



Linking Exercise Self-Efficacy to Perceived Wellness: Implications for Student Well-Being in Higher Education

Michael Andrei Sameon¹, Bryan Paul Villarojo²

^{1,2}Institute of Teacher Education, Davao del Norte State College, Panabo City, Davao del Norte, Philippines

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ABSTRACT

Purpose of the study: This study aimed to examine the relationship between exercise self-efficacy and perceived wellness among Filipino college freshmen in Davao del Norte within the context of curriculum evaluation in physical education. It sought to assess students' levels of exercise self-efficacy and perceived wellness as indicators of holistic development and to explore how these constructs inform program evaluation and learning outcomes in PE.

Methodology: The study used a quantitative-correlational research design involving 298 college freshmen enrolled in PE 1 – Movement Enhancement during the academic year 2023–2024. Data were collected using three adapted research instruments measuring exercise self-efficacy and perceived wellness. Descriptive statistics (mean) and Pearson product-moment correlation were used for data analysis.

Main Findings: The results showed that students had a moderate level of exercise self-efficacy and a high level of perceived wellness. A statistically significant positive relationship was found between exercise self-efficacy and perceived wellness, indicating that students with higher confidence in performing exercise tend to have better overall wellness.

Novelty/Originality of this study: This study uniquely evaluates the relationship between exercise self-efficacy and perceived wellness among Filipino college freshmen within an educational evaluation framework. By integrating the CIPP and Kirkpatrick models, it provides new insights into how exercise confidence contributes to holistic well-being.

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Corresponding Author:

Bryan Paul Villarojo

Institute of Teacher Education, Davao del Norte State College, Panabo City, Davao del Norte, Philippines

Email: bryanpaul.villarojo@dnsc.edu.ph

1. INTRODUCTION

Wellness is a multifaceted and holistic construct encompassing the physical, emotional, social, psychological, spiritual, and intellectual dimensions of health. It reflects the integration of mind, body, and behavior, and contributes to overall life satisfaction and optimal functioning [1], [2]. Among college students, wellness is a vital determinant of academic success, emotional regulation, and lifelong learning outcomes [3], [4]. The transition to higher education often challenges students' wellness through academic pressure, social adjustment, and lifestyle changes that may affect both physical and psychological well-being [5].

In the Philippine context, student wellness has become an emerging educational concern. Recent reports indicate that over 40% of Filipino youth are physically inactive and experience increasing rates of stress, anxiety, and depression [6], [7]. Studies in Davao del Norte revealed low adherence to physical activity guidelines and rising academic fatigue among college students [8]. Such findings highlight a pressing need for institutional accountability in promoting wellness as part of holistic education and learner development.

Exercise self-efficacy—an individual's belief in their capability to maintain physical activity despite challenges—is a key construct in educational and health psychology [9]. It has been identified as a determinant of behavioral persistence, motivation, and resilience [10], [11]. Higher levels of exercise self-efficacy are associated with increased engagement in physical activity and improved mental and emotional well-being [12]. Despite its relevance, empirical research connecting exercise self-efficacy to educational outcomes in Philippine higher education remains limited [13].

In educational assessment, wellness and self-efficacy are increasingly viewed as indicators of holistic learning outcomes and institutional effectiveness. The Commission on Higher Education (CHED) in the Philippines emphasizes student development outcomes—including physical fitness, emotional balance, and personal accountability—as measures of program quality and student success [14]. Likewise, Physical Education (PE) programs are mandated to contribute to student wellness, resilience, and self-management—dimensions aligned with national learning outcome frameworks and international accreditation standards [15]. Integrating exercise self-efficacy and wellness assessment therefore supports both individual learning evaluation and institutional accountability in higher education.

From an evaluative standpoint, examining the relationship between exercise self-efficacy and perceived wellness contributes to understanding how psychosocial and behavioral competencies influence holistic student performance. It provides data that can inform educational evaluation, particularly in assessing non-cognitive domains of learning such as motivation, resilience, and self-regulation [16]. However, most existing studies focus on psychological correlations without situating them within the context of educational assessment or policy accountability. This gap underscores the need to empirically evaluate wellness as an educational outcome and a measure of institutional performance.

Given this context, the present study responds to the call for integrating wellness assessment into educational evaluation frameworks. It examines the relationship between exercise self-efficacy and perceived wellness among first-year college students in Davao del Norte to provide evidence-based insights for curriculum development, program evaluation, and policy enhancement. By linking health-related constructs to educational accountability, this study offers a novel contribution to understanding wellness as both a psychological construct and an evaluative dimension of student learning.

2. RESEARCH METHOD

2.1. Research Design

This study employed a quantitative descriptive-correlational research design to examine the relationship between exercise self-efficacy and perceived wellness among first-year college students. The quantitative approach emphasizes the objective measurement of variables and the statistical analysis of numerical data obtained through structured questionnaires [17]. A descriptive design was used to provide a detailed evaluation of students' current levels of exercise self-efficacy and perceived wellness within their natural educational setting [18], [19]. The correlational component determined the strength and direction of association between these constructs [20], [21].

This design aligns with the evaluative purpose of the study by generating evidence-based insights on students' self-efficacy and wellness profiles, which can serve as indicators of learning outcomes in Physical Education (PE). Specifically, the results can help PE instructors assess how students' confidence in performing physical activities and their perceived well-being reflect affective and behavioral dimensions of learning, such as motivation, self-regulation, and holistic development—key outcomes in PE evaluation frameworks [22].

2.2. Population and Sampling

The study was conducted among 298 randomly selected first-year college students enrolled in the PATH FIT 1 – Movement Enhancement program during the academic year 2023–2024. The total population of 1,325 students was drawn from three higher education institutions in Davao del Norte. Using stratified random sampling, the sample was proportionally distributed as follows: School A (49 students), School B (148 students), and School C (101 students). Sampling was facilitated using Microsoft Excel's randomization function to ensure representativeness [23].

2.3. Research Instruments

Two validated and pilot-tested instruments were used to collect data. Both tools were chosen for their psychometric reliability and their relevance to evaluating behavioral and affective learning indicators.

Table 1. Research Instrument Utilized

Instrument	Dimensions/ Indicators	No. of Items	Scale	Purpose/Interpretation in PE Evaluation
Perceived Wellness Instrument (PWI) [24]	Psychological, Emotional, Social, Physical, Spiritual, Intellectual Wellness	36	5-point Likert (1 = strongly disagree to 5 = strongly agree)	Evaluates students' holistic well-being, reflecting the affective and social outcomes of PE learning.
Exercise Self- Efficacy Questionnaire (ESEQ) [25]	Situational/Interpersonal, Competing Demands, Internal Feelings	18	5-point Likert (1 = not confident at all to 5 = very confident)	Measures students' confidence in maintaining exercise habits—an indicator of motivation and behavioral outcomes in PE learning.

2.4 Data Collection Procedure

Prior to data collection, ethical clearance was obtained, and participants provided informed consent. An orientation was conducted to explain the study's objectives, procedures, and ethical safeguards (informed consent, confidentiality, voluntary participation). The data collection process followed the steps below:

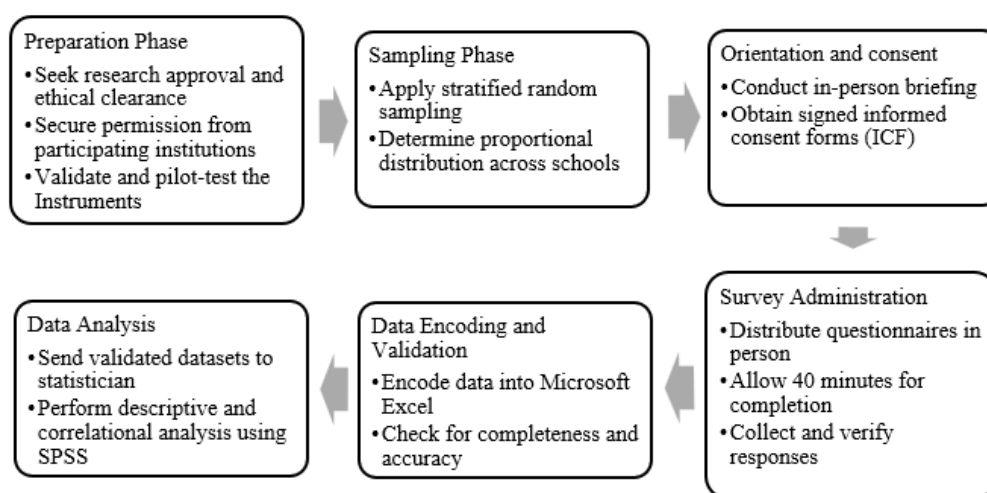


Figure 1. Research Procedure Flowchart

2.5. Data Analysis

Descriptive statistics (mean, standard deviation, frequency, and percentage) were used to evaluate students' levels of exercise self-efficacy and perceived wellness, providing an evidence-based assessment of their wellness profiles. Pearson's product-moment correlation was employed to determine the degree of relationship between the two variables. The analytical results provide empirical data that can be integrated into Physical Education program evaluation, allowing educators to gauge the extent to which students' psychosocial confidence and wellness reflect intended learning outcomes in the PATH FIT curriculum.

3. RESULTS AND DISCUSSION

3.1. Exercise Self-efficacy in terms of Situational/Interpersonal

Table 2 presents the level of students' exercise self-efficacy in terms of situational and interpersonal factors. The item "The students exercise 3–5 times a week for 40 minutes during a vacation" obtained the highest mean score of 3.65, followed closely by "The students exercise 3–5 times a week for 40 minutes when there are other interesting things to do," with a mean of 3.59. Both items are rated as high. The lowest mean score, 3.11, was observed for "The students exercise 3–5 times a week for 40 minutes when visitors are present," which is rated as moderate. The overall mean of 3.39 with a standard deviation of 0.80 indicates a moderate level of self-efficacy and a relatively consistent pattern of responses.

These results suggest that students are generally able to sustain their exercise routines when situational or social distractions are minimal but may experience difficulty maintaining them when social interactions interfere. This pattern reflects how environmental and interpersonal contexts influence students' ability to integrate physical activity into their daily lives. The ability to manage such contexts can be linked to students' self-management and goal-setting skills, which are essential for their overall personal and academic growth [26].

[27]. As students learn to adapt exercise habits across varying social settings, they also develop discipline and self-regulation—skills that support persistence and resilience in learning situations.

Table 2. Level of Exercise Self-Efficacy in terms of Situational/Interpersonal

Items	SD	Mean	Descriptive
<i>The students exercise 3-5 times a week for 40 minutes ...</i>			
When there is too much work to do at home	1.13	3.40	High
When visitors are present	1.17	3.11	Moderate
When there are other interesting things to do	1.03	3.59	High
During a vacation	1.17	3.65	High
When there are commitments	1.09	3.43	High
After experiencing family problems.	1.28	3.13	Moderate
Overall	0.80	3.39	Moderate

3.2. Exercise Self-Efficacy in terms of Competing Demands

Table 3 shows the level of students' exercise self-efficacy in terms of competing demands. The item "The students exercise 3–5 times a week for 40 minutes even without support from family and friends" recorded the highest mean of 3.45, which is interpreted as high. The lowest mean score, 2.88, was obtained for "The students exercise 3–5 times a week for 40 minutes after recovering from an injury that caused me to stop exercising," indicating a moderate level. The overall mean of 3.14 with a standard deviation of 0.86 reveals a moderate level of self-efficacy, showing that students maintain a fair degree of confidence in sustaining exercise despite external pressures.

The findings imply that although students recognize the value of physical activity, they often need to balance it against competing academic, social, and personal commitments. This suggests that time management and prioritization skills play a critical role in their ability to remain consistent in health-related behaviors. When students are able to manage such demands effectively, they demonstrate not only self-discipline but also the capacity to handle multiple academic and personal responsibilities [28], [29]. This ability parallels their approach to balancing coursework and extracurricular activities, reflecting broader competencies in self-directed learning and responsibility.

Table 3. Level of Exercise Self-Efficacy in terms of Competing Demands

Items	SD	Mean	Descriptive
<i>The students exercise 3-5 times a week for 40 minutes ...</i>			
After recovering from an injury that caused me to stop exercising	1.13	3.40	High
After recovering from an illness that caused to stop exercising	1.17	3.11	Moderate
When feel physical discomfort during exercise	1.03	3.59	High
After a vacation	1.17	3.65	High
don't reach exercise goals	1.09	3.43	High
Even without support from family or friends	1.28	3.13	Moderate
Overall	0.80	3.39	Moderate

3.3. Exercise Self-efficacy in terms of Internal Feelings

Table 4 presents the level of exercise self-efficacy among students in relation to internal feelings. The item "The students exercise 3–5 times a week for 40 minutes when experiencing personal problems" obtained the highest mean of 3.28, followed by "The students exercise 3–5 times a week for 40 minutes when feeling anxious," both described as moderate. The lowest-rated item, "The students exercise 3–5 times a week for 40 minutes when experiencing bad weather," had a mean score of 3.09, also rated as moderate. The overall mean of 3.15 and a standard deviation of 0.95 indicate moderate self-efficacy in sustaining exercise when influenced by internal emotional states.

These results highlight the influence of emotions on students' consistency in performing exercise routines. Students with higher emotional stability are better able to continue exercising even during periods of stress or low motivation. This finding connects to how emotional regulation influences persistence in learning tasks and coping with academic pressure [30], [31]. The moderate level of self-efficacy suggests that while many students can manage their emotions to maintain healthy routines, others may need greater emotional support and motivation to sustain both physical and academic engagement. Integrating physical activity with emotional wellness initiatives in educational programs may enhance their overall functioning and learning outcomes.

Table 4. Level of Exercise Self-Efficacy in terms of Internal Feelings

Items	SD	Mean	Descriptive
<i>The students exercise 3-5 times a week for 40 minutes ...</i>			
When there is too much work to do at home	1.13	3.40	High
When visitors are present	1.17	3.11	Moderate
When there are other interesting things to do	1.03	3.59	High
During a vacation	1.17	3.65	High
When there are commitments	1.09	3.43	High
After experiencing family problems.	1.28	3.13	Moderate
Overall	0.80	3.39	Moderate

3.4. Perceived Wellness in terms Psychological Wellness

Table 5 shows that the students' perceived psychological wellness obtained an overall mean of 4.14, descriptively rated as high. This indicates that students generally demonstrate optimism, positive thinking, and confidence in achieving their goals. The standard deviation of 0.61 suggests that responses are closely distributed around the mean, showing consistency among the students' perceptions.

The high psychological wellness scores indicate that students maintain positive mental states, which may enhance their focus, motivation, and resilience in academic settings [32]. Optimism and positive outlook are linked to better coping strategies, which can support students in managing stress and achieving balance between academic and personal demands [33]. Thus, fostering psychological wellness can contribute not only to improved health outcomes but also to students' readiness to learn and adapt to the challenges of higher education.

Table 5. Level of Perceived Wellness in terms of Psychological Wellness

Items	SD	Mean	Descriptive
I am optimistic about my future	0.81	4.27	Very High
I count on good things happen to me.	0.86	4.39	Very High
I look on the bright side of things.	0.86	4.35	Very High
I expect the best.	1	4.08	High
I seldom expect of things going in my favor.	0.91	3.84	High
I anticipate that future outcomes may not align with my desired expectations.	0.90	3.90	High
Overall	0.61	4.14	High

3.5. Perceived Wellness in terms of Emotional Wellness

The category mean of this indicator is 4.06, which corresponds to a descriptive equivalent of high. This indicates that the students generally demonstrate stable emotional wellness. The analysis of the collected responses showed a standard deviation of 0.64 (Table 6), suggesting that the responses were consistent, with only a few students reporting either very high or very low levels of emotional wellness.

The findings imply that most students maintain a positive emotional state and a sense of self-assurance when interacting with others, reflecting emotional balance and self-understanding. Such stability contributes to students' capacity to respond to academic pressures with confidence and adaptability. The results support the idea that emotional well-being enhances students' ability to regulate their behavior, manage stress, and make thoughtful decisions in demanding situations [34]. Recognizing and strengthening emotional wellness can thus help learners cultivate resilience and sustain motivation in both personal and academic contexts [35].

Table 6. Level of Perceived Wellness in terms of Emotional Wellness

Items	SD	Mean	Descriptive
I experience recognizing unique qualities and strengths of others, which inspired me to appreciate my own individuality.	0.75	4.27	Very High
In general, I feel confident about my abilities.	0.87	3.93	High
I recognize that every individual possesses inherent value and worth, including myself.	0.86	4.15	High
I am confident about my ability to do things well in the future.	0.89	4.06	High
I am secure of who I am.	0.98	4.02	High
I experienced a strong sense of self-assurance and confidence when interacting with unfamiliar individuals.	0.94	3.93	High
Overall	0.64	4.06	High

3.6. Perceived Wellness in terms of Social Wellness

The category mean of this indicator is 3.85, corresponding to a descriptive equivalent of high. This suggests that the degree of perceived social wellness among students is evident. The responses, which had a standard deviation of 0.65 (Table 7), were relatively consistent, indicating that most students share similar perceptions of their social connectedness.

The results show that students experience supportive relationships with peers and family members, which reinforce their sense of belonging and interpersonal trust. This finding aligns with studies suggesting that strong social networks foster cooperation, empathy, and accountability within educational settings [36]. Students who experience meaningful social connections often develop better communication skills and demonstrate confidence in collaborative tasks, essential for group learning and classroom engagement [37]. These social dimensions contribute to a positive educational environment that enhances well-being and student performance.

Table 7. Level of Perceived Wellness in terms of Social Wellness

Items	SD	Mean	Descriptive
Members of my family come to me for support.	0.98	4.16	High
Sometimes I wonder if my family will really be there for me when I am in need.	1.12	3.76	High
My friends know they can always confide in me and ask me for advice.	0.95	3.99	High
My family has been available to support me in the past.	1.03	3.93	High
In the past, I have not always had friends with whom I could share my joys and sorrows.	1.27	3.49	High
My friends will be there for me when I need help	1.10	3.77	High
Overall	0.65	3.85	High

3.7. Perceived Wellness in terms of Physical Wellness

The category mean of this indicator is 3.50, corresponding to a descriptive equivalent of high. This suggests that students perceive themselves as physically well. The standard deviation of 0.72 (Table 8) indicates that most responses were close to the mean, showing consistent levels of perceived physical wellness across the sample.

The results highlight students' awareness of their physical health and its impact on overall well-being. Students who reported higher physical wellness likely engage in regular physical activity, which supports mental alertness and emotional balance [38]. Maintaining physical health also helps learners manage fatigue, stress, and illness, all of which affect their academic participation and productivity. The finding reinforces that physical wellness contributes not only to health outcomes but also to sustained engagement in learning and effective management of academic challenges [39].

Table 8. Level of Perceived Wellness in terms of Physical Wellness

Items	SD	Mean	Descriptive
My physical health has restricted me to do physical activities.	1.29	3.10	Moderate
My body seems to resist physical illness very well.	1.01	3.49	High
My physical health is excellent.	0.97	3.85	High
My health is excellent.	0.96	3.90	High
I am physically healthy.	1.05	3.87	High
I expect my physical health to get worse.	1.36	2.80	Moderate
Overall	0.72	3.50	High

3.8. Perceived Wellness in terms of Intellectual Wellness

The category mean of this indicator is 3.81, corresponding to a descriptive equivalent of high. This indicates that students display a positive perception of their intellectual wellness. The standard deviation of 0.72 (Table 9) shows a narrow spread of responses, suggesting consistency among students in their self-assessed intellectual engagement. The findings suggest that students are generally motivated to pursue cognitive challenges and show satisfaction with their level of mental stimulation. This pattern reflects their readiness to engage in higher-order thinking, problem-solving, and creative learning activities. The result supports previous studies indicating that intellectual wellness is shaped by one's openness to new ideas and enthusiasm for learning [40]. In educational settings, this dimension reflects students' ability to think critically, collaborate effectively, and apply learning beyond the classroom—skills that contribute to lifelong learning and adaptability.

Table 9. Level of Perceived Wellness in terms of Intellectual Wellness

Items	SD	Mean	Descriptive
I seek out activities that challenge me to think and reason.	0.90	4.06	High
I can concentrate well.	0.91	3.80	High
I am pleased with the amount of intellectual stimulation I receive.	0.88	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])	0.88	3.75	High
I have generally found intellectual challenges to be vital to my overall well-being.	0.91	3.83	High
My life has often seemed devoid of positive mental stimulation.	0.97	3.70	High
Overall	0.72	3.81	High

3.9. Perceived Wellness in terms of Spiritual Wellness

This indicator has a category mean of 4.51, with a descriptive equivalent of very high, showing that students report a strong sense of spiritual wellness. The standard deviation of 0.68 (Table 10) indicates that the responses were relatively close to the mean, suggesting consistent perceptions across respondents. The results reveal that students possess a strong sense of purpose and optimism toward life. This sense of meaning appears to guide their personal decisions and strengthen their resilience in challenging situations. Students with high spiritual wellness often display a more integrated perspective on personal growth, recognizing the connection between mind, body, and purpose. These findings align with prior research highlighting that an awareness of life's purpose and self-direction supports well-being and motivation [41]. Within educational contexts, spiritual wellness may enhance students' perseverance, moral grounding, and sense of fulfillment in academic pursuits.

Table 10. Level of Perceived Wellness in terms of Spiritual Wellness

Items	SD	Mean	Descriptive
I have purpose in life.	0.74	4.64	Very High
I am optimistic about the future.	0.78	4.47	Very High
I will find meaning in life.	0.77	4.55	Very High
I have sense of purpose in life.	0.85	4.48	Very High
My life is not meaningless.	1.1	4.30	Very High
It has always had a purpose in life.	0.76	4.58	Very High
Overall	0.68	4.51	Very High

3.10. Significance of the Relationship of Exercise Self-efficacy with Perceived Wellness

The results presented in Table 11 indicate a statistically significant but weak positive correlation between exercise self-efficacy and perceived wellness among college freshmen students in Davao del Norte ($r = 0.160$, $p = 0.005$). This suggests that students who possess higher confidence in maintaining regular exercise routines also tend to perceive themselves as having better overall wellness. Although the strength of the relationship is relatively low, the significant p-value indicates that the association is not due to chance. Hence, exercise self-efficacy contributes in a modest yet meaningful way to students' perceived wellness. This finding aligns with previous studies reporting that greater exercise self-efficacy enhances motivation and enjoyment of exercise, leading to improved overall wellness (42,43). Similarly, perceived wellness has been described as multidimensional and interrelated, wherein self-efficacy influences both physical and psychological well-being through intrinsic motivation and self-regulation (44).

Table 11. Correlation Between Exercise Self-Efficacy and Perceived Wellness

Variables	r value	p-value	Decision on Relationship
Exercise Self-Efficacy & Perceived Wellness	.160**	.005	Significant

3.11. Integrative Discussion

Taken together, the results across all indicators suggest that students demonstrate moderate exercise self-efficacy and high levels of perceived wellness, particularly in spiritual, emotional, and psychological domains. The moderate self-efficacy scores imply that while students value physical activity, external demands such as academics and internal barriers like emotional stress occasionally hinder consistent engagement. Despite this, high perceived wellness reflects students' ability to maintain positive attitudes, social relationships, and spiritual connectedness, contributing to holistic health. These findings underscore that exercise confidence is a valuable but underdeveloped competency among college freshmen, which can be nurtured through educational interventions. By embedding self-efficacy-building strategies within Physical Education (PE) programs, institutions can foster not only physical but also mental and social resilience among students.

3.12. Implications for Curriculum Evaluation

The findings of this study hold important implications for curriculum evaluation in physical education, particularly when viewed through the lens of established educational evaluation frameworks such as the CIPP Model (Context–Input–Process–Product) [45] and Kirkpatrick’s Four Levels of Evaluation [46]. Within the context component of the CIPP Model, the results highlight students’ current psychosocial and motivational needs, emphasizing the necessity of contextualizing physical education (PE) activities to address both exercise self-efficacy and perceived wellness dimensions. For the input phase, curriculum designers should incorporate strategies such as goal-setting, social support mechanisms, and reflective journaling to strengthen self-efficacy and student motivation [47]. The process dimension should involve continuous monitoring of students’ engagement levels, intrinsic motivation, and participation consistency through formative assessment and feedback systems such as peer mentoring, progress tracking, and self-reflective feedback, which can promote self-regulated learning and accountability [20]. Finally, in the product phase, program effectiveness should be evaluated based on measurable outcomes such as enhanced wellness scores, improved stress management, and sustained exercise behavior—key indicators of educational impact in PE curricula.

Furthermore, when aligned with Kirkpatrick’s Four Levels of Evaluation, the study’s results provide insights into how students react to and benefit from PE instruction. At the reaction level, students generally view PE positively, especially when activities foster psychological and social well-being. At the learning level, the moderate self-efficacy outcomes suggest existing gaps in students’ confidence and self-regulation that warrant targeted instructional interventions. The behavior level reflects moderate transfer of exercise habits beyond the classroom, while the results level indicates partial attainment of wellness-related learning outcomes. Collectively, these findings suggest that integrating self-efficacy-enhancing modules within PE curricula can strengthen outcomes across all four levels of evaluation.

3.13. Supporting Evidence from Previous Studies

The results are supported by prior findings emphasizing the mediating role of exercise self-efficacy in health behavior. For example, higher self-efficacy has been found to reduce perceived barriers to exercise among college students [26]. Similarly, managing competing demands has been shown to improve academic balance and stress resilience [28]. Furthermore, emotionally grounded motivation has been demonstrated to sustain long-term physical activity engagement [31]. These parallel findings reinforce that developing self-efficacy through structured physical education interventions enhances not only physical fitness but also overall student wellness.

4. CONCLUSION

The findings of the study reveal that while students’ exercise self-efficacy is moderately evident, their perceived wellness is consistently high. This suggests that although students display a fair level of confidence in their ability to engage in physical activity, they tend to hold more positive views of their overall wellness—covering physical, emotional, social, intellectual, and spiritual aspects. The statistically significant relationship between exercise self-efficacy and perceived wellness underscores the value of physical confidence as a factor influencing students’ holistic well-being.

From an educational standpoint, these findings highlight the relevance of incorporating measures of wellness and self-efficacy into institutional assessments of student outcomes. Evaluating these constructs offers a broader perspective on student development beyond academic achievement, reflecting the goals of holistic and outcomes-based education. The results contribute to understanding how confidence in physical capability can serve as an indicator of well-being and engagement, thereby enriching evaluation frameworks used in higher education.

Given these implications, several practical recommendations are put forward. College freshmen should be encouraged to participate regularly in physical activities facilitated by their institutions, as these contribute not only to physical health but also to improved resilience, self-confidence, and emotional stability. At the institutional level, the Commission on Higher Education (CHED) is encouraged to promote structured programs that integrate wellness and self-efficacy development through physical and psychosocial activities across the curriculum. Teachers, counselors, and administrators may work collaboratively to include wellness-oriented learning experiences, provide support mechanisms, and cultivate a campus environment that values balance, resilience, and self-reflection. Parents are also encouraged to sustain their support for their children’s participation in wellness-promoting activities that foster holistic growth. Finally, future research may extend this study by integrating other dimensions of learning and well-being—such as cognitive performance, mental health, and digital engagement—to develop more comprehensive frameworks for evaluating student wellness and educational success.

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