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The Role of Physical Self-Efficacy in Enhancing Quality of Life Among Rural Filipino Youth

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ABSTRACT

Purpose of the study: This study examines the relationship between physical self-efficacy and the quality of life among rural Filipino youth.

Methodology: The study employed a quantitative correlational design. Data were collected from 378 respondents selected via simple random sampling, using a validated physical self-efficacy scale and a quality-of-life assessment tool.

Main Findings: Findings indicate that students exhibited moderate levels of physical self-efficacy and perceived quality of life. The analysis revealed a significant positive relationship between these variables, with a correlation coefficient of r = 0.439 r = 0.439 r = 0.439 (p-value = 0.001). This result suggests that higher physical self-efficacy is associated with improved life satisfaction, highlighting the importance of fostering confidence in physical abilities as a key contributor to overall wellbeing.

Novelty/Originality of this study: This study underscores the pivotal role of physical self-efficacy in enhancing rural youth wellbeing, offering new insights into addressing disparities in resources and opportunities for physical activity. It contributes to sports and education policy by highlighting the need to prioritize physical education programs that build self-efficacy among rural youth. Additionally, the study provides practical applications for community-based interventions, such as designing inclusive sports initiatives and accessible recreational facilities, which can promote active lifestyles and holistic development. These findings serve as a foundation for crafting evidence-based strategies to support rural youth in overcoming socio-economic barriers and achieving improved physical, emotional, and social wellbeing.

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1. INTRODUCTION

Physical self-efficacy refers to an individual's belief in their capability to perform physical activities and exercises successfully. Rooted in Bandura's social cognitive theory, this concept highlights the role of beliefs in shaping behavior and outcomes [1]-[3]. Bandura emphasizes four key mechanisms in developing self-efficacy: mastery experiences, which are prior successes that reinforce confidence; vicarious experiences, where observing others succeed fosters belief in one's abilities; verbal persuasion, or encouragement from others; and physiological feedback, such as physical sensations experienced during activity [4]-[6]. While extensive research has explored physical self-efficacy in various populations, studies focusing on rural youth-particularly in the Philippines-remain scarce. Most existing literature has examined self-efficacy in Western contexts or urban

populations, often overlooking how rural socio-economic conditions impact self-efficacy development and physical activity participation.

For rural Filipino youth, these mechanisms are profoundly relevant, given the socio-economic context. Limited access to recreational facilities, financial constraints, and societal pressures in rural areas may inhibit these youths' ability to build self-efficacy. According to a report by the Philippine Statistics Authority, only 20% of barangays in rural areas have access to adequate sports and recreational facilities [7]-[9]. Additionally, previous studies have highlighted the role of economic hardships in limiting physical activity participation, yet few have specifically examined how these barriers affect rural Filipino youth's self-efficacy and quality of life. This study addresses this gap by providing a localized analysis, using Philippine-based data to explore the interplay between self-efficacy and quality of life in this underserved population.

The concept of quality of life among students encompasses physical health, psychological wellbeing, social relationships, and environmental factors. Rural youth face unique challenges in these domains due to economic hardships, limited access to healthcare, and fewer educational resources. Psychologically, these constraints often result in heightened stress levels, reduced self-esteem, and a diminished sense of belonging. Socially, a lack of extracurricular opportunities may lead to isolation and decreased social competence. Environmentally, unsafe or inadequately resourced communities can further hinder the holistic development of youth. While prior studies have examined these challenges independently, few have analyzed how physical self-efficacy serves as a mediating factor in improving quality of life outcomes for rural youth. This study integrates Bandura's theoretical framework with local statistical data to provide deeper insights into how targeted interventions can enhance self-efficacy and, consequently, overall well-being [10]-[12].

The potential benefits of fostering physical self-efficacy are often undermined by the socio-economic realities in rural areas. Economic hardships frequently compel youth to prioritize work over recreational or physical activities, while schools and communities lack the resources to provide robust physical education programs [13]-[15]. These limitations restrict rural Filipino youth from developing essential life skills, such as teamwork, leadership, and perseverance. Policy reform is urgently needed to address these barriers. Previous research has largely focused on general policy recommendations; however, this study aims to provide more specific, data-driven strategies tailored to the Philippine rural context. For instance, localized initiatives such as community fitness programs, school partnerships with local government units for facility improvements, and scholarship grants for sports activities could significantly enhance access to physical activities and foster self-efficacy [16]-[18].

This study stands out in its urgency and relevance. While numerous studies have explored the general benefits of physical activity, few have examined the specific interplay between physical self-efficacy and quality of life in the socio-economic context of rural Filipino youth. By focusing on this intersection, this research contributes a novel perspective to the field, emphasizing how targeted interventions can address the unique challenges faced by this demographic. The study's incorporation of local statistical data and Bandura's theoretical framework provides an innovative approach, bridging gaps in existing research and yielding previously unexplored insights into the Filipino rural youth experience [19], [20].

Further, the findings can provide actionable insights for educators, policymakers, and community leaders. Teachers can integrate strategies into their curricula to enhance students' physical self-efficacy, such as goal-setting and personalized feedback. Policymakers can allocate resources for sports infrastructure and extracurricular programs in rural schools, addressing disparities in access to recreational opportunities. Administrators and community leaders can advocate for initiatives that encourage youth participation in physical activities, fostering a culture of health and resilience. Ultimately, the study seeks to empower rural youth, ensuring they receive the support and resources needed to lead healthier and more fulfilling lives [21], [22].

By sharpening the focus on rural Filipino youth and integrating local statistics with Bandura's theoretical framework, this research not only highlights the profound novelty of its approach but also underscores the urgency of addressing these pressing issues to foster meaningful change.

2. RESEARCH METHOD

2.1. Research Design

This research utilized a quantitative-correlational design to explore the connection between students' physical self-efficacy and quality of life. According to Creswell [23], quantitative research design entails systematically gathering and analyzing numerical data to investigate patterns, relationships, and trends within a population or sample. Specifically, quantitative correlational design focuses on measuring the strength and direction of relationships between variables, enabling researchers to evaluate how changes in one variable correspond to changes in another [24]. This design was chosen because it provides a systematic and objective approach to examining the relationship between physical self-efficacy and quality of life, allowing for the identification of potential associations without implying causation. Furthermore, the quantitative-correlational design is appropriate for this study as it enables the collection of measurable data from a large sample, thus

enhancing the generalizability of the findings and providing valuable insights into the degree to which these two constructs are interrelated.

The correlational aspect of the design allows researchers to ascertain how strongly students' physical self-efficacy is associated with different dimensions of their quality of life. This design is especially suitable for the study as it offers a structured approach to quantitatively investigating the relationship between these variables, providing statistical evidence to substantiate conclusions and recommendations. Through this methodology, researchers have effectively examined the potential impact of physical self-efficacy on students' overall quality of life, generating valuable insights that can guide educational practices and interventions.

2.2. Research Respondents and Sampling Procedure

This study encompassed 378 participants selected through a simple random sampling technique. According to Rahman et al. [25], this method ensures that each member of the population has an equal chance of being chosen for the study. This approach was deliberately adopted to provide every student with an equitable opportunity to participate, thereby mitigating bias and enhancing the applicability of findings to the broader student community. The participants were geographically distributed across both urban and rural schools within the study area, ensuring diverse representation. Inclusion criteria required participants to be currently enrolled students aged 15 to 20 years, with the ability to provide informed consent, while individuals with physical or cognitive impairments that might hinder participation were excluded.

Although simple random sampling is favored for its representativeness and ability to minimize sampling errors, challenges were encountered when collecting data in rural areas. These included limited access to schools in remote locations and difficulties in ensuring consistent communication with respondents due to infrastructure constraints. Despite these challenges, the methodology was implemented to secure a diverse and representative sample of students, facilitating robust analysis and broader generalization of results.

2.3. Research Instruments

This research utilized the Achievement Goal Scale for Youth Sports questionnaire, a validated instrument developed by Cumming et al. [26] for assessing achievement goals in youth sports contexts. The scale consists of items such as "I want to perform better than my peers" and "I want to avoid doing worse than others," measured on a Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). Both exploratory and confirmatory factor analyses were conducted, demonstrating the questionnaire's factorial validity, with a Cronbach's alpha value of .88, indicating high internal consistency reliability. To ensure cultural validity and relevance to the rural Philippine context, minor linguistic modifications were made to enhance comprehension for non-native English speakers. For instance, items were translated into Filipino, and pilot testing was conducted to verify clarity and appropriateness in a local setting where sports programs may differ in structure and emphasis.

For the Students' Quality of Life Questionnaire, this research adapted the instrument developed and validated by Patrick et al. [27], titled the Youth Quality of Life Instrument – Short Form (YQOL-SF), which encompasses 15 perceptual items assessing domains such as sense of self, social relationships, environment, and general quality of life. Sample items include "I feel good about who I am" and "I have enough support from family and friends," also measured on a 4-point Likert scale. The instrument was crafted using Rasch methodology, ensuring rigorous development and validation procedures. A Cronbach's alpha value of .80 demonstrated strong internal consistency reliability. Local adaptations were made to address cultural and contextual differences, such as revising items to reflect the experiences of students in rural Philippine communities, where access to resources, educational facilities, and recreational activities may differ significantly from urban settings. These adaptations were informed by consultations with local educators and students during the pre-testing phase.

The relevance of these instruments to a rural Philippine population lies in their ability to assess constructs that are universally applicable yet sensitive to the cultural and environmental nuances of the participants. By incorporating local linguistic and contextual modifications, the study ensured that the instruments reliably captured the targeted constructs while maintaining their psychometric robustness.

2.4. Statistical Analysis

This study's data analysis and interpretation were conducted using SPSS (Statistical Package for the Social Sciences), a widely utilized software program for statistical analysis in social science research. SPSS offers a comprehensive range of tools for data management, descriptive statistics, inferential statistics, and data visualization, facilitating the exploration, manipulation, and interpretation of data from diverse research designs.

To analyze the data, the study employed mean and composite mean calculations to describe students' physical self-efficacy and perceived quality of life. Mean values were utilized to summarize the central tendencies within each variable, providing a clear understanding of the average scores. Spearman's rho correlation coefficient, a nonparametric technique, was applied to assess the significant relationship between these variables. This method was chosen over parametric techniques, such as Pearson's correlation, because it does not assume normality in the data distribution and can handle ordinal data effectively. Given the potential for

non-normal data distributions in the context of the study and the ordinal nature of the Likert-scale responses, Spearman's rho was deemed more suitable for accurately exploring associations.

While Spearman's rho is advantageous in assessing monotonic relationships and is robust against violations of parametric assumptions, it also has limitations. Specifically, it may not fully capture complex nonlinear relationships between variables, potentially leading to an incomplete understanding of their interactions. Despite this, the technique provided a reliable and appropriate means of evaluating the strength and direction of the relationship between physical self-efficacy and perceived quality of life, yielding valuable insights into their potential associations.

2.5. Research Procedure

The research procedures were designed to ensure a systematic and rigorous approach to data collection, analysis, and interpretation. These steps were followed to achieve the study's objectives effectively: The process began with the preparation phase, during which the Achievement Goal Scale for Youth Sports and the adapted Youth Quality of Life Instrument – Short Form (YQOL-SF) were developed and pre-tested. Ethical clearance was secured from the Institutional Review Board (IRB), and permissions were obtained from target schools to conduct the study. This phase ensured that all instruments and logistics were ready for implementation.

Next, the sampling phase identified students aged 15 to 20 years from both urban and rural schools within the selected regions. A total of 378 participants were randomly selected using a simple random sampling technique to ensure representativeness and mitigate bias. Following sampling, the instruments underwent validation and adaptation. They were translated into Filipino and culturally adapted to suit the local context. Pre-testing with a small group of participants (n=30) was conducted to ensure the instruments' clarity and reliability.

Data collection was then carried out in school settings, where surveys were administered under the guidance of researchers. To ensure accuracy, researchers monitored the process closely and addressed any issues or questions raised by participants. The collected data were inputted and cleaned before analysis. Statistical analysis was performed using SPSS, with descriptive statistics (mean and composite mean calculations) summarizing the data and inferential statistics (Spearman's rho correlation coefficient) assessing the relationships between variables. Finally, the findings were interpreted and synthesized into a comprehensive research report. The results were analyzed in alignment with the study's objectives, providing valuable insights into the relationship between the variables under investigation.

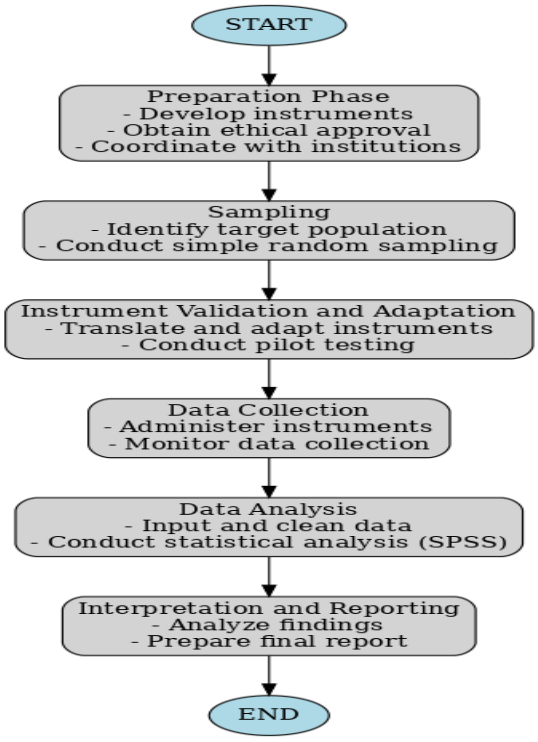

Figure 1. Research Procedure Flow Chart

3. RESULTS AND DISCUSSION

3.1. Results

Table 1 illustrates the perceived physical self-efficacy among the respondents. The data reveal that the majority of respondents expressed agreement with the statement, "I am agile and graceful," which garnered the highest mean score of 2.69. Conversely, the statement, "I am gaining greater attention than athletic people," received the lowest mean score of 2.13, indicating that most respondents disagreed with this sentiment. These findings suggest a general confidence in physical agility and gracefulness among the respondents, while reflecting a lower perception of receiving attention compared to athletic individuals.

Table 1. Perceived Physical Self-Efficacy among the Respondents

Statements	Mean	Description
2. I am agile and graceful	2.69	Agree
8. I feel in control when I take physical fitness tests	2.68	Agree
5. I can deal well even under stress	2.67	Agree
1. I have excellent reflexes	2.67	Agree
11. I am not hesitant about disagreeing with people bigger than me	2.62	Agree
4. My physique is strong	2.60	Agree
10. People think positive things about me because of my posture.	2.58	Agree
6. I can run fast	2.56	Agree
18. I find that I am not accident-prone	2.56	Agree
19. I have a strong grip	2.55	Agree
3. I am NOT embarrassed by my voice	2.51	Agree
7. I don't have physical barriers that can bother me	2.51	Agree
9. I am never intimidated by the thought of a sexual encounter	2.50	Agree
20. Because of my agility, I have been able to do things that many others could not do	2.50	Agree
16. Sometimes, my laugh embarrasses me	2.49	Disagree
15. I am envious of those better looking than myself	2.44	Disagree
13. I take pride in my ability in sports	2.43	Disagree
17. I am not concerned with my physique's impression on others	2.41	Disagree
12. I have good muscle tone	2.33	Disagree
14. I am gaining greater attention than athletic people	2.13	Disagree
Weighted Mean	2.52	Agree

Legend:

4.00 – 3.50	Strongly Agree	High Self Efficacy
3.49 – 2.50	Agree	Moderate Self Efficacy
2.49 – 1.50	Disagree	Low Self Efficacy
1.49 – 1.00	Strongly Disagree	Very Low Self Efficacy

Table 2 illustrates the perceived quality of life among the respondents. The data shows that most of the respondents agrees to the statement "I feel safe when I am at home" with the mean score of 3.49. In addition the espondents also agrees to the statement "I am pleased with how I look" with the mean score of 2.54.

Table 2. Perceived Quality of Life among the Respondents

Statements	Mean	Verbal Description
13. I feel safe when I am at home	3.49	Agree
12. I look forward to the future	3.42	Agree
8. I am happy with the friends I have	3.32	Agree
14. I feel I am getting a good education	3.04	Agree
11. I feel my life is full of interesting things to do	3.03	Agree
15. I am satisfied with the way my life is now	2.97	Agree
5. I feel understood by my parents or guardians	2.96	Agree
6. I feel I am getting along with my parents or guardians	2.95	Agree
9. I feel I can take part in the same activities as others my age	2.94	Agree
7. I feel NOT alone in my life	2.93	Agree
2. I feel good about myself	2.91	Agree

10. People my age treat me with respect	2.91	Agree
1. I am able to do most things as well as I want	2.85	Agree
3. I feel I am important to others	2.58	Agree
4. I am pleased with how I look	2.54	Agree
Weighted Mean	2.99	Agree

Legend:

4.00 – 3.50	Strongly Agree	High Quality of Life
3.49 – 2.50	Agree	Moderate Quality of Life
2.49 – 1.50	Disagree	Low Quality of Life
1.49 – 1.00	Strongly Disagree	Very Low Quality of Life

Table 3 highlights the significant relationship between the respondents' perceived physical self-efficacy and their perceived quality of life. The data reveal a moderate positive correlation between the two variables, as indicated by the correlation coefficient of 0.439. This finding suggests that higher levels of perceived physical self-efficacy are associated with improved perceptions of quality of life among the respondents.

Table 3. Test of Significant Relationship Between the Respondents Perceived Physical Self-Efficacy and Perceived Quality of Life

Variables	Correlation Coefficient	Significant Value	Interpretation
Physical Self-Efficacy Quality of Life	.439**	.001	Significant

* Statistically Significant if p-value is <.05

3.2. Discussion Student Respondents' Perceived Physical Self-Efficacy

Table 1 presents the perceived physical self-efficacy among the respondents. Each statement was rated on a scale, with higher mean values indicating stronger agreement. Among the statements, "2. I am agile and graceful" received the highest mean score of 2.69, suggesting a significant level of agreement among the respondents. This finding implies that many respondents feel confident in their agility and gracefulness, which may enhance their engagement in physical activities and overall confidence in their physical abilities. Such perceptions are crucial as they highlight how rural Filipino youth view their physical capabilities, which, in turn, may influence their quality of life and overall well-being.

Jekauc [28] emphasized the pivotal role of self-confidence in sports participation and persistence in physically demanding tasks. Their study underscored that individuals who perceive themselves positively in physical abilities are more likely to actively engage in sports and persevere in challenging activities [29]. Similarly, Serdà et al. [30] found that positive self-assessment in physical abilities contributes to adolescent well-being, with higher levels of perceived competence correlating with improved emotional health and social functioning [31]. These findings suggest that fostering a positive sense of physical self-efficacy among youth can have far-reaching benefits on their mental and social well-being.

On the other hand, the statement "I am gaining greater attention than athletic people" received the lowest mean value of 2.13, indicating a level of disagreement among the respondents. This suggests that most participants do not perceive themselves as garnering more attention than those who excel in athletics. This finding highlights a potential disparity between self-perception and societal recognition of athletic prowess, as respondents who view themselves positively in terms of agility and strength do not equate these attributes with increased societal attention. This discrepancy may affect motivation, self-esteem, and overall well-being, as societal expectations and recognition play a role in shaping individuals' self-concept and engagement in sports.

Challenges such as limited access to sports facilities and societal stigma may exacerbate these issues. Tandon [32] emphasized that rural youth often face unique obstacles, including insufficient access to sports programs and resources, which can hinder their ability to develop and showcase their physical abilities. Similarly, Murfay et al. [33] argued that access to quality physical education and community support significantly enhances students' perceptions of physical competence. Without these, students may struggle to feel validated in their physical abilities, leading to diminished confidence and lower engagement in sports.

Vaquero-Solís et al. [34] explained that self-concept, particularly in domains such as physical abilities, plays a significant role in shaping adolescents' psychological well-being and behavior. Positive self-concept is linked to higher self-esteem and greater resilience in facing challenges [35]. However, as Morano et al. [36] highlighted, societal expectations surrounding athleticism can sometimes undermine these benefits. For instance, youth who feel stigmatized for lacking athletic prowess or who perceive sports as an inaccessible domain may experience reduced self-efficacy, regardless of their inherent physical abilities.

Overall, the respondents' perceived physical self-efficacy yielded a composite mean value of 2.52, interpreted as "Agree." This indicates that, on average, the participants hold a moderately positive view of their physical abilities, reflecting confidence in their competence and sports-related skills. While this result suggests a

degree of assurance in their physical capabilities, it also points to opportunities for improvement in fostering a stronger sense of self-efficacy. Such efforts could include enhancing access to sports facilities, implementing community-based support programs, and addressing societal stigmas related to physical ability.

Schunk et al. [37] emphasized that self-efficacy is a critical determinant of motivation, persistence, and behavior in physically demanding tasks. This aligns with Di Maio et al. [38], who found that higher levels of physical self-efficacy are associated with greater physical activity participation, enhanced psychological well-being, and improved social functioning. Bertills et al. [39] further supported these findings, highlighting self-efficacy as a crucial factor influencing students' enjoyment and persistence in physical education and sports.

Addressing challenges such as limited resources and societal stigma is essential in promoting positive self-perceptions among rural youth. Providing equitable access to quality sports programs, fostering inclusive environments, and challenging negative stereotypes about physical ability can significantly enhance self-efficacy, leading to improved physical, emotional, and social outcomes for young individuals.

3.3. Discussion Student Respondents' Perceived Quality of Life

Table 2 displays the student respondents' perceived quality of life. Based on the data, "I feel safe when I am at home" received the highest mean value of 3.49, with a verbal description of "agree." This indicates that most respondents have a strong sense of security and safety in their home environment. Feeling safe at home is fundamental to well-being, as it provides a foundation for emotional stability and mental health. This suggests that the home environment is critical to these students' overall quality of life, contributing significantly to their psychological well-being. A secure home environment fosters positive emotional states, reduces stress, and enables individuals to focus on personal growth, education, and social interactions.

Studies underscore the importance of perceived safety, particularly in a personal space like the home, in enhancing life satisfaction and overall well-being [40]. In rural settings, where external resources and services may be limited, the home assumes an even greater role in providing stability and support. This environment may positively influence students' academic performance, social relationships, and mental health by offering a safe and supportive foundation [41].

On the other hand, the statement "I am pleased with how I look" received the lowest mean value of 2.54, classified as "agree" based on verbal descriptions. Although this indicates that respondents generally express satisfaction with their appearance, the level of agreement is relatively modest compared to other aspects of quality of life. This suggests that some students may harbor reservations or uncertainties about their physical appearance, reflecting a less confident self-perception.

Concerns about physical appearance may be particularly influenced by cultural norms and societal expectations in rural communities. Traditional values and expectations often emphasize modesty and conformity, which may shape students' perceptions of themselves. In contrast, exposure to social media and modern beauty standards could create conflicts between traditional and contemporary ideals, leading to feelings of inadequacy or comparison [42]. This duality may heighten body image concerns, especially among young individuals navigating these opposing influences. Studies show that body image is closely linked to self-esteem, emotional well-being, and social interactions, particularly during adolescence and young adulthood [43]. Negative self-perceptions can affect confidence, social engagement, and participation in physical activities, ultimately impacting overall quality of life.

Moreover, self-satisfaction with appearance may also reflect deeper socio-economic influences. Limited access to resources such as proper nutrition, healthcare, and grooming products in rural areas can exacerbate feelings of dissatisfaction with one's physical appearance. These factors contribute to a broader sense of inequality and reduced self-worth, reinforcing the need for targeted interventions to address these challenges [44].

Overall, the student respondents' perceived quality of life obtained a composite mean value of 2.99, interpreted as "moderate quality of life." This suggests that, on average, the students experience a balance of positive and negative aspects in their daily lives. While they may feel content in some areas, such as safety and security at home, other dimensions, such as self-satisfaction and opportunities for personal fulfillment, appear less favorable.

This moderate quality of life rating reflects the interplay of supportive and challenging factors within their environment. While safety at home provides a stable foundation, cultural norms, socio-economic limitations, and self-perception challenges may hinder a more holistic sense of well-being. For instance, cultural expectations in rural communities often prioritize collective well-being and traditional values over individual expression and personal fulfillment, potentially stifling the development of self-esteem and personal identity among youth. This finding aligns with studies suggesting that adolescents and young adults in rural settings face unique challenges related to resource availability, social support, and self-perception [45].

The moderate rating also points to systemic challenges in rural communities, such as limited access to educational, recreational, and social opportunities, which could negatively impact physical, emotional, and social well-being [45]. Sinha [46] emphasized that quality of life is multidimensional, encompassing physical, emotional, social, and environmental well-being. Addressing these interconnected dimensions requires

interventions targeting specific areas of need. For instance, mental health services, body image education, and community programs promoting self-esteem and social cohesion could help address areas of dissatisfaction. Additionally, increasing access to physical and social activities, as well as fostering a supportive cultural environment, can significantly enhance overall well-being [47].

3.4. Discussion Relationship Between Student Perceived Physical Self-Efficacy and Perceived Quality of Life

Table 3 presents the results of the Test of Significant Relationship between the Student Respondents' Physical Self-Efficacy and Perceived Quality of Life. The analysis indicates a significant relationship between these variables, with a p-value of .001 and a correlation coefficient of .439. This suggests a moderate, positive correlation, implying that students with higher confidence in their physical abilities tend to report better overall life satisfaction. This finding highlights the crucial role of physical self-efficacy in shaping students' perceptions of their well-being. Individuals who believe in their capacity to engage successfully in physical activities are more likely to experience improved emotional and social well-being. Physical competence often contributes to higher self-esteem, resilience, and greater participation in social activities, which collectively enhance students' overall quality of life.

Speculation has been raised about the mechanisms underlying this relationship. One possible explanation is that individuals with higher physical self-efficacy engage more frequently in social activities, such as sports or group exercises, leading to increased social interactions and a stronger sense of belonging. These interactions may bolster emotional well-being and life satisfaction. Additionally, confidence in physical abilities could reduce psychological stress by promoting a sense of control and capability in managing physical challenges and daily tasks. Such reductions in stress levels can directly improve mental health and, in turn, enhance overall quality of life.

The findings of this study have practical implications for educational and community settings. Schools and community organizations should consider implementing programs that promote physical self-efficacy among students. For example, school-based physical education programs can focus not only on fitness but also on skill-building, teamwork, and confidence development. These activities should be inclusive and accessible to all students, allowing them to experience success and build confidence in their physical abilities. Community initiatives, such as local sports programs or fitness workshops, can further provide opportunities for adolescents, particularly in rural areas where resources and activities may be limited. These programs should emphasize skill development while fostering a supportive and encouraging environment. Moreover, holistic interventions integrating mental health and physical fitness activities can address both physical competence and psychological well-being. For instance, mindfulness sessions or stress management workshops could complement physical fitness programs to maximize their impact on quality of life [48].

Despite its valuable insights, this study has limitations that should be acknowledged. The sample is focused on rural Filipino youth, which limits the generalizability of the findings to other populations, such as urban youth or those from different cultural or socio-economic backgrounds. Additionally, the study employs a cross-sectional design, making it impossible to establish causation. While a significant correlation between physical self-efficacy and quality of life was identified, the directionality of the relationship remains unclear. Longitudinal studies are needed to explore how these variables influence each other over time. Furthermore, the reliance on self-reported measures may introduce bias, as participants could overestimate or underestimate their physical self-efficacy or quality of life due to social desirability or limited self-awareness. Lastly, the study did not account for potential confounding variables, such as socio-economic status, access to sports facilities, or mental health conditions, which may also influence both physical self-efficacy and quality of life.

4. CONCLUSION

This study highlights the significant role of physical self-efficacy in shaping the perceived quality of life among rural Filipino youth. The findings demonstrate that students with greater confidence in their physical abilities tend to experience higher overall well-being. Physical self-efficacy, closely tied to self-esteem, mental health, and social engagement, is a critical determinant of life satisfaction. It underscores the need for programs that promote physical fitness, self-confidence, and positive body image to enhance physical and emotional health, particularly in rural settings where access to resources may be limited.

The research also emphasizes the importance of a supportive environment, particularly at home, in contributing to a positive quality of life. Many students report feeling secure in their home environment, which fosters emotional stability and mental health. However, concerns about physical appearance and societal pressures may negatively impact their self-perception and overall well-being. Addressing these concerns through targeted interventions is essential. Programs that promote body positivity, resilience, and self-acceptance can empower rural youth to lead healthier, more fulfilling lives. Initiatives such as school-based workshops on self-esteem, peer mentoring programs, and community-driven campaigns to challenge societal beauty standards may help reduce the adverse effects of these pressures.

Overall, the study provides valuable insights into the link between physical self-efficacy and well-being, suggesting that efforts to boost physical confidence can have far-reaching benefits for both physical and psychological health. This calls for continued attention to developing supportive programs and initiatives to address the unique challenges rural Filipino youth face.

To build on the findings of this study, further research is recommended in several areas. First, longitudinal studies could provide a deeper understanding of how physical self-efficacy influences quality of life over time, helping to establish causal relationships. Additionally, exploring the impact of specific interventions, such as tailored physical education programs or mental health support systems, could identify best practices for fostering physical self-efficacy and well-being. Future research should also examine the role of external factors, such as access to sports facilities, socio-economic conditions, and cultural norms, in shaping perceptions of physical competence and quality of life. Finally, expanding the scope of research to include urban youth or other cultural contexts could provide comparative insights and inform the development of inclusive, culturally sensitive programs. These steps will contribute to a more comprehensive understanding of the interplay between physical self-efficacy and well-being and guide the creation of effective strategies to improve the lives of rural youth.

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