M = 4.22, SD = 0.57), suggesting that students effectively employ self-assessment and adaptive learning strategies to overcome challenges. Meanwhile, the domain of negative affect and emotional response registered a moderate level (M = 2.94, SD = 0.84), implying that students manage emotions well but may benefit from improved coping mechanisms when faced with academic stress. Collectively, these findings

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highlight that college freshmen possess strong motivational and self-regulatory characteristics, consistent with literature emphasising the role of self-directed strategies in academic success (Li, 2024; Hoffmann, 2020).

In terms of exercise self-efficacy, students exhibited a moderate level across all three dimensions: situational/interpersonal (M = 3.39, SD = 0.80), competing demands (M = 3.14, SD = 0.86), and internal feelings (M = 3.15, SD = 0.95) (Table 1). This indicates that while students are confident in maintaining exercise habits during favorable circumstances, their self-efficacy tends to decline when faced with competing responsibilities, negative emotions, or physical discomfort. These results mirror Devereux-Fitzgerald's (2016) assertion that multiple life demands often hinder consistent engagement in physical activity among young adults.

Regarding perceived wellness, results showed overall high to very high levels across its six dimensions. Spiritual wellness emerged as the most prominent domain (M = 4.51, SD = 0.68), reflecting a strong sense of life purpose and optimism among students (Table 1). Psychological (M = 4.14, SD = 0.61) and emotional wellness (M = 4.06, SD = 0.64) were also high, suggesting positive outlooks, self-worth, and emotional stability. Social wellness followed with a high level (M = 3.85, SD = 0.65), demonstrating that most students benefit from supportive peers and family networks. Intellectual (M = 3.81, SD = 0.72) and physical wellness (M = 3.50, SD = 0.72) also rated as high, indicating active cognitive engagement and generally favorable health perceptions. Overall, these results underscore a balanced sense of well-being among students, with strengths in spiritual and psychological dimensions The complete instrument used to measure academic resilience, exercise self-efficacy and perceived wellness and detailed dataset are provided in *Appendix B* for reference.

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Table 1 Summary of Students' Levels of Academic Resilience, Exercise Self-Efficacy, and Perceived Wellness

Variable	Dimension	Mean (M)	SD	Qualitative Description
Academic Resilience	Perseverance	3.71	0.46	High
	Reflective and Adaptive Help-Seeking	4.22	0.57	Very High
	Negative Affect and Emotional Response	2.94	0.84	Moderate
	Overall Academic Resilience	3.62	0.62	High
Exercise Self-Efficacy	Situational/Interpersonal	3.39	0.80	Moderate
	Competing Demands	3.14	0.86	Moderate
	Internal Feelings	3.15	0.95	Moderate
	Overall Exercise Self-Efficacy	3.23	0.87	Moderate
Perceived Wellness	Psychological	4.14	0.61	High
	Emotional	4.06	0.64	High
	Social	3.85	0.65	High
	Spiritual	4.51	0.68	Very High
	Intellectual	3.81	0.72	High
	Physical	3.50	0.72	High
	Overall Perceived Wellness	3.98	0.67	High

As summarized in the correlation analysis, academic resilience exhibited a significant positive relationship with perceived wellness ($r = 0.253$, $p < 0.001$), while exercise self-efficacy also showed a significant but weaker positive correlation ($r = 0.160$, $p < 0.005$) (Table 2). These results suggest that both constructs contribute to students' well-being, though academic resilience plays a more prominent role.

Table 2 Correlation Between Academic Resilient and Exercise Self-Efficacy, and Perceived Wellness

Independent Variable	r value	p-value	Decision on H_0	Decision on Relationship
Academic Resilient & Perceived Wellness	0.253^{**}	0.000	Reject	Significant
Exercise Self-Efficacy & Perceived Wellness	0.160^{**}	0.005	Reject	Significant

*p < 0.05, **p < 0.01; indicates level of significance.

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Multiple regression analysis further established that academic resilience significantly predicted perceived wellness ($\beta = 0.246$, $t = 3.776$, $p < 0.001$), whereas exercise self-efficacy did not ($\beta = 0.056$, $t = 1.445$, $p = 0.149$) (Table 3). The model accounted for approximately 7.1% of the variance in perceived wellness ($R^2 = 0.071$; $F = 11.217$, $p < 0.001$), indicating that while academic resilience substantially influences well-being, other psychosocial variables may also contribute. The resulting regression equation,

Perceived Wellness = 2.908 + 0.246 (Academic Resilience), underscores the essential role of resilience in shaping holistic student wellness within the academic context.

Table 3 Significance of the Influence of Academic Resilience and Exercise Self-efficacy on Perceived Wellness

Model	Unstandardized Coefficients		Standardized Coefficients	t value	p value	Decision on H_o	Decision
	B	Std. Error	Beta				
(Constant)	2.908	.229		12.688	.000		
Academic Resilient	.246	.065	.225	3.776	.000	Reject	Significant
Exercise Self Efficacy	.056	.039	.086	1.445	.149	Accept	Not Significant

*R= 266; R Square = .071; F = 11.217; Sig. = .000

Discussion

The findings affirm that academic resilience plays a pivotal role in promoting students' overall wellness, aligning with a growing body of evidence highlighting resilience as a determinant of academic and personal success (Ryan & Beamish, 2018; Hu et al., 2022; Tang et al., 2019). Students in this study exhibited perseverance and adaptability, traits that enable them to recover from academic setbacks and sustain engagement in learning. The strong presence of reflective and adaptive help-seeking behavior suggests that students view challenges not as obstacles but as opportunities for growth—reflecting the self-regulated learning behaviors emphasized by Li (2024). This adaptive mindset mirrors the collectivist cultural orientation in Filipino education, where

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interpersonal connectedness and community support foster collaborative resilience. The moderate emotional regulation observed may also point to cultural tendencies toward emotional restraint, which can stabilize performance but may obscure stress-related difficulties that require attention. Hoffmann (2020) noted that students' preference for cognitive reappraisal and expressive suppression could explain this moderated emotional expression.

In contrast, students demonstrated only moderate levels of exercise self-efficacy, revealing important contextual dynamics. While prior research (Alyahya et al., 2021; Wang et al., 2020) consistently associates higher exercise self-efficacy with better adherence to physical activity, the present findings suggest that situational constraints—such as limited facilities, academic workload, and time scarcity—may restrict students' capacity to maintain exercise routines. These findings echo those of Liu et al. (2024) and Jones and Taylor (2023), who reported that academic pressures and competing demands negatively affect students' confidence in sustaining regular physical activity. The moderate efficacy across emotional and interpersonal domains suggests that while students may recognize the value of physical activity, this recognition does not consistently translate into behavior, particularly in collectivist contexts where academic excellence is often prioritized over personal recreation. In the Philippine setting, cultural norms of family expectation and the prioritisation of academic success over leisure and self-care have been documented (Campoamor-Olegario et al., 2025). Additionally, socioeconomic constraints such as limited financial and resource access are prominent barriers to exercise participation (Marcos & Galut, 2024). Hence, the weak predictive effect of exercise self-efficacy on perceived wellness in this population may reflect not a lack of awareness of physical activity's benefits, but rather sociocultural and structural limitations that hinder consistent engagement in exercise.

Perceived wellness exhibited varied patterns across dimensions. Psychological, emotional, and intellectual wellness were moderately high, suggesting that students possess awareness of their internal states and maintain cognitive engagement, consistent with Eckland and Thompson (2023) and Kearns (2024). The strength of social and spiritual wellness aligns with the centrality of communal belonging and faith in Filipino life, which provide protective buffers against stress (Datu et al., 2025). These dimensions

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may compensate for weaker physical wellness, highlighting that well-being in collectivist cultures can be sustained through relational and spiritual coherence even when physical health practices are inconsistent. This interplay underscores Ryan and Deci's (2020) self-determination framework, which posits that wellness arises from the fulfillment of psychological and social needs within one's cultural context.

The correlational analyses revealed that academic resilience was positively associated with perceived wellness, confirming that resilient students tend to experience better overall well-being (Rodríguez-Fernández et al., 2018; Im Jin & Kim, 2017). However, exercise self-efficacy showed only a weak correlation with wellness, suggesting that confidence in physical activity alone is insufficient to shape holistic well-being among college students in this context. This divergence from prior findings (e.g., Han et al., 2022) may indicate that the pathways through which physical activity affects wellness are mediated by other factors, such as academic stress, social connectedness, or institutional support. In environments where academic resilience is highly valued and reinforced through educational norms, students may derive well-being more from scholastic mastery and peer relationships than from exercise habits.

Regression results further confirm that academic resilience significantly predicts perceived wellness, whereas exercise self-efficacy does not. The dominance of resilience as a predictor reflects the academic-centric orientation of Philippine higher education, where success, persistence, and social support structures (e.g., instructor emotional support) are closely tied to student well-being (Lobo, 2024). National data also indicate low levels of physical activity among Filipino youth and persistent gaps in translating policy into accessible programs and community infrastructure, which helps explain why physical confidence alone may not translate into consistent activity or improved wellness (Cagas et al., 2022). Field studies of Filipino college students identify competing demands, time constraints, and socioeconomic barriers as recurrent obstacles to exercise participation (Puen et al., 2021; Marcos & Galut, 2024), while recent large-sample work highlights how cultural and institutional factors shape the relationship between health behaviours and well-being in the Philippine tertiary context (Campoamor-Olegario et al., 2025). Together, these Philippines-specific studies suggest that the nonsignificant

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predictive power of exercise self-efficacy likely reflects sociocultural and structural limitations rather than low awareness of exercise benefits.

Taken together, these findings expand existing wellness models by situating them within a local cultural and educational framework. Academic resilience emerged as a culturally embedded, contextually reinforced determinant of well-being, while exercise self-efficacy, though conceptually relevant, appeared contextually constrained. This underscores the need for integrative wellness programs that recognize the cultural values, institutional realities, and behavioral patterns of Filipino students. Enhancing perceived wellness therefore requires not only fostering resilience and self-regulation but also creating supportive environments that make physical activity accessible, valued, and sustainable within students lived realities.

Conclusion

This study demonstrates that first-year college students in Davao del Norte exhibit high levels of academic resilience, moderate exercise self-efficacy, and generally positive perceptions of wellness. The significant correlation between academic resilience and perceived wellness underscores resilience as a crucial determinant of students' holistic development, consistent with theories linking adaptive coping and self-regulation to well-being. Conversely, the weaker predictive role of exercise self-efficacy suggests that physical confidence alone may not sufficiently enhance wellness within this academic and cultural context, where educational priorities and social expectations often take precedence over physical activity.

The findings contribute to the broader understanding of wellness by emphasizing the contextual nature of its predictors. Academic resilience emerged as both a psychological and socio-cultural resource that enables students to sustain motivation, manage challenges, and maintain well-being in academically demanding environments. This highlights the need to situate models of wellness within local educational and cultural frameworks rather than treating them as universally stable constructs.

Future research should examine mediating and moderating variables—such as social support, institutional climate, or cultural attitudes toward physical activity—that may clarify the pathways linking exercise self-efficacy and wellness. Longitudinal or

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mixed-methods approaches could also explore how resilience and self-efficacy evolve across academic years and contribute to sustained well-being over time. Such investigations would deepen the theoretical understanding of student wellness and support the development of context-responsive frameworks in higher education research.

Limitations of the Study

This study was conducted among first-year students from three higher education institutions in Davao del Norte, which, while broadening the sample base, still limits generalization to other regions or academic levels. The cross-sectional design restricts causal interpretation, and reliance on self-reported data may introduce response bias. Future research should employ longitudinal or mixed-method approaches and include diverse institutional contexts to deepen understanding of the factors influencing student wellness.

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Appendix A. Parameter limits and their descriptive equivalent.

Parameter limits equivalent	Descriptive	Interpretation
Perceived Wellness Instrument		
4.20-5.00	Very High	This means that students perceived wellness is observed to a very large extent.
3.40-4.19	High	This means that students perceived wellness is observed to a large extent.
2.60-3.39	Moderate	This means that students perceived wellness is observed at some extent.
1.80-2.59	Low	This means that students perceived wellness is least observed.
1.00-1.79	Very Low	This means that students perceived wellness is less observed.
Academic Resilience Scale		
4.20-5.00	Very High	This means that the academic resilience is observed to a very large extent .
3.40-4.19	High	This means that the academic resilience is observed to a large extent.
2.60-3.39	Moderate	This means that the academic resilience is observed at some extent.
1.80-2.59	Low	This means that the academic resilience is least observed.
1.00-1.79	Very Low	This means that the academic resilience is less observed.
4.20-5.00	Very High	This means that the academic resilience is observed to a very large extent .
Exercise Self-efficacy Instrument		
4.20-5.00	Very High	This means that exercise self-efficacy of students is very evident.
3.40-4.19	High	This means that exercise self-efficacy of students is evident.
2.60-3.39	Moderate	This means that exercise self-efficacy of students is moderately evident.
1.80-2.59	Low	This means that exercise self-efficacy of students is slightly evident.
1.00-1.79	Very Low	This means that exercise self-efficacy of students is least evident.

Appendix B. Instrument. *Academic Resilience*

Items	Mean	Descriptive Equivalent
Level of Academic Resilience in terms of Perseverance		
The students…		
would keep trying.	4.60	Very High
would look forward to showing that they can improve grades	4.48	Very High

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would work harder.	4.47	Very High
would see the situations as a challenge	4.40	Very High
would use the feedback to improve my work.	4.39	Very High
would use the situation to motivate themself.	4.39	Very High
would try to think of new solutions.	4.19	High
would do my best to stop thinking negative thoughts	4.06	High
would not change a long-term goals and ambitions.	4.04	High
would see the situations as temporary	4.03	High
would change my career plans.	3.04	Moderate
would just give up.	2.05	Low
would accept the tutor's feedback	2.03	Low
would give credit the tutor	1.77	Very Low
Overall	3.71	High
Level of Academic Resilience in terms of Reflective and Adaptive Help-seeking		
The students…		
would try to think more about themselves strengths and weaknesses to be better.	4.55	Very High
would give self-encouragement.	4.52	Very High
would set my own goals for achievement.	4.43	Very High
would try different ways to study.	4.35	Very High
would seek encouragement from family and friends.	4.32	Very High
would use past success to help motivate self.	4.27	Very High
would start to monitor and evaluate my achievements and effort.	4.14	High
would seek help from tutors.	3.79	High
would start to self-impose rewards and punishments depending on performance.	3.63	High
Overall	4.22	Very High
Level Academic Resilience in terms of Negative affect and Emotional Response		
The students…		
would stop myself from panicking.	3.41	High
would probably get helped.	2.99	Moderate
would feel like everything will not ruin and will be wrong.	2.93	Moderate
would begin to think my chances of getting the job I want were good.	2.88	Moderate
would begin to think chances of success at university positive.	2.84	Moderate
would be very surprised.	2.81	Moderate
would probably get inspired	2.68	Moderate
Overall	2.94	Moderate

Exercise Self-efficacy

Items	Mean	Descriptive Equivalent
Level of Exercise Self-Efficacy in terms of Situational/Interpersonal		
The students exercise 3-5 times a week for 40 minutes…		
during a vacation	3.65	High

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when there are other interesting things to do	3.59	High
when there are commitments	3.43	High
when there is too much work to do at home	3.40	High
after experiencing family problems.	3.13	Moderate
when visitors are present	3.11	Moderate
Overall	3.39	Moderate
Level of Exercise Self-Efficacy in terms of Competing Demands		
The students exercise 3-5 times a week for 40 minutes…		
even without support from family or friends	3.45	High
after a vacation	3.30	Moderate
don't reach exercise goals	3.15	Moderate
when feel physical discomfort during exercise	3.06	Moderate
after recovering from an illness that caused to stop exercising	2.96	Moderate
after recovering from an injury that caused me to stop exercising	2.88	Moderate
Overall	3.14	Moderate
Level of Exercise Self-Efficacy in terms of Internal Feelings		
The students exercise 3-5 times a week for 40 minutes…		
when experiencing personal problems	3.28	Moderate
when feeling anxious	3.16	Moderate
when feeling under pressure from work	3.14	Moderate
when feeling depressed	3.12	Moderate
when feeling tired	3.11	Moderate
when experiencing bad weather	3.09	Moderate
Overall	3.15	Moderate

Perceived Wellness

Items	Mean	Descriptive Equivalent
Perceived Wellness in terms of Psychological Wellness		
I am optimistic about my future	4.27	Very High
I count on good things happen to me.	4.39	Very High
I look on the bright side of things.	4.35	Very High
I expect the best.	4.08	High
I seldom expect of things going in my favor.	3.84	High
I anticipate that future outcomes may not align with my desired expectations.	3.90	High
Overall	4.14	High
Perceived Wellness in terms of Emotional Wellness		
I experience recognizing unique qualities and strengths of others, which inspired me to appreciate my own individuality.	4.27	Very High
In general, I feel confident about my abilities.	3.93	High
I recognize that every individual possesses inherent value and worth, including myself.	4.15	High
I am confident about my ability to do things well in the future.	4.06	High

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I am secure of who I am.	4.02	High
I experienced a strong sense of self-assurance and confidence when interacting with unfamiliar individuals.	3.93	High
Overall	4.06	High
Perceived Wellness in terms of Social Wellness		
Members of my family come to me for support.	4.16	High
Sometimes I wonder if my family will really be there for me when I am in need.	3.76	High
My friends know they can always confide in me and ask me for advice.	3.99	High
My family has been available to support me in the past.	3.93	High
In the past, I have not always had friends with whom I could share my joys and sorrows.	3.49	High
My friends will be there for me when I need help	3.77	High
Overall	3.85	High
Perceived Wellness in terms of Physical Wellness		
My physical health has restricted me to do physical activities.	3.10	Moderate
My body seems to resist physical illness very well.	3.49	High
My physical health is excellent.	3.85	High
My health is excellent.	3.90	High
I am physically healthy.	3.87	High
I expect my physical health to get worse.	2.80	Moderate
Overall	3.50	High
Perceived Wellness in terms of Intellectual Wellness		
I seek out activities that challenge me to think and reason.	4.06	High
I can concentrate well.	3.80	High
I am pleased with the amount of intellectual stimulation I receive.	3.72	High
The amount of information that I process in a typical day is just about right for me (i.e., not [too much, not too little]).	3.75	High
I have generally found intellectual challenges to be vital to my overall well-being.	3.83	High
My life has often seemed devoid of positive mental stimulation.	3.70	High
Overall	3.81	High
Perceived Wellness in terms of Spiritual		
I have purpose in life.	4.64	Very High
I am optimistic about the future.	4.47	Very High
I will find meaning in life.	4.55	Very High
I have sense of purpose in life.	4.48	Very High
My life is not meaningless.	4.30	Very High
It has always had a purpose in life.	4.58	Very High
Overall	4.51	Very High