Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity

Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333

Original article. Fit for life: examining the role of physical activity in the well-being of Filipino university students. Vol. 12, n. º 2; p. 1-18, April 2026 https://doi.org/10.17979/sportis.2026.12.2.12611

Fit for life: examining the role of physical activity in the well-being of Filipino university students

En forma para la vida: análisis del papel de la actividad física en el bienestar de los estudiantes universitarios filipinos

Jayson A. Falle, Cherrylou B. Magbanua, April Rose C. Lechonsito, Cheryl P. Daga-As, May C. Gallano, Alvin Magbanua, Emy A. Morbo, Shuttlelyn Alimajen

Sultan Kudarat State University, EJC Montilla, Tacurong City, Philippines

*Correspondence Author: jomaresto1094@gmail.com

Editorial schedule: *Article received 06/09/2025 Accepted: 27/12/2025 Published: 01/04/2026*
https://doi.org/10.17979/sportis.2026.12.2.12611

To cite this article, use the following reference:
Falle, J.A.; Magbanua, C.B.; Lechonsito, A.R.C.; Daga-As, C.P.; Gallano, M.C.; Magbanua, A.; Morbo, E.A.; Alimajen, S. (2026). Fit for life: examining the role of physical activity in the well-being of Filipino university students. Sportis Sci J, 12 (2), 1-18 https://doi.org/10.17979/sportis.2026.12.2.12611

Authors' contributions: The authors contributed fairly for the work.

Funding: The study did not receive funding.

Conflicts of interest: The authors declare no conflict of interest.

Ethical aspects: The study declares that all ethical aspects were strictly followed.

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña
A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333

Original article. Fit for life: examining the role of physical activity in the well-being of Filipino university students. Vol. 12, n. º 2; p. 1-18, April 2026 https://doi.org/10.17979/sportis.2026.12.2.12611

Resumen

Este estudio exploró la relación entre la participación de los estudiantes en actividades físicas y su bienestar general. Utilizando un diseño de investigación cuantitativa, particularmente correlacional descriptivo, el estudio investigó cómo los comportamientos relacionados con el estilo de vida se relacionan con la salud psicológica en el contexto académico. Se seleccionaron un total de 335 estudiantes como encuestados mediante un muestreo aleatorio simple, garantizando una representación equitativa y una participación imparcial. Se utilizaron instrumentos estandarizados, incluyendo el Cuestionario Internacional de Actividad Física (IPAQ) de Craig et al. y el Índice de Bienestar WHO-5, ambos con índices de fiabilidad aceptables. Los datos se analizaron utilizando estadística descriptiva para determinar los niveles de actividad física y bienestar, mientras que se empleó la correlación de Pearson para evaluar la relación entre las dos variables. Los resultados revelaron que la mayoría de los estudiantes reportaron una actividad física baja o moderada, mientras que una mayoría mantuvo un bienestar favorable, aunque una parte significativa mostró niveles más bajos. Además, el análisis confirmó una relación positiva significativa entre la actividad física y el bienestar, lo que sugiere que una mayor participación en la actividad física se asocia con una mejor salud psicológica. Estos hallazgos implican que el bienestar estudiantil no puede separarse de los hábitos de vida, enfatizando el papel de la actividad física como determinante de la resiliencia, la vitalidad y el éxito académico. El estudio concluye que fomentar el desarrollo integral de los estudiantes requiere reconocer la interconexión entre la salud y la educación, aportando valiosas perspectivas al debate más amplio sobre el bienestar estudiantil en la educación superior.

Palabras clave: promoción de la salud; salud mental; práctica física; resiliencia psicológica; estilo de vida estudiantil

Abstract

This study explored the relationship between students' engagement in physical activity and their overall well-being. Employing a quantitative research design, particularly descriptive correlation, the study investigated how lifestyle behaviors relate to psychological health in the academic context. A total of 335 students were selected as respondents through simple random sampling, ensuring equal representation and unbiased participation. Standardized instruments were utilized, including the International Physical Activity Questionnaire (IPAQ) by Craig et al. and the WHO-5 Well-being Index, both of which demonstrated acceptable reliability indices. Data were analyzed using descriptive statistics to determine levels of physical activity and well-being, while Pearson correlation was employed to test the relationship between the two variables. Results revealed that most students reported low to moderate physical activity, while the majority maintained favorable well-being, though a significant portion displayed lower levels. Furthermore, analysis confirmed a significant positive relationship between physical activity and well-being, suggesting that higher engagement in physical activity is associated with better psychological health. These findings imply that student well-being cannot be separated from lifestyle behaviors, emphasizing the role of physical activity as a determinant of resilience, vitality, and academic success. The study concludes that fostering holistic development among students requires recognizing

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña
A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333

Original article. Fit for life: examining the role of physical activity in the well-being of Filipino university students. Vol. 12, n. º 2; p. 1-18, April 2026 https://doi.org/10.17979/sportis.2026.12.2.12611

the interconnectedness of health and education, contributing valuable insights to the broader discourse on student flourishing in higher education.

Keywords: health promotion; mental health; physical exercise; psychological resilience; student lifestyle

Introduction

Student well-being is a multidimensional construct that encompasses physical, emotional, social, and psychological health, all of which are essential for students to thrive academically and personally. It is not limited to the absence of illness but also reflects positive functioning, resilience, and life satisfaction (Esponja et al., 2025). In educational settings, student well-being is often linked to engagement, motivation, and academic success, suggesting its central role in holistic development (Taherkhani et al., 2023). Furthermore, well-being has become a focal point for institutions aiming to foster healthier and more supportive learning environments (Stanton et al., 2016).

Physical activity refers to any bodily movement produced by skeletal muscles that results in energy expenditure, ranging from structured exercise to everyday activities such as walking or cycling (Dasso, 2019). It is widely recognized as a key determinant of health, influencing cardiovascular fitness, muscular strength, and overall physical condition (Myers et al., 2015). Beyond physical health, regular physical activity has been found to contribute positively to mental health, stress management, and cognitive performance (Biddle & Asare, 2011). As such, it plays a critical role in shaping the well-being and quality of life of individuals across the lifespan (Lubans et al., 2016).

Despite its recognized importance, student well-being faces pressing challenges, including heightened levels of academic stress, anxiety, and burnout (Bueno-Antequera & Munguía-Izquierdo, 2023). The COVID-19 pandemic further exacerbated these issues, increasing feelings of isolation and emotional distress among students (Chemagosi, 2024). At the same time, physical inactivity has emerged as a global health crisis, with many students failing to meet recommended activity levels due to sedentary lifestyles and digital dependence (Hamza et al., 2021). Barriers such as lack of time, limited facilities, and academic demands often discourage students from engaging in regular physical activity (A. M. Thomas et al., 2019). Together, these challenges highlight the

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña
A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons

interconnected risks of declining well-being and reduced physical activity in student populations (Khan & Subhan, 2023).

Several studies have emphasized the critical role of student well-being in academic and personal outcomes. Research indicates that students with higher well-being demonstrate stronger motivation, greater resilience, and improved academic performance (Rodríguez-Fernández et al., 2018). Well-being interventions in schools and universities have also been shown to enhance emotional regulation, social relationships, and overall life satisfaction (Gál et al., 2022). Moreover, evidence suggests that promoting well-being can serve as a protective factor against stress and other mental health challenges (Mohamed & Thomas, 2017).

Physical activity has been extensively studied as a factor influencing multiple dimensions of health and development. Research highlights its positive association with mental health, including reduced symptoms of anxiety and depression (Donnelly et al., 2016). Studies have also linked physical activity to improved cognitive function, concentration, and academic achievement among students (Tafuri et al., 2024). Furthermore, interventions that promote physical activity in educational institutions have been shown to yield long-term health benefits and foster healthier lifestyle habits (Tafuri et al., 2024).

Despite the wide range of studies on student well-being and physical activity, there remains insufficient data exploring the direct relationship between these two important variables. While evidence exists on their individual contributions to health and academic performance, the interplay between physical activity and overall student well-being is less clearly understood. This study seeks to address the general research question: What is the impact of physical activity on student well-being? The purpose of this study is to examine the role of physical activity in enhancing the well-being of students, thereby contributing to a more holistic understanding of their academic and personal development.

This research is important because it offers students valuable insights into how lifestyle behaviors such as physical activity can improve their well-being and academic performance. For educators and institutions, the findings may serve as a basis for designing supportive programs and policies that integrate physical activity into student

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña
A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333

life. At the scholarly level, this study contributes to the growing body of literature on student health and learning by addressing a critical gap in knowledge. More broadly, it reinforces the significance of holistic education that prioritizes both physical health and psychological well-being in fostering resilient and successful learners.

Methods

Research Design

This research employed quantitative research design, specifically descriptive correlation. Quantitative research is a systematic investigation that uses numerical data to measure variables and analyze statistical relationships (Thomas & Zubkov, 2023). Descriptive correlation, on the other hand, is a design that seeks to determine the degree of association or relationship between two or more variables without manipulating them (Esto et al., 2025; Stangor & Walinga, 2019). This approach provides a clear picture of how the variables under study relate to one another in a natural setting.

The descriptive-correlation design was deemed most appropriate for this study since the primary objective was to examine the relationship between physical activity and student well-being. By using this design, the researcher was able to identify whether changes in one variable are associated with changes in another, without inferring causation. This allowed for a deeper understanding of the patterns and linkages between physical activity and student well-being.

Research Procedures

The data were collected using online survey forms to ensure efficiency and accessibility for the respondents. The questionnaires were distributed electronically, allowing participants to complete the instruments at their convenience. Prior to participation, respondents were informed of the purpose of the study and assured of confidentiality and anonymity. The use of online forms facilitated accurate data recording and streamlined the data collection process.

Respondents and Sampling

The study was conducted among 335 college student respondents who were chosen through simple random sampling. The sample were drawn from a prominent state university in the Philippines, with respondents' ages ranging from 11 to 25 years old, and

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons

the majority being female. Simple random sampling is a probability sampling method in which every individual in the population has an equal chance of being selected, thereby reducing selection bias and ensuring representativeness. This technique was deemed appropriate for the present study because it allowed for an unbiased and fair selection of participants from the student population, which increased the validity and generalizability of the results.

Research Instrument

The study made use of standardized questionnaires to measure the variables. Physical activity was assessed using the International Physical Activity Questionnaire (IPAQ), developed (Craig et al., 2003) which has demonstrated a Cronbach's alpha reliability index of 0.80. Student well-being was measured through the World Health Organization Well-being Index (WHO-5), which has been widely used across populations and demonstrated Cronbach's alpha reliability of 0.83 (Nylén-Eriksen et al., 2022). Both instruments have been validated in previous research and are considered reliable for use in academic studies.

No contextualization or modifications were made to the questionnaires, as all items were deemed culturally and contextually appropriate for the respondents in this study. The standardized items were universally applicable, ensuring that the constructs of physical activity and well-being were measured consistently and accurately. Retaining the original versions of the instruments preserved their established validity and reliability, which further strengthened the rigor of the study.

Statistical Analysis

The study employed both descriptive and inferential statistical tools in the analysis of data. Descriptive statistics, including mean and composite mean, were used to describe the levels of physical activity and student well-being. For the test of relationship, Pearson correlation was utilized to determine the degree of association between the two variables. Pearson correlation was the most appropriate statistical technique as it measures the strength and direction of the linear relationship between two continuous variables, aligning with the study's objective of examining the link between physical activity and student well-being.

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña
A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Fit for life: examining the role of physical activity in the well-being of Filipino university students. Vol. 12, n. º 2; p. 1-18, April 2026 https://doi.org/10.17979/sportis.2026.12.2.12611

Results

Figure 1 presents the distribution of respondents based on their level of physical activity engagement. It illustrates the extent to which students participate in various forms of physical activity, ranging from low to high levels. This provides a clearer understanding of the overall activity patterns of the respondents in relation to the study.

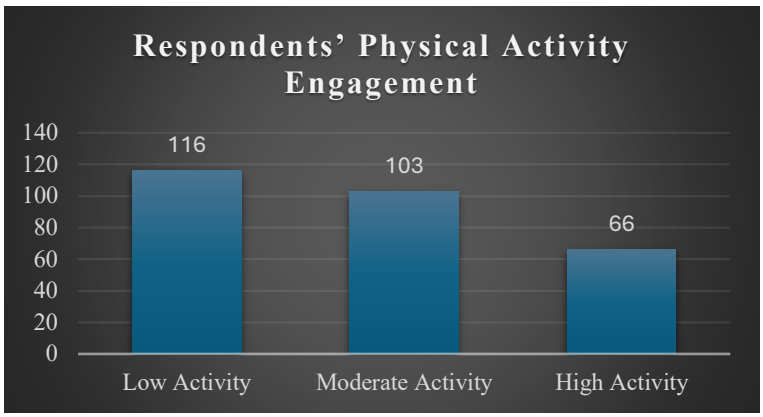
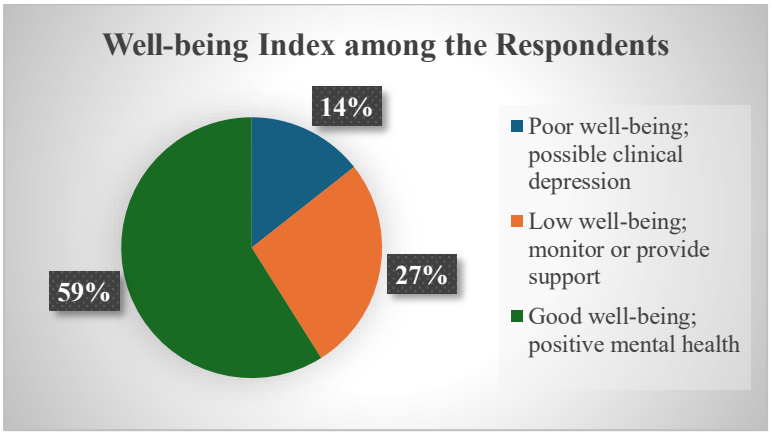


Figure 1. Respondents' Physical Activity Engagement

Figure 2 illustrates the distribution of respondents based on their scores in the WHO-5 Well-being Index. It highlights the overall well-being levels of students, ranging from low to high categories, as measured by the standardized instrument. This depiction provides valuable insight into the psychological and emotional state of the respondents in relation to their academic and personal lives.



Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Fit for life: examining the role of physical activity in the well-being of Filipino university students. Vol. 12, n. º 2; p. 1-18, April 2026 https://doi.org/10.17979/sportis.2026.12.2.12611

Figure 2. Well-being Index among the Respondents

Raw Score	Percentage Score	Interpretation
0–12	0–48%	Poor well-being; possible clinical depression. Further evaluation recommended.
13–16	52–64%	Low well-being; monitor or provide support.
17–25	68–100%	Good well-being; positive mental health.

Table 1 presents the results of the correlation analysis between the respondents' physical activity and their well-being. The table shows the computed Pearson correlation coefficient, which indicates the strength and direction of the relationship between the two variables. These findings provide statistical evidence on whether higher levels of physical activity are associated with better student well-being.

Table 1. Test of Relationship between the Respondents' Physical Activity and Wellbeing

Variables	**Correlation Coefficient**	**p-value**	**Interpretation α=0.05**
Physical Activity and Wellbeing	.253**	.001	Significant

**. Correlation is significant at the 0.01 level (2-tailed).

Discussion

Respondents' Physical Activity Engagement

Figure 1 shows the students' physical activity engagement. Out of 335 respondents, 116 (40.7%) were classified under low activity, 103 (36.1%) under moderate activity, and only 66 (23.2%) under high activity. This means that many students engage in either low or moderate levels of physical activity, with a smaller proportion consistently participating in higher levels of physical engagement. This implies that many students may not be meeting the recommended levels of physical activity necessary to support optimal health and well-being.

The distribution of physical activity levels among the respondents suggests that a significant number of students remain largely inactive. This condition reflects a potential vulnerability in their overall health, as insufficient physical activity is closely linked to decreased vitality, lower resilience, and poorer psychological outcomes. Moreover, such patterns may hinder the development of long-term habits that contribute to sustainable well-being and balanced lifestyles.

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons

The finding that a considerable portion of students report low activity levels aligns with existing research showing a global trend of physical inactivity among young people. Studies indicate that sedentary behaviors, increased screen time, and academic demands contribute to declining activity levels among students (Knox & Muros, 2017). Similarly, investigations have shown that insufficient activity not only limits physical fitness but also negatively impacts emotional stability and social interactions (Legey et al., 2017).

Other studies further corroborate the link between low physical activity and reduced well-being, showing that physically inactive students are more likely to experience stress, anxiety, and poor quality of life (Nioda & Tagare, 2024). Research also highlights that active lifestyles are strongly associated with higher self-esteem, greater academic focus, and improved mental health outcomes (Camariñas et al., 2022). Taken together, these findings support the conclusion that the low levels of physical activity observed among the respondents carry significant implications for their overall well-being and success as students.

Well-being Index among the Respondents

Figure 2 shows the WHO-5 Well-being Index among the respondents. Out of 335 students, 47 (14%) were classified under poor well-being, indicating possible clinical depression and the need for further evaluation. Meanwhile, 90 (27%) fell into the low well-being category, suggesting that their mental health should be monitored or supported. The majority, 198 (59%), reported good well-being, reflecting positive mental health and emotional stability. This distribution indicates that while most students maintain favorable well-being, a notable portion still experience challenges that may affect their academic and personal lives.

The findings imply that although many students demonstrate positive mental health, a considerable proportion experience low to poor well-being that could undermine their overall quality of life. This condition highlights the uneven distribution of well-being within the student population, reflecting differences in coping mechanisms, resilience, and access to supportive environments. Poorer levels of well-being may translate into greater vulnerability to stress and reduced motivation, which in turn affect both academic functioning and personal development.

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña
A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons

These results are consistent with prior research showing that a significant number of students struggle with diminished well-being, particularly due to stress, academic pressure, and social challenges (Rosita Hernani et al., 2025). Studies further emphasize that well-being is strongly linked to emotional stability, with students reporting lower well-being often experiencing higher levels of anxiety and psychological distress (Tagare et al., 2025). This pattern suggests that well-being is a critical determinant of students' ability to succeed academically and maintain balanced lives.

Other studies also highlight the protective role of positive well-being, showing that students with higher well-being are more resilient, motivated, and capable of building supportive social relationships (Upadyaya & Salmela-Aro, 2013). Evidence further indicates that positive mental health fosters greater engagement in academic tasks, leading to improved performance and satisfaction in school (Wang & Liu, 2022). Taken together, these findings reinforce the significance of well-being as both a personal and academic resource, and the current results reflect the mixed experiences of students in balancing psychological health with academic demands.

Relationship between the Respondents' Physical Activity and Well-being

Table 1 presents the test of relationship between the respondents' physical activity and well-being. The results revealed a correlation coefficient of .253 with a p-value of .001, indicating a significant positive relationship between the two variables. This means that as students' levels of physical activity increase, their well-being also tends to improve. The significance at the 0.01 level confirms that this relationship is not due to chance and reflects a consistent pattern in the data.

This means that students who are more physically active are likely to report better well-being compared to their less active peers. This implies that the two variables are interconnected, where engagement in physical activity appears to foster more positive emotional, psychological, and social outcomes. Conversely, students with lower activity levels may be more prone to diminished well-being, highlighting a crucial association between lifestyle behaviors and mental health.

The findings are supported by previous studies that have consistently shown a positive link between physical activity and psychological health. Research demonstrates

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña
A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333

that students engaging in regular activity report fewer symptoms of depression, lower stress levels, and greater overall life satisfaction (Lines et al., 2021; Slavinski et al., 2021). Similarly, studies highlight that active individuals experience better emotional regulation and resilience compared to their sedentary counterparts (Pedišić et al., 2015; San Román-Mata et al., 2020). These studies reinforce the present results that physical activity is a significant contributor to student well-being (Hartman et al., 2020; Sun et al., 2024).

In addition, global findings confirm that physically active populations generally display healthier mental states and stronger coping abilities. Research across diverse educational settings shows that students who maintain higher levels of activity consistently perform better academically and socially, with stronger perceptions of life satisfaction (Lyons & Huebner, 2016; Mandolesi et al., 2018). The relationship between physical activity and well-being has also been linked to neurobiological benefits, including improved cognitive functioning and stress regulation (Feller et al., 2021; Mandolesi et al., 2018). Together, these findings corroborate the present study's results, underscoring the important role of physical activity in enhancing student well-being (Angkay & Tagare, 2022).

The results carry important implications for educational policy, as they highlight the strong association between lifestyle habits and the psychological health of students. Since well-being is closely tied to academic engagement and learning outcomes, understanding its relationship with physical activity provides evidence for the value of promoting balanced student (Herbert, 2022). This means that institutions must recognize the role of physical activity as a determinant of overall student success and development (Dollente & Esto, 2025).

In terms of practice, the results suggest that greater awareness of the connection between physical activity and well-being can help shape supportive academic environments. These findings provide a scientific basis for framing health and wellness as integral to educational priorities, ensuring that student development is addressed holistically. Moreover, by acknowledging the importance of physical activity, academic institutions can contribute to fostering resilience, productivity, and long-term well-being among students (Datnow et al., 2022; Norozi, 2023).

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
OPEN ACCESS Creative Commons

Conclusion

This study concludes that physical activity and well-being are intricately connected dimensions of student life, with each influencing the other in meaningful ways. The patterns observed suggest that students who engage more actively in physical activities are better positioned to sustain positive well-being, while those with lower engagement are more susceptible to challenges in maintaining psychological health. These findings highlight the broader reality that lifestyle behaviors are not merely personal choices but are deeply linked to overall quality of life and academic success. By situating student experiences within this dynamic, the study underscores the relevance of holistic development in higher education.

Furthermore, the results synthesize a compelling picture of how physical activity serves as both a protective and promotive factor for student well-being. This association implies that fostering well-being cannot be detached from encouraging active and health-oriented lifestyles. For the academic community, the study strengthens the understanding that supporting students extends beyond intellectual growth to include their physical and emotional vitality. Ultimately, this research contributes to the growing discourse that education and health are interdependent, and student flourishing is achieved when these dimensions are meaningfully integrated.

Limitations

This study is limited by its reliance on self-reported questionnaires, which may be subject to social desirability bias and inaccuracies in recall. The use of a descriptive-correlation design restricts the findings to associations rather than causation, preventing firm conclusions about the directionality of the relationship between physical activity and well-being. Furthermore, the study was conducted among students from a single academic setting, which may limit the generalizability of the results to other populations or cultural contexts. Lastly, potential confounding factors such as dietary habits, sleep patterns, and socio-economic background were not controlled, which may also influence both physical activity and well-being.

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333

Original article. Fit for life: examining the role of physical activity in the well-being of Filipino university students. Vol. 12, n. º 2; p. 1-18, April 2026 https://doi.org/10.17979/sportis.2026.12.2.12611

References

Angkay, D. I. S., & Tagare, R. L. (2022). Teaching Tertiary Physical Education in the New Normal: Gains, Drawbacks, and Suggestions. *Journal of Natural and Social Sciences*, *11*(4), 932–945.

Bueno-Antequera, J., & Munguía-Izquierdo, D. (2023). Physical inactivity, sedentarism, and low fitness: A worldwide pandemic for public health. In *Integrated Science of Global Epidemics* (pp. 429–447). Springer. https://doi.org/10.1007/978-3-031-17778-1_19

Camariñas, R. P., Tagare, R. L., & Tagare, R. L. (2022). Private tertiary students' unspoken thoughts in learning physical education amidst COVID-19 pandemic: Implications for intervention. *Edu Sportivo: Indonesian Journal of Physical Education*, *3*(1), 41–55. https://doi.org/https://doi.org/10.25299/es:ijope.2022.vol3(1).8444

Chemagosi, M. J. (2024). Student well-being in higher education institutions: academic pressures. In *Student well-being in higher education institutions* (pp. 81–106). IGI Global. https://doi.org/10.4018/979-8-3693-4417-0.ch004

Craig, C. L., Marshall, A. L., Sjöström, M., Bauman, A. E., Booth, M. L., Ainsworth, B. E., Pratt, M., Ekelund, U. L. F., Yngve, A., & Sallis, J. F. (2003). International physical activity questionnaire: 12-country reliability and validity. *Medicine & Science in Sports & Exercise*, *35*(8), 1381–1395. https://doi.org/10.1249/01.MSS.0000078924.61453.FB

Dasso, N. A. (2019). How is exercise different from physical activity? A concept analysis. *Nursing Forum*, *54*(1), 45–52. https://doi.org/10.1111/nuf.12296

Datnow, A., Park, V., Peurach, D. J., & Spillane, J. P. (2022). Transforming Education for Holistic Student Development: Learning from Education System (Re) Building around the World. Report. *Center for Universal Education at The Brookings Institution*.

Dollente, L. A. U., & Esto, J. B. (2025). Empowerment in action: Exploring social self-efficacy among mindanawon's adolescents. *Multidisciplinary Reviews*, *8*(10), 2025330. https://doi.org/10.31893/multirev.2025330

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons

Donnelly, J. E., Hillman, C. H., Castelli, D., Etnier, J. L., Lee, S., Tomporowski, P., Lambourne, K., & Szabo-Reed, A. N. (2016). Physical activity, fitness, cognitive function, and academic achievement in children: a systematic review. *Medicine and Science in Sports and Exercise*, *48*(6), 1197. https://doi.org/10.1249/MSS.0000000000000966

Esponja, J. C. P., Tulud, D. M., Esto, J. B., Santos, J.-A. D., Paylangco, C. L. B., Francisco, J. B., Nadela, L. I. C., Calixtro, M. A., Dagoc, P. P., & Tagare Jr, R. L. (2025). The Relationship between Social Appearance Anxiety and Holistic Self-Esteem among University Students in Southern Philippines. *Journal of Public Health*, *13*(3), 607–615. https://doi.org/10.13189/ujph.2025.130309

Esto, J. B., Java, V. P., Elumaring, J. B., Tagare Jr, R. L., Martinez, N. D., Rosario, M. A. B., Reyes, M. D. L., Dalipe, M. A. R., San Pedro, M. E., & Villarta, C. W. S. (2025). *Stepping Towards Growth: Examining the Relationship Between Physical Activity Engagement and Personal Growth Initiative Among Filipino Students*. https://doi.org/10.13189/saj.2025.130221

Feller, L., Nemutandani, S. M., Feller, G., Jose, R. J., Lemmer, J., & Khammissa, R. A. G. (2021). *The interrelation between aerobic exercise, mental well-being, stress response and epigenetics*. https://doi.org/10.15761/BRR.1000143

Gál, Z., Kasik, L., Jámbori, S., Fejes, J. B., & Nagy, K. (2022). Social problem-solving, life satisfaction and well-being among high school and university students. *International Journal of School & Educational Psychology*, *10*(1), 170–180. https://doi.org/10.1080/21683603.2020.1856249

Hamza, C. A., Ewing, L., Heath, N. L., & Goldstein, A. L. (2021). When social isolation is nothing new: A longitudinal study on psychological distress during COVID-19 among university students with and without preexisting mental health concerns. *Canadian Psychology/Psychologie Canadienne*, *62*(1), 20. https://doi.org/10.1037/cap0000255

Hartman, C. L., Barcelona, R. J., Trauntvein, N. E., & Hall, S. L. (2020). Well-being and leisure-time physical activity psychosocial factors predict physical activity among university students. *Leisure Studies*, *39*(1), 156–164. https://doi.org/10.1080/02614367.2019.1670722

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons

Herbert, C. (2022). Enhancing mental health, well-being and active lifestyles of university students by means of physical activity and exercise research programs. *Frontiers in Public Health*, *10*, 849093. https://doi.org/10.3389/fpubh.2022.849093

Khan, Z., & Subhan, K. (2023). Exploring the Link Between Physical Activity and Mental Well-being: Implications for Health Promotion. *Journal Of Psychology, Health And Social Challenges*, *1*(02), 117–131.

Knox, E., & Muros, J. J. (2017). Association of lifestyle behaviours with self-esteem through health-related quality of life in Spanish adolescents. *European Journal of Pediatrics*, *176*(5), 621–628. https://doi.org/10.1007/s00431-017-2886-z

Legey, S., Aquino, F., Lamego, M. K., Paes, F., Nardi, A. E., Neto, G. M., Mura, G., Sancassiani, F., Rocha, N., & Murillo-Rodriguez, E. (2017). Relationship among physical activity level, mood and anxiety states and quality of life in physical education students. *Clinical Practice and Epidemiology in Mental Health: CP & EMH*, *13*, 82. https://doi.org/10.2174/1745017901713010082

Lines, R. L. J., Ducker, K. J., Ntoumanis, N., Thøgersen-Ntoumani, C., Fletcher, D., & Gucciardi, D. F. (2021). Stress, physical activity, sedentary behavior, and resilience—The effects of naturalistic periods of elevated stress: A measurement-burst study. *Psychophysiology*, *58*(8), e13846. https://doi.org/10.1111/psyp.13846

Lubans, D., Richards, J., Hillman, C., Faulkner, G., Beauchamp, M., Nilsson, M., Kelly, P., Smith, J., Raine, L., & Biddle, S. (2016). Physical activity for cognitive and mental health in youth: a systematic review of mechanisms. *Pediatrics*, *138*(3), e20161642. https://doi.org/10.1542/peds.2016-1642

Lyons, M. D., & Huebner, E. S. (2016). Academic characteristics of early adolescents with higher levels of life satisfaction. *Applied Research in Quality of Life*, *11*(3), 757–771. https://doi.org/10.1007/s11482-015-9394-y

Mandolesi, L., Polverino, A., Montuori, S., Foti, F., Ferraioli, G., Sorrentino, P., & Sorrentino, G. (2018). Effects of physical exercise on cognitive functioning and wellbeing: biological and psychological benefits. *Frontiers in Psychology*, *9*, 347071. https://doi.org/10.3389/fpsyg.2018.00509

Mohamed, S., & Thomas, M. (2017). The mental health and psychological well-being of refugee children and young people: An exploration of risk, resilience and protective

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons

factors. *Educational Psychology in Practice*, *33*(3), 249–263. https://doi.org/10.1080/02667363.2017.1300769

Myers, J., McAuley, P., Lavie, C. J., Despres, J.-P., Arena, R., & Kokkinos, P. (2015). Physical activity and cardiorespiratory fitness as major markers of cardiovascular risk: their independent and interwoven importance to health status. *Progress in Cardiovascular Diseases*, *57*(4), 306–314. https://doi.org/10.1016/j.pcad.2014.09.011

Nioda, A. J. B., & Tagare, R. L. (2024). The Experiences of Non-Physical Education Generalist Teachers in Implementing PE in the Primary Grades: Implications for Capability Development Initiatives. *International Electronic Journal of Elementary Education*, *16*(3), 325–335. https://doi.org/10.26822/iejee.2024.334

Norozi, S. A. (2023). The nexus of holistic wellbeing and school education: A literature-informed theoretical framework. *Societies*, *13*(5), 113. https://doi.org/10.3390/soc13050113

Nylén-Eriksen, M., Bjørnnes, A. K., Hafstad, H., Lie, I., Grov, E. K., & Lara-Cabrera, M. L. (2022). Validating the five-item World Health Organization well-being index. *International Journal of Environmental Research and Public Health*, *19*(18), 11489. https://doi.org/10.3390/ijerph191811489

Pedišić, Ž., Greblo, Z., Phongsavan, P., Milton, K., & Bauman, A. E. (2015). Are total, intensity-and domain-specific physical activity levels associated with life satisfaction among university students? *PloS One*, *10*(2), e0118137. https://doi.org/10.1371/journal.pone.0118137

Rodríguez-Fernández, A., Ramos-Díaz, E., & Axpe-Saez, I. (2018). The role of resilience and psychological well-being in school engagement and perceived academic performance: An exploratory model to improve academic achievement. *Health and Academic Achievement*, *18*(1), 159–176. https://doi.org/10.5772/intechopen.73580

Rosita Hernani, M. A., Nepangue, J. U., Canillas, J. A., Elumbaring, J. B., Dagoc, P. P., Janito, C. R., Calixtro, M. A., Kumar, R., Imperial, R. T., Anthony Rosario, M. B., Dexter Reyes, M. L., May Mangubat, C. T., Philip Saniel, J. S., Ann Tenebroso, D. C., & Tagare, R. L. (2025). Examining the Efficacy of Pedometer Use in Enhancing Fitness Level: The Case of Tertiary Students in a State University. *Universal*

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons
Original article. Fit for life: examining the role of physical activity in the well-being of Filipino university students. Vol. 12, n. º 2; p. 1-18, April 2026 https://doi.org/10.17979/sportis.2026.12.2.12611

Journal of Public Health, *13*(4), 877–886. https://doi.org/10.13189/ujph.2025.130411

San Román-Mata, S., Puertas-Molero, P., Ubago-Jiménez, J. L., & González-Valero, G. (2020). Benefits of physical activity and its associations with resilience, emotional intelligence, and psychological distress in university students from southern Spain. *International Journal of Environmental Research and Public Health*, *17*(12), 4474. https://doi.org/10.3390/ijerph17124474

Slavinski, T., Bjelica, D., Pavlović, D., & Vukmirović, V. (2021). Academic performance and physical activities as positive factors for life satisfaction among university students. *Sustainability*, *13*(2), 497. https://doi.org/10.3390/su13020497

Stangor, C., & Walinga, J. (2019). 3.5 psychologists use descriptive, correlational, and experimental research designs to understand behaviour. *Introduction to Psychology*.

Stanton, A., Zandvliet, D., Dhaliwal, R., & Black, T. (2016). Understanding Students' Experiences of Well-Being in Learning Environments. *Higher Education Studies*, *6*(3), 90–99. https://doi.org/10.5539/hes.v6n3p90

Sun, H., Du, C.-R., & Wei, Z.-F. (2024). Physical education and student well-being: Promoting health and fitness in schools. *Plos One*, *19*(1), e0296817. https://doi.org/10.1371/journal.pone.0296817

Tafuri, F., Martinez-Roig, R., Susanto, N., Setyawan, H., & Latino, F. (2024). *Physically Active Lifestyles within the School context: Morpho-Physiological and Functional Aspects*.

Tagare, R. L., Saroca, D. B., & Aguinaldo, J. C. (2025). Investigating the Local Culture and Characteristics of Gen Zs in Rural Communities: Insights in Improving Students' Physical Education Experience. *Physical Culture and Sport*, *107*(1), 48–59. https://doi.org/10.2478/pcssr-2025-0005

Taherkhani, Z., Kaveh, M. H., Mani, A., Ghahremani, L., & Khademi, K. (2023). The effect of positive thinking on resilience and life satisfaction of older adults: a randomized controlled trial. *Scientific Reports*, *13*(1), 3478. https://doi.org/10.1038/s41598-023-30684-y

Sportis
Revista Técnico-Científica del Deporte Escolar, Educación Física y Psicomotricidad
Scientific Technical Journal of School Sport, Physical Education and Psychomotricity
Published by: Campus Educa Sportis. Collaborator: University of A Coruña A Coruña. Spain
E-mail: v.arufe@udc.es Web: www.sportisjournal.com
ISSN-e 2386-8333
Creative Commons

Thomas, A. M., Beaudry, K. M., Gammage, K. L., Klentrou, P., & Josse, A. R. (2019). Physical activity, sport participation, and perceived barriers to engagement in first-year Canadian university students. *Journal of Physical Activity and Health*, *16*(6), 437–446. https://doi.org/10.1123/jpah.2018-0198

Thomas, D., & Zubkov, P. (2023). Quantitative research designs. *Quantitative Research for Practical Theology*, 103–114.

Upadyaya, K., & Salmela-Aro, K. (2013). Development of school engagement in association with academic success and well-being in varying social contexts. *European Psychologist*. https://doi.org/10.1027/1016-9040/a000143

Wang, F., & Liu, Y. (2022). Mediating role of resilience in the relationship between English Learners' Motivation and Well-Being. *Frontiers in Psychology*, *13*, 915456. https://doi.org/10.3389/fpsyg.2022.915456