INFLUENCE OF PHYSICAL ACTIVITIES ON SELF-CONCEPT, HEALTH LIFESTYLE AND RESILIENCE OF THE SENIOR HIGH SCHOOL STUDENTS: INPUT TO PHYSICAL EDUCATION ACTIVITIES EXEMPLAR

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By

Wirly Amy G. Mamar

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APPROVAL SHEET

This dissertation entitled *"Influence of Physical Activities on Self-Concept, Health Lifestyle, and Resilience of the Senior High School Students: Input to Physical Education Activities Exemplar"* prepared and submitted by *Wirly Amy G. Mamar,* in partial fulfillment *of the requirements* for the degree of Doctor of Education (Physical Education) is hereby recommended for acceptance and approval for oral examination.

FELIMON A. PIMENTEL JR., PhD
Research Adviser

Approved by Dissertation Committee on Oral Examination on April 8,2026.

MARCELO JC M. DIAZ III, EdD.
Chairperson

MINNIE P. CHAN, PhD.
Member

MA. PAULO C. ABRICO, PhD.
External Panel

Comprehensive Examination passed on February 2023.

Accepted and approved in partial fulfillment of the requirements for the Degree of Doctor of Education in Physical Education.

June 5, 2026
Date

FELIMON A. PIMENTEL JR.,PhD
Dean

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The Researcher

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Abstract

This study aimed to determine the influence of physical activities on self-concept, health lifestyle, and resilience of senior high school students in the Province of Negros Occidental during the school year 2025–2026. Specifically, it examined the extent of students' physical activity, their levels of self-concept, health lifestyle, and resilience, as well as the significant differences and relationships among these variables. It also identified the predictors of resilience and proposed physical education activity exemplars based on the findings. From a total population of approximately 71,000 senior high school students in Negros Occidental, a sample of 383 respondents was selected.

Physical activity served as the independent variable, while self-concept, health lifestyle, and resilience were treated as dependent variables. Descriptive statistics such as mean and standard deviation were used to determine the levels of the variables, while inferential statistics including t-test for dependent and independent samples, one-way analysis of variance, and Pearson's r were utilized to test the hypotheses at the 0.05 level of significance.

Results revealed that senior high school students generally demonstrated a high level of physical activity, self-concept, health lifesty0le, and resilience. Significant relationships were found among the variables, indicating that greater participation in physical activities is associated with stronger self-concept and healthier lifestyle behaviors. Furthermore, resilience varied significantly according to the levels of physical activity, self-concept, and health lifestyle. Regression analysis indicated that these variables significantly predicted resilience among students.

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Chapter 1

Introduction to the Study

Chapter 1 includes: (1) Background and Theoretical Framework of the Study, (2) Statement of the Problem and the Hypothesis, (3) Significance of the Study, (4) Definition of Terms, and (5) Delimitation of the Study

Part One, Background and Theoretical Framework of the Study, explained the existence of the problem and present the theoretical framework from which the study was based.

Part two, Statement of the Problem and Hypothesis, stated the general and specific problems as well as the hypothesis to be tested.

Part Three, Significance of the Study, identified the value of the study and provided explanations of the benefits for each of its recipients.

Part Four, Definition of Terms, will present the conceptual and, at the same time, operational definition of key terms and phrases used in the study.

Part Five, Delimitation of the Study, set the boundaries of the study in terms of variables, locale,

research instruments and statistical tools to be employed in interpreting the results of the study.

This study attempted to evaluate how Physical Education activities can influence students to develop positive self-concept, to foster a high-quality lifestyle, and to achieve better resilience so that they become empowered and equipped individuals as they advance from adolescence to adulthood.

Background and Theoretical Framework of the Study

Self-concept is a fundamental psychological construct that dictates how individuals perceive their identity and value within society. According to humanist psychologist Carl Rogers, self-concept is a tripartite structure consisting of the Ideal Self (who one aspires to be), Self-image (current self-perception), and Self-esteem (the degree of self-acceptance). This internal framework is further expanded by Bruce A. Bracken, who posits that self-concept is multidimensional. Bracken's model identifies six independent domains—academic, affect, competence, family, physical, and social—all of which contribute to an individual's global self-evaluation. Within this context, the "physical" and "competence" domains are increasingly linked to the development of healthy lifestyles, defined as collective patterns of health-related behaviors based on available choices.

While the theoretical foundations of self-concept and health lifestyles are well-established, there is a pressing need to examine how these constructs manifest specifically within the Senior High School (SHS) demographic. This developmental stage is a critical transition period where students face heightened academic pressure and social shifts

that can jeopardize their resilience and self-perception. Despite the known benefits of physical movement, many educational frameworks struggle to integrate physical activities in a way that measurably improves a student's resilience and holistic self-concept. There is a noticeable gap in research that connects these psychological theories directly to the practical implementation of Physical Education (PE) activities as a primary intervention for student well-being.

The development of a robust self-concept is a fundamental psychological goal for Senior High School (SHS) students, as it dictates how they perceive their identity and value across the academic, social, and physical domains of their lives. Grounded in Carl Rogers' Theory of Self and Bruce Bracken's Multidimensional Self-Concept Model, this internal perception is intrinsically linked to a student's "health lifestyle," which Deci and Ryan's Self-Determination Theory describes as a product of satisfying the basic psychological needs for autonomy, competence, and relatedness. However, despite these theoretical frameworks, many SHS students face a critical "resilience gap" characterized by high stress and a decline in physical engagement, suggesting a failure to convert physical activity into psychological strength. According to Bandura's

Social Cognitive Theory, without the "mastery experiences" provided by physical movement, students struggle to build the self-efficacy required to bounce back from adversity. Furthermore, as Fredrickson's Broaden-and-Build Theory posits, the absence of the positive physical and emotional resources generated through exercise limits a student's long-term resilience. Consequently, there is an urgent need to bridge the gap between abstract psychological health and practical school application. This study addresses this need by investigating the influence of physical activities on the self-concept, health lifestyle, and resilience of SHS students, ultimately serving as the foundational evidence for a Physical Education Activities Exemplar designed to foster holistic student development.

The present study seeks to address this gap by investigating the influence of physical activities on the self-concept, health lifestyle, and resilience of Senior High School students. By analyzing the intersection of Rogers' and Bracken's theories with current health behaviors, this research aims to provide empirical data on how physical engagement serves as a catalyst for psychological strength. Ultimately, the findings of this study will serve as a foundational input to a Physical Education Activities Exemplar, designed to provide educators

with a structured, evidence-based approach to fostering student resilience and a positive self-concept through movement.

Figure 1 in the next page shows the conceptual framework of the study. As can be seen from the figure, the independent variable, which is Physical Education activities, affects the dependent variables – self-concept, lifestyle, recreational choices, resilience.

Conceptual Framework of the Study

Independent variable *Dependent Variable* *Output*

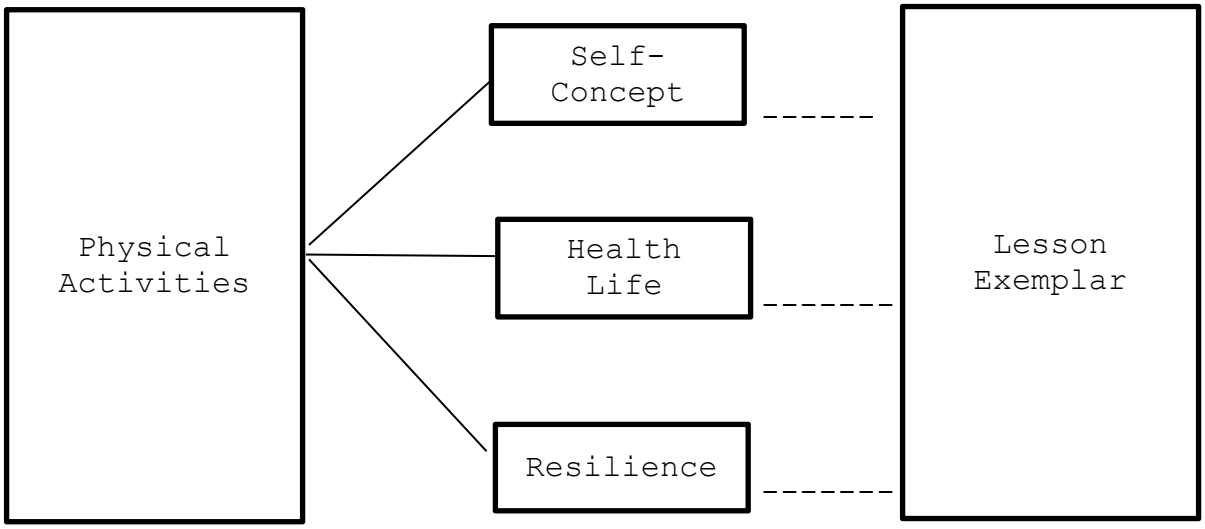

Figure 1. A schematic diagram showing relationship that exists between the respondents 'self-concept, lifestyle, and Physical activities.

Statement of the Problem

The main purpose of this study was to determine the influence of physical activities on self-concept, health lifestyle, and resilience of senior high school students in the Province of Negros Occidental for the school year 2025-2026.

Specifically, this study sought to answer the following questions:

1. What is the extent of physical activity of senior high school students?

2. What is the level of self-concept of senior high school students?

3. What is the level of health lifestyle of senior high school students?

4. What is the level of resilience of the senior high school students?

5. Is there a significant difference in resilience among the extents of physical activities of the senior high school students?

6. Is there a significant difference in resilience among the levels of heath lifestyle of senior high school students?

7. Is there a significant difference in resilience among the levels of extents of physical activities of senior high school students?

8. Are there significant relationships among physical activities, self-concept, health lifestyle, and resilience of senior high school students?

9. Are there significant predictors of resilience among physical activity, self-concept, and health lifestyle of senior high school students?

10. What physical education activities exemplar can be drawn from the results of this study?

Based on the above statement of the problem, the following hypotheses were forwarded:

1. There is no significant difference in resilience among the extents of physical activities of the senior high school students.

2. There is no significant difference in resilience among the levels of heath lifestyle of senior high school students.

3. There is no significant difference in resilience among the levels of extents of physical activities of senior high school students.

4. There are no significant relationships among physical activities, self-concept, health lifestyle, and resilience of senior high school students.

5. There are no significant predictors of resilience among physical activity, self-concept, and health lifestyle of senior high school students.

Significance of the study

This study will be conducted to assess the impact of Physical Education activities on the Senior High School students in selected schools in Negros Occidental in having a positive self-concept, better lifestyle, and higher resilience in various situations confronting them.

Adolescents today will soon become young adults, and they will be the ones running the society and leading the community. If they have self-esteem, they can forge ahead

and inspire their fellowmen in letting grow a more ideal place to live in. They can initiate programs that would promote the common good. If they live a life that is characterize with good health and wellness, they can ensure that their healthy lifestyle will rub off on others and they can altogether promote better living conditions for all. If they are able to develop resilience against all odds and challenges, they can sustain life no matter what trials they face as a community.

The outcome of this research will also serve as source of invaluable information for future researchers and become a guide for further studies.

Definition of Terms

For clarity and precision, the following terms are defined conceptually and operationally to promote clarity and common understanding.

Physical education activities refer to anything that is undertaken in class geared towards the development of students' physical competence and knowledge of movement and safety, and their ability to use these to perform in a

wide range of activities associated with the development of an active and healthy lifestyle (Education Bureau, 2022).

In this study, "*physical education activities*" pertain to all the class undertakings in physical education that have been carried out to form and develop students' physical wellness.

Self-Concept is defined as an individual's personal knowledge of who he is, encompassing all of his thoughts and feelings about himself physically, personally, and socially. Self-concept also includes his knowledge of how he behaves, his capabilities, and his individual characteristics. His self-concept develops most rapidly during early childhood and adolescence, but self-concept continues to form and change over time as he learns more about himself (Mcleod, 2023).

In this study, it refers to how someone thinks about, evaluates, or perceives himself.

Lifestyle is defined as the interests, opinions, behaviours, and behavioural orientations of an individual, group, or culture (Berzano and Genova, 2015).

In this study, it is a set of attitudes, habits or possessions associated with a particular person or

group. It can be healthy or unhealthy based on one's food choices, activity level, and behavior. A positive lifestyle can bring one happiness, while a negative lifestyle can lead to sadness, illness and depression.

Resilience is defined as the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands (American Psychological Association, 2022).

In this study, it is the ability to withstand adversity and bounce back and grow despite life's downturns. Being resilient does not mean that people do not experience stress, emotional upheaval, and suffering. Demonstrating resilience includes working through emotional pain and suffering.

Delimitation of the Study

The main purpose of this study was to determine the influence of physical activities on self-concept, health lifestyle, and resilience of senior high school students in the Province of Negros Occidental for the school year 2025-2026.It will tap four Senior High Schools in Negros Occidental, 1 from the south, 1 from the north, and 2 from

Bacolod City. From a total population of 71,000 in all Senior high schools in Negros Occidental, 383 were considered to be part of the sample size.

The independent variable in the study is the Physical activities for the last three quarters in their respective schools, while the dependent variables are self-concept, lifestyle, and resilience of the students.

The descriptive statistics used in this study were the mean and standard deviation. The inferential statistics employed were t-test for dependent and independent sample and one-way analysis of variance and Pearson’s R at alpha level of significance is set at 0.05.

Chapter 2

Review of Related Literature

This chapter is organized into four (4) topics, namely: (1) Physical Education activities, (2) Self-Concept, (3) Lifestyle, and (4) Resilience.

The first section, Physical Education activities, describes what Physical Education as a subject can do for the students in helping them achieve health and wellness.

The second section, Self-Concept, focused on the importance of having the right self-concept so that individuals are able to become more and attain more in life.

The third section, Lifestyle, discussed about the things that matter in life to have a healthy life.

The fourth section, Resilience, underscores how Filipinos are made stronger with each trial that they face.

The fifth section, Synthesis, summarizes the related literature reviewed in this study.

Physical Activities

Schools are in a unique position to help students attain the nationally recommended 60 minutes or more of moderate-to-vigorous physical activity daily (US Department of Health and Human Services, 2018). Regular physical activity in childhood and adolescence is important for promoting lifelong health and well-being and preventing various health conditions (Centers for Disease Control and Prevention, 2011).

It is recommended that children and adolescents ages 6 to 17 years do 60 minutes or more of moderate-to-vigorous physical activity daily because regular physical activity can help children and adolescents improve cardiorespiratory fitness, build strong bones and muscles, control weight, reduce symptoms of anxiety and depression, and reduce the risk of developing health conditions, such as heart disease, cancer, type 2 diabetes, high blood pressure, osteoporosis, and obesity (Physical Activity Guidelines Advisory Committee, 2018).

Less than one-quarter (24%) of children 6 to 17 years of age participate in 60 minutes of physical activity every day (Merlo, Jones, Michael, et al., 2020).

According to the Centers for Disease Control and Prevention (2011), in 2017, only 26.1% of high school students participate in at least 60 minutes per day of physical activity on all 7 days of the previous week; 51.1% of high school students participated in muscle strengthening exercises (e.g., push-ups, sit-ups, weight lifting) on 3 or more days during the previous week; 51.7% of high school students attended physical education classes in an average week, and only 29.9% of high school students attended physical education classes daily.

For Michael, Merlo, Basch, et al. (2015), students who are physically active tend to have better grades, school attendance, cognitive performance (e.g., memory), and classroom behaviors (e.g., on-task behavior). Higher physical activity and physical fitness levels are associated with improved cognitive performance (e.g., concentration, memory) among students.

On the other hand, physical inactivity can lead to energy imbalance (e.g., expend less energy through physical activity than consumed through diet) and can increase the risk of becoming overweight or obese. It can also increase the risk of factors for cardiovascular disease, including hyperlipidemia (e.g., high cholesterol and triglyceride

levels), high blood pressure, obesity, and insulin resistance and glucose intolerance Cuenca-Garcia, Ortega, Ruiz, et al. (2014); increase the risk for developing type 2 diabetes; increase the risk for developing breast, colon, endometrial, and lung cancers; and lead to low bone density, which in turn, leads to osteoporosis (The Child & Adolescent Health Measurement Initiative, 2016).

Self-Concept

Self-concept is the image people have of themselves. It is influenced by many forces, including their interaction with important people in their lives. It is how they perceive their behaviors, abilities, and unique characteristics (Bailey, 2003). For example, beliefs such as "I am a good friend" or "I am a kind person" are part of an overall self-concept.

Other examples of self-concept include: how one views your personality traits, such as whether he is an extrovert or introvert; how one sees his roles in life, such as whether he feels that being a parent, sibling, friend, and partner is an important part of his identity; the hobbies or passions that are important to one’s sense of identity, such as being a sports enthusiast or belonging to a certain political party; how one feels about

his interactions with the world, such as whether he feels that he is contributing to society.

Self-perception is important because it affects motivations, attitudes, and behaviors. It also affects how one feels about the person he thinks he is, including whether he is competent or has self-worth (Mercer cited in Cherry, 2022).

Self-concept tends to be more malleable when an individual is younger and still going through self-discovery and identity formation. As he ages and learns who he is and what is important to him, these self-perceptions become much more detailed and organized.

Lifestyle

Health empowerment suggests that the individual has increased control over his/her life and health or has an internal health locus of control. This may seem particularly difficult within modern, hectic environments that are the source of numerous stressors (e.g., work demands, family breeding, transportation etc.) that threaten the individual. The interplay between stress and self-control has long concerned the scientific community. In summary, chronic or extreme stress has detrimental effects on daily decision making by favoring choices of immediate physical reward in

an effort to relieve emotional distress, thus creating a vicious cycle of adversity. However, “healthy” choices reflect an empowered individual, capable of controlling stress and making decisions that have long-term benefits (For a comprehensive review, see ref. These concepts may also extend to the field of health promotion that strives to empower people to make healthy lifestyle choices that will prevent chronic disease and morbidity (Starcke and Brand, 2012).

Lifestyle is a way used by people, groups and nations and is formed in specific geographical, economic, political, cultural and religious text. Lifestyle is referred to the characteristics of inhabitants of a region in special time and place. It includes day to day behaviors and functions of individuals in job, activities, fun and diet.

In recent decades, life style as an important factor of health is more interested by researchers. According to WHO, 60% of related factors to individual health and quality of life are correlated to lifestyle (Ziglio, Currie, and Rasmussen, 2004). Millions of people follow an unhealthy lifestyle. Hence, they encounter illness, disability and even death. Problems like metabolic diseases, joint and

skeletal problems, cardio-vascular diseases, hypertension, overweight, violence and so on, can be caused by an unhealthy lifestyle. The relationship of lifestyle and health should be highly considered.

Today, wide changes have occurred in life of all people. Malnutrition, unhealthy diet, smoking, alcohol consuming, drug abuse, stress and so on, are the presentations of unhealthy life style that they are used as dominant form of lifestyle. Besides, the lives of citizens face with new challenges. For instance, emerging new technologies within IT such as the internet and virtual communication networks, lead our world to a major challenge that threatens the physical and mental health of individuals. The challenge is the overuse and misuse of the technology.

Therefore, according to the existing studies, it can be said that: lifestyle has a significant influence on physical and mental health of human being. There are different forms of such influences. Consanguinity in some ethnicity is a dominant form of life style that it leads to the genetic disorders. Reformation of this unhealthy life style is a preventing factor for decreasing the rate of genetic diseases (WHO, 2001). In some countries, the overuse of drugs is a major unhealthy life style. Iran is one of the 20

countries using the most medications. They prefer medication to other intervention. Furthermore, in 15–40% of cases they use medications about without prescription (Karimi, Heidarnia, and Ghofranipur (2010). Pain relievers, eye drops and antibiotics have the most usage in Iran. While self-medications such as antibiotics have a negative effect on the immune system, if the individual would be affected by infection, antibiotics will not be effective in treatment. Overall, 10 percent of those who are self-medicated will experience severe complications such as drug resistance. Sometimes drug allergy is so severe that it can cause death (IRNA, 2013).

Health lifestyle theory (Cockerham, 2005, 2013a, 2013b, 2014) integrates these sociological insights of Weber and Bourdieu to develop four major categories of structural variables consisting of (1) class circumstances; (2) age, gender, and race/ethnicity; (3) collectivities (social networks associated with marriage and kinship, religion, politics, ideology, the workplace, etc.); and (4) living conditions (quality of housing, access to basic utilities, neighborhood facilities, public safety, etc.) provide the social context for socialization and experience that collectively constitute life chances (structure) and influence choices (agency). Choices and chances interact and

commission the formation of dispositions to act (habitus), leading to specific health-related practices (action). Health practices collectively constitute patterns of health lifestyles whose enactment results in their reproduction (or modification) through feedback to the habitus.

Although health lifestyle theory suggests that lifestyles are a key determinant of health, social class may be the underlying explanation for any association between midlife health lifestyles and health outcomes. The fact that class circumstances have a powerful association with health lifestyles is seen in the enduring and positive correlation between multiple operationalizations of social class, health, and health behaviors (Clouston, Richards, Caadar, & Hofer, 2015). Social class is typically measured with indicators of SES like family income, educational attainment, and occupational status. Even though each of these indicators of SES is distinct and provides differing dimensions of stratification, they are nevertheless interrelated and structurally connected to each other and a principal determinant of health and health behaviors (Wolfe, 2015). Low educational attainment is an especially strong predictor of poor health behaviors in adulthood (Andrews, Hill, & Cockerham, 2017), but there are others. Thus, we control for multiple indicators of SES in an effort to

isolate the association between lifestyle and health net of social class.

While social class appears to have the most influence in determining health behaviors, health lifestyle theory acknowledges a number of other important social factors. We know, for example, that health lifestyles may be influenced by age (Burdette et al., 2017), gender (Cockerham, 2017), race (Cockerham, 2017), religion (Burdette, 2017), and marital status (Ross, Hill, & Mirowsky, 2016). Furthermore, even though health lifestyle practices have a general binary character (positive or negative), such practices may not be exclusively one way or the other in differentiating between lifestyles. They may also be a mixture or combination of both good and bad practices on the part of some people (Burdette et al., 2017; Cockerham et al., 2017). It is the sum total of participation in a particular set of practices that results in health outcomes for individuals or groups (Maller, 2015).

Resilience

Resilience is the ability to recover and regain readily one's form or particular state, to "rise from the rubble" and recover without intervention, cognizant of the fact that every person has a natural physical and intrapsychic

capacity to recover without interventions (Ignacio, 2010). Most of the respondents uttered statements that exhibit themes namely: (1) Faith-based Resiliency, (2) Familial Support, (3) Sense of Humor, (4) Positivity, (5) Bayanihan Spirit and lastly, (5) Flexibility. Faith-based resiliency, familial support, and sense of humor rose up in terms of frequency among the descriptors of resiliency. These findings show that Filipino resiliency is culturally based on values of deep spirituality, strong family ties and a good disposition in life. Traditional support systems persist mainly because of the traditional nature of Philippine society and partly because of the inadequacy of government services that address disaster preparedness.

Resilience describes the Filipino people in times of adversity. In Filipino tradition and social media, Filipinos often portray themselves as a bunch of people smiling during the face of adversity. In some way, it promotes a national image of a strong nation, one that can quickly make a joke, and a smile is an asset. Seeing this kind of way to lighten the situation somehow uplifts the spirit and leaves a message that life is every day and resumes it soon (Jocson, 2016). Furthermore, several local researchers adhere to the definition mentioned above of resilience as a process of return to stability. However, considering how culture may

affect the context of resilience, several reports of resilience have been incorporated into the generally accepted definition to tailor a much suitable explanation for the Philippine context.

Filipinos learned to develop their own coping mechanisms to survive. Coping is the process of actively managing the demands on the community that are appraised as extremely stressful, as taxing their capacities or exceeding their personal and/or community resources (Ignacio, 2010). As Filipinos' develop their own ways to cope to these kinds of situations, their resiliency begins to flaunt. Resilience is the ability to recover and regain readily one's form or particular state, to "rise from the rubble" and recover without intervention, cognizant of the fact that every person has a natural physical and intrapsychic capacity to recover without interventions (Ignacio, 2010). The people's will to take chances and risks, no matter what difficulties and problems the future entails, is necessary for a nation's growth and destiny (Gorospe cited in Ang & Diaz, n.d.). Just like the Filipino attitude locally called "Bahala na" mentality which according to Gorospe might be the root of all positive values of risk taking, entrepreneurship, and social responsibility and could also

be a genuine form of trust and faith in the Divine Providence that presume self-reliance.

The study of Ang & Diaz (n.d.) explored the perceptions, resilience and coping strategies of Filipinos in relation to disasters that frequently strike the nation such as typhoons and floods. The findings of the study provide both known and novel answers derived from group discussions. On the question of how the people perceived disasters it can be noted that two themes emerged which are the explanations that disasters are frequent life experiences and consequences of human actions. These findings on folk perceptions of disasters show that most of the respondents would rely on the historical fact that calamities are normal and a part of the Filipino experience. Aside from this, it can be noted that there is an absence of scientific opinion among the respondents and would oftentimes attribute disasters as results of subjective human frailties and wrong doings.

Furthermore, the resiliency of the people as provided by the respondents would often be faith-based and reliant on traditional support systems such as the family and the community. Filipino resiliency would also be described as founded on Filipino sense of humor and positivity towards

life. The respondents believe that they have a way of dealing with problems no matter how grave those may be. Hardiness to stress is perhaps most closely affiliated to the Filipino quality of having lakas ng loob (inner strength) (Ignacio, 2010). The resilience of the Filipinos is discussed by a noble literary figure, I. V. Mallari, in his essay "Pliant like a Bamboo". Here he compares the Filipino with the bamboo plant… swaying with the wind, but standing upright soon after the wind calms down (Ramos, 2013). In this study, the Resiliency of Filipinos was manifested most especially during times of disaster. Most of the participants strongly believe that there is God that would help them recover from calamities and other misfortunes. Ignacio said that this spirituality allows their resilience to come forth in times of crises and extreme life experiences. This is also the major coping mechanism of Filipinos when they have to actively manage the distress that stretches their limits of endurance (Ignacio, 2010).

Synthesis

The literature and studies included in this chapter highlight the importance of having a positive self-concept, a good quality of lifestyle, and a strong sense of resilience in all circumstances. These are significant

values that young adolescents should have not only in their Physical Education classes or in school but, most importantly, in their life in general so that they can become worthwhile citizens who can capably change the course of life for the Filipinos as a whole.

Chapter 3

Research Design and Methodology

Chapter 3 consists of three parts: (1) Purpose of the Study and Research Design, (2) Methods, and (3) Statistical Data Analysis Procedures.

Part One, Purpose of the Study and Research Design, restated the purpose of the study and discuss the research design. It will also enumerate the variables involved.

Part Two, Methods, described the participants, the data gathering instruments, and the data gathering procedures employed in the study.

Part Three, Statistical Data Analysis Procedures, discuss the procedures for scoring and enumerate the statistical tools used in the data analysis as well as provide basis and explanation when to use these tools in testing the hypotheses.

Purpose of the Study and Research Design

This study employed a mixed methods research design, integrating both quantitative and qualitative approaches to comprehensively determine the influence of physical activities on self-concept, health lifestyle, and resilience of senior high school students in the Province of

Negros Occidental for the school year 2025–2026. Mixed methods research involves the systematic integration of quantitative and qualitative data within a single study to provide a more complete understanding of a research problem than either approach alone (Creswell & Plano Clark, 2023).

The quantitative component of the study utilized a descriptive-correlational survey design, which aimed to measure and describe existing conditions and examine relationships among variables without manipulating them. This design is appropriate when the objective is to assess naturally occurring phenomena as they exist in the population (Apuke, 2020). Data were collected using structured questionnaires to quantify students' levels of physical activity, self-concept, health lifestyle, and resilience. Survey research is effective in gathering data from a large number of respondents efficiently and systematically (Heath, 2023).

The qualitative component complemented the quantitative findings by providing in-depth insights into students' experiences and perceptions regarding their participation in physical activities and how these influence their self-concept, lifestyle practices, and resilience. Qualitative research focuses on understanding meanings, perspectives,

and processes from participants' viewpoints, thereby enriching and explaining quantitative results (Tashakkori & Teddlie, 2021).

In this study, physical Education activities served as the independent variable, while self-concept, health lifestyle, and resilience were treated as the dependent variables. The integration of quantitative and qualitative data enabled triangulation, enhanced validity, and provided a more holistic understanding of the influence of physical activities on the selected psychosocial and health-related outcomes among senior high school students.

Methods

Participants

The participants of this study were the Senior High School students enrolled in the four selected schools in Negros Occidental for School Year 2025-2026. There are a total of 3,890 students from these schools, but only those comprising the sample size will be asked to participate in the survey.

Stratified random sampling were used in selecting the required number of samples from Grade 11 and Grade 12 levels.

The distribution of respondents according to grade level is shown in Table 1.

Table 1.

Distribution of Respondents Classified as to Certain Categories

Respondents	Total Population	Sample Size	%
Senior High School in Negros Occidental	71,000	383	100%

It can be seen from the table that from the total population of 71,000 Senior High School students in Negros Occidental, the sample size was 383.

Data Gathering Instruments

The research instrument used in this study was a researcher-developed, structured questionnaire designed to collect quantitative data on the influence of physical activities on self-concept, health lifestyle, and resilience of senior high school students in Negros Occidental for the school year 2025–2026. The questionnaire was self-administered and written in clear and age-appropriate language to ensure accurate and honest responses. A five-point Likert scale was employed in the major sections of the

instrument to measure the frequency of behaviors and the degree to which statements applied to the respondents, where 5 indicated Always, 4 Often, 3 Sometimes, 2 Rarely, and 1 Never.

The first part of the questionnaire focused on the demographic profile of the respondents, which included age, gender, grade level, and average monthly family income. This section did not use the Likert scale, as it was intended to gather categorical background information necessary for describing the characteristics of the respondents and for analyzing differences in responses based on demographic variables.

The second part of the instrument measured the extent of participation in physical activities and served as the independent variable of the study. This section consisted of 25 statements describing students' involvement in Physical Education classes, sports participation, fitness routines, recreational and outdoor activities, use of fitness applications, goal setting, safety practices, and encouragement of others to engage in physical activities. Each statement was rated using the five-point Likert scale, where 5 – Always indicated that the respondent consistently engaged in the activity, 4 – Often indicated frequent

participation, 3 – Sometimes reflected occasional or inconsistent engagement, 2 – Rarely indicated minimal participation, and 1 – Never signified no participation. The scale allowed for the quantification of the frequency and consistency of students' physical activity behaviors.

The third part assessed the self-concept of senior high school students and served as one of the dependent variables of the study. It comprised 25 statements that measured students' self-perceptions related to self-worth, confidence, self-acceptance, motivation, emotional strength, social interaction, and optimism. Responses were measured using the same five-point Likert scale, where 5 – Always indicated a consistently positive self-perception, 4 – Often reflected frequent positive self-beliefs, 3 – Sometimes indicated moderate or fluctuating self-perceptions, 2 – Rarely represented infrequent positive self-beliefs, and 1 – Never indicated a lack of positive self-perception. This scaling enabled the assessment of the overall level of self-concept among the respondents.

The fourth part focused on the health lifestyle practices of the respondents and consisted of 25 statements that examined behaviors related to nutrition, hydration, sleep, hygiene, stress management, mental well-being,

physical activity scheduling, safety practices, and responsible use of electronic devices. Each item was rated using the five-point Likert scale, where 5 – Always indicated consistent practice of healthy behaviors, 4 – Often indicated frequent practice, 3 – Sometimes reflected irregular practice, 2 – Rarely indicated limited practice, and 1 – Never indicated absence of the behavior. The use of this scale allowed the researcher to determine the extent to which students consistently engaged in health-promoting lifestyle behaviors.

The fifth part measured the resilience of the respondents and served as another dependent variable of the study. This section included 25 statements that assessed students' ability to cope with stress, adapt to changes, persist toward goals, regulate emotions, solve problems, and maintain optimism during challenging situations. Responses were measured using the five-point Likert scale, where 5 – Always indicated a consistently high level of resilience, 4 – Often indicated frequent resilient behaviors, 3 – Sometimes reflected moderate resilience, 2 – Rarely indicated low resilience, and 1 – Never indicated very low resilience. This scaling facilitated the measurement of students' capacity to recover from setbacks and manage difficulties effectively.

The consistent use of the five-point Likert scale across Parts II to V ensured uniformity in data collection and enabled meaningful comparison among variables. It also allowed for the computation of weighted means and the application of appropriate statistical analyses to determine the influence of physical activities on self-concept, health lifestyle, and resilience.

The gathered data through the use of this research instrument will be compared using the following mean range, verbal interpretation and verbal description:

Mean Range	Verbal Interpretation	Verbal Description
4.21–5.00	Very High	Students demonstrate a very strong and positive self-concept. They possess high confidence, clear self-awareness, and a strong sense of identity and self-worth.
3.41–4.20	High	Students generally have a positive self-concept. They are confident in their abilities and have a good understanding of themselves, with only minor doubts.
2.61–3.40	Moderate	Students exhibit an average level of self-concept. They show some confidence but may experience uncertainty about their identity and abilities at times.
1.81–2.60	Low	Students display a weak self-concept. They may struggle with self-confidence, self-doubt, and a limited sense of personal identity.
1.00–1.80	Very Low	Students have a very poor self-concept. They lack confidence, have negative self-perceptions, and may experience significant difficulty in

Mean Range	Verbal Interpretation	Verbal Description
		recognizing their self-worth.

Mean Range	Verbal Interpretation	Verbal Description
4.21–5.00	Very High	Students consistently practice a very healthy lifestyle. They actively engage in proper nutrition, regular physical activity, and maintain good health habits.
3.41–4.20	High	Students generally observe a healthy lifestyle. They often make good health choices, though there may be occasional lapses.
2.61–3.40	Moderate	Students demonstrate a moderately healthy lifestyle. They practice some healthy behaviors but are inconsistent in maintaining them.
1.81–2.60	Low	Students exhibit unhealthy lifestyle patterns. They rarely engage in proper health practices and may neglect important aspects of their well-being.
1.00–1.80	Very Low	Students show very poor health lifestyle practices. They consistently engage in unhealthy behaviors that may negatively affect their overall well-being.

Mean Range	Verbal Interpretation	Verbal Description
4.21–5.00	Very High	Students exhibit very strong resilience. They effectively cope with stress, adapt to challenges, and quickly recover from setbacks.
3.41–4.20	High	Students demonstrate good resilience. They are generally able

Mean Range	Verbal Interpretation	Verbal Description
		to manage difficulties and adapt to changes with minimal struggle.
2.61–3.40	Moderate	Students show moderate resilience. They can handle challenges but may require support when facing significant difficulties.
1.81–2.60	Low	Students have low resilience. They may struggle to cope with stress and find it difficult to recover from setbacks.
1.00–1.80	Very Low	Students exhibit very weak resilience. They have difficulty managing stress, adapting to change, and overcoming challenges.

Data Gathering Procedures

The data gathering process began with the researcher formally requesting permission to conduct the study from the Graduate School and the administrators of the selected senior high schools in Negros Occidental. Approved letters of request were secured prior to any contact with student respondents. Ethical clearance and compliance with institutional research guidelines were strictly observed. The researcher coordinated closely with school heads and class advisers to ensure that the conduct of the study would not disrupt regular academic activities. Participation was voluntary, and all procedures were designed to protect the rights, dignity, and welfare of the respondents.

Before the administration of the questionnaire, an orientation session was conducted for the respondents to clearly explain the purpose of the study, the nature of their participation, and the procedures involved. The respondents were informed that their participation was voluntary and that they had the right to decline or withdraw from the study at any time without any consequences. Confidentiality and anonymity were emphasized, and respondents were assured that no identifying information would be collected. Informed consent was obtained prior to participation, and clear instructions were provided to ensure proper and independent completion of the questionnaire.

The survey administration phase followed the orientation, during which the validated and reliability-tested questionnaires were distributed to the respondents. The questionnaires were self-administered and completed within the allotted time under the supervision of the researcher and designated school personnel. The researcher ensured a conducive and non-threatening environment to encourage honest and unbiased responses. Completed questionnaires were collected immediately after completion to maintain data integrity and ensure a high response rate.

All collected data were handled with strict confidentiality and were used solely for academic and research purposes.

After the quantitative data were collected and initially analyzed, the qualitative interview phase was conducted to further explore and explain the survey results. Ten (10) senior high school students were purposively selected and invited to participate in semi-structured interviews. Prior to the interviews, the participants were again oriented about the purpose of the interview and ethical safeguards, and informed consent was secured. The participants were assured that their responses would remain confidential and that pseudonyms would be used in reporting the findings. The interviews were conducted at a time and place convenient to the participants, recorded with permission, transcribed verbatim, and analyzed thematically. This phase adhered strictly to ethical principles of respect, beneficence, and confidentiality, ensuring that participants' well-being and rights were upheld throughout the research process.

Statistical Data Analysis Procedures

Data gathered in the study was subjected to the following statistical tools:

Mean. This was used to determine the respondents' extent of participation in Physical Education activities, their level of self-concept, their quality of health lifestyle, and their level of resilience.

t-test and Analysis of Variance (ANOVA). These tests were used to determine the significant difference between and among groups of data.

Pearson Product Moment of Correlation. This test was used to determing relationship between the variables.

Chapter 4

Results and Discussion

This chapter presents the results of this presentation and is divided into three parts: (1) Descriptive Data Analysis, (2) and Inferential Data Analysis.

Part One, Descriptive Data Analysis, shows the descriptive and their corresponding analysis and interpretations.

Part Two, inferential Data Analysis, describes the inferential data and their respective analysis and interpretations.

Data needed for this descriptive survey research were gathered using the researcher's made questionnaire on the assessment on the extent of implementation of adapted physical education.

In analyzing the data, the following statistical tools were employed: mean, standard deviation, t-test for independent samples, and independent samples. All tests were set at 0.05 alpha level of significance.

Descriptive Data Analysis

Extent of Physical Activity of Senior High School Students

Table 1 shows the mean and standard deviation of the physical activities of the respondents. The result reveals that physical activities obtained "high" (M= 3.47, SD= 0.86).

Table 1

Mean and Standard Deviation of Physical Activities

Variable	Mean	Description	SD
Physical Activities	3.47	High	0.86

Scale	Description
4.21-5.00	Very high
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very low

The results presented in Table 1 indicate that Senior High School Students demonstrate a high level of participation in physical activities. This finding suggests that participants in the study are generally consistent and engaged in regular exercise routines, highlighting their commitment to maintaining physical fitness. The "high"

descriptive rating implies that physical activity is an integral part of their daily or weekly routines, which may be attributed to structured training programs implemented by coaches and sports administrators across different Senior High School area.

This level of physical activity suggests that the senior high school likely to maintain adequate cardiovascular endurance, muscular strength, flexibility, and overall physical fitness. Regular participation in physical activities is known to contribute positively not only to athletic performance but also to mental well-being and academic functioning, as exercise has been associated with improved cognitive function, concentration, and stress management. Thus, maintaining a high level of physical activity may support both athletic and academic success among senior high school students.

However, despite the positive implications of frequent exercise, it is important to recognize the potential risks associated with sustained high training demands. Sports programs for students and coaches must ensure that training regimens are well-balanced to prevent overtraining and burnout. Overtraining syndrome is characterized by chronic fatigue, decreased performance, and

mood disturbances that may result from excessive physical training without adequate recovery (La Torre et al., 2023). Furthermore, high training loads have been found to be significantly associated with increased burnout among senior high school students, emphasizing the need for carefully structured and monitored training programs (Gray et al., 2024).

Therefore, while the findings indicate that frequent physical activity is common among senior high school students in this population, sports programs should continue to emphasize recovery strategies, proper nutrition, and psychological support to sustain peak performance and overall health. The education sector sports organizations are encouraged to maintain and further enhance structured exercise programs while remaining mindful of the potential drawbacks of overly rigorous training schedules.

Extent of Self Concept of Senior High School Students

Table 2 shows the mean and standard deviation of the self-concept of the respondents. The result reveals that self-concept obtained "high" (M = 4.02, SD = 0.67).

Table 2
Mean and Standard Deviation of Self-Concept

Variable	Mean	Description	SD
Self-Concept	4.02	High	0.67

Scale	Description
4.21-5.00	Very high
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very low

The results shown in Table 2 indicate that senior high school students exhibit a high level of self-concept, as evidenced by the mean score (M = 4.02, SD = 0.67). This suggests that the students generally possess a positive perception of themselves, including confidence in their abilities, self-worth, and personal identity. A high self-concept among senior high school students may be influenced by consistent participation in sports, positive

reinforcement from coaches, and supportive team environments within their respective schools.

A strong self-concept is essential for students, as it contributes to motivation, resilience, and psychological well-being, all of which are critical for both physical fitness and academic success. students with higher self-concept are more likely to demonstrate confidence during day to day challenges, cope effectively with stress, and maintain persistence in the face of challenges. Moreover, a positive self-concept has been linked to improved academic engagement and overall life satisfaction, as individuals who view themselves positively tend to approach tasks with greater confidence and focus.

Despite the generally favorable results, it remains important for physical education programs and educational institutions to continuously support the psychological development of the students. Pressures related to performance expectations, competition, and academic demands may affect senior high school students' self-perceptions over time. Therefore, coaches and sports administrators should foster environments that emphasize personal growth, constructive feedback, and psychological support, in addition to physical training.

Overall, the findings suggest that senior high school students in this study possess a strong sense of self-concept, which may positively influence their performance, mental health, and academic functioning. Schools and sports organizations are encouraged to sustain programs and interventions that strengthen senior high school students' self-confidence and self-awareness, thereby promoting holistic development and long-term well-being.

> Student1: "Because of my participation in sports, I truly feel that my self-confidence has grown. Through every training session and competition, I became more aware of my abilities and how I can face challenges. Even when I experience failure, I have learned not to give up but to keep moving forward."
>
> Student 2:"Being part of a team has truly helped me realize my value both as an senior high school students and as a student. The support I receive from my coaches and teammates gives me courage and strengthens my belief in myself. Because of this, I feel more confident in making decisions and performing well in both school and sports.

Student 5:"Through my involvement in sports, I have learned to recognize and accept myself, including my weaknesses. This helps me become more determined in pursuing my goals, not only in sports but also in academics."

Extent of Health Lifestyle of Senior High School Students

Table 3 shows the mean and standard deviation of the health lifestyle of the senior high school student. The result reveals that health lifestyle obtained "high" (M = 3.68, SD = 0.78).

Table 3
Mean and Standard Deviation of Health Lifestyle

Variable	Mean	Description	SD
Health Lifestyle	3.68	High	0.78

Scale	Description
4.21-5.00	Very high
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very low

The results indicate that senior high school students demonstrated a high level of health lifestyle, as reflected

by a mean score of (M = 3.68, SD = 0.78). Based on the established scale, this value falls within the "High" category (3.41–4.20). This suggests that the senior high school students who participated as respondents generally practice positive and consistent health-related behaviors, such as maintaining balanced nutrition, engaging in regular physical activity, practicing proper hygiene, and being mindful of their overall well-being.

This finding implies that many senior high school students are aware of the importance of maintaining a healthy lifestyle during adolescence. Developing healthy habits at this stage is crucial because lifestyle behaviors formed during youth often continue into adulthood. According to the World Health Organization, promoting healthy lifestyle behaviors among adolescents—including physical activity, proper diet, and adequate rest—plays a significant role in preventing chronic diseases and improving overall quality of life (WHO, 2021).

Engaging in healthy lifestyle practices also contributes to multiple aspects of development among senior high school students. Regular physical activity and proper health habits help improve physical fitness, mental health, and cognitive functioning, which can positively influence

students' academic engagement and learning outcomes. Research has shown that adolescents who maintain healthier lifestyles tend to demonstrate better concentration, reduced stress levels, and improved emotional well-being (Nagata et al., 2020).

Moreover, maintaining a healthy lifestyle during the senior high school years is particularly important because this stage involves increased academic demands, social adjustments, and developmental changes. Encouraging students to sustain positive health behaviors—such as balanced nutrition, regular exercise, adequate sleep, and stress management—can support both their academic success and long-term health outcomes. Studies have emphasized that schools play a vital role in promoting healthy behaviors through health education programs and supportive environments (Viner et al., 2022).

Overall, the findings suggest that senior high school students in this study maintain a generally high level of health lifestyle. While this result reflects positive health practices among the respondents, continuous support from schools, families, and community health programs remains important to sustain and further improve these behaviors. Strengthening health promotion initiatives may help students

maintain balanced lifestyles that contribute to their physical health, mental well-being, and academic performance.

> Student 4:“ Because of regular training, I have become more disciplined in my daily life. I make sure to set aside time for exercise, proper nutrition, and enough rest. This has helped me become physically healthier and mentally calmer.”
>
> Student 7: As an athlete, our coach teaches us not to focus only on training but also on taking care of our bodies. I make sure to get enough sleep, choose healthier food, and avoid excessive fatigue so that my performance does not decline.”
>
> Student “My participation in sports has taught me how to be responsible for my health. Even with busy training and classes, I make an effort to balance exercise, rest, and stress management to avoid burnout. Our teachers remind us that taking care of ourselves is just as important as performing well, both in school and in sports.”

Extent of Resilience of Senior High School Students

Table 4 shows the mean and standard deviation of the resilience of the respondents. The result reveals that resilience obtained "high" (M = 3.93, SD = 0.70).

Table 4
Mean and Standard Deviation of Resilience

Variable	Mean	Description	SD
Resilience	3.93	High	0.70

Scale	Description
4.21-5.00	Very high
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very low

The results indicate that senior high school students demonstrated a high level of resilience, as reflected by a

mean score of (M = 3.93, SD = 0.70). Based on the established scale, this value falls within the "High" category, suggesting that the senior high school students who participated as respondents generally possess a strong capacity to cope with challenges, adapt to stressful situations, and recover from difficulties encountered in their academic and personal lives.

This finding implies that many senior high school students are able to maintain emotional stability and perseverance despite the pressures commonly experienced during adolescence, such as academic workload, social expectations, and future career concerns. Resilience is considered an important psychological resource that helps students manage stress effectively and sustain motivation in pursuing their goals. According to the American Psychological Association, resilience enables individuals to adapt well in the face of adversity, trauma, or significant sources of stress, and it plays a critical role in maintaining mental health and overall well-being (APA, 2020).

Furthermore, resilience among senior high school students contributes positively to both academic and personal development. Students with higher resilience are

more likely to demonstrate problem-solving skills, emotional regulation, and persistence when facing academic difficulties. A study by Sandra Prince-Embury (2020) emphasized that resilience in adolescents is strongly associated with improved coping strategies, psychological well-being, and academic engagement. This suggests that resilient students are better equipped to navigate the challenges of senior high school education.

Moreover, resilience can be strengthened through supportive environments such as positive relationships with teachers, family support, and peer encouragement. Schools that implement programs focusing on social-emotional learning and mental health support help students develop stronger adaptive skills and confidence in dealing with adversity. Recent research has highlighted that resilience-building interventions in schools significantly enhance adolescents' emotional stability and capacity to overcome stress (Luthar et al., 2021).

Overall, the findings suggest that senior high school students in this study possess a generally high level of resilience. This indicates that the respondents are capable of adapting to academic pressures and personal challenges while maintaining their well-being. However, continuous

support from schools, families, and guidance programs remains important to further strengthen students' resilience and ensure their long-term psychological and academic success.

> Student1:"As a senior high school student who participates in physical activities, I face many challenges, especially in managing my time. However, I have learned how to adjust and to ask for help when needed. There are times when it becomes stressful, but I try to keep a positive mindset. This helps me stay motivated both in schoolwork and in physical activities."

> Student3:"I believe that my resilience comes from my experiences in training and competitions. We do not always win, and the results are not always perfect, but I treat failures as lessons. Even with the pressure from academics, I try to keep everything balanced so that I do not lose focus.

Inferential Analysis

Difference in Resilience Among the Levels of Heath Lifestyle of Senior High School Students

Table 5 shows that there is a significant difference resilience among the levels of lifestyle of senior high schools students (F= 70.177*, SD= 0.000).

Table 5
Analysis of Variance of Resilience Among the Levels of Physical Activities

Source of Variation	SS	df	MS	F	Sig.
Between Groups	80.645	4	20.161	70.177*	0.000
Within Groups	108.596	378	0.287		
Total	189.24	382			

* p<0.05 significant @ 5% alpha level

ns p>0.05 not significant @ 5% alpha level

Based on the analysis of variance, resilience among senior high school students differs significantly across levels of physical activity, as indicated by the significant F value ($F = 70.177$, $p < .05$). This finding suggests that the level of physical activity has a substantial influence on the resilience of senior high school

students. Student who engage in more frequent and structured physical activities are likely to demonstrate higher resilience compared to those who participate less frequently in exercise. Regular physical activity may enhance athletes' ability to cope with stress, adapt to challenges, and recover from setbacks encountered in both physical fitness and academic contexts.

The significant difference in resilience across activity levels highlights the important role of consistent exercise in fostering psychological strength and emotional stability among senior high school students. Participation in structured training programs may contribute to improved stress management, mental toughness, and sustained motivation, which are essential for maintaining performance and overall well-being. These results underscore the importance of integrating physical training with psychological development within senior high school students.

Considering these findings, educational institutions and sports organizations are encouraged to promote regular and balanced physical activity through well-designed training programs. Strength and conditioning initiatives, combined with adequate recovery periods, may help optimize

resilience while preventing psychological fatigue and burnout. Moreover, incorporating mental health strategies such as stress management techniques, mindfulness practices, and relaxation exercises into athletic training may further enhance resilience and overall mental well-being among senior high school student.

This result is consistent with the findings of Neumann et al. (2021), who reported that athletes engaging in higher levels of physical activity exhibited stronger psychological resilience, lower stress levels, and improved overall well-being. Similarly, Eather et al. (2023) found that regular exercise participation was associated with reduced anxiety, depression, and poor mental health outcomes among athletes. However, Tipane (2021) cautioned that excessive training intensity without sufficient recovery may lead to increased stress, psychological strain, and declines in well-being due to fatigue and injury. These findings reinforce the importance of balanced training regimens that prioritize both physical performance and psychological health.

> Student8:"I notice that when I exercise regularly, my mental condition also improves. I can handle stress in school and in physical activities more effectively. When I stay active, it becomes easier

for me to recover from fatigue or even from failure."

Student10:"For me, consistent physical activity greatly strengthens my resilience. Having structured training makes my routine more organized and keeps me motivated to continue. It develops not only my body but also my mind and emotions."

Analysis of Variance of Resilience Among the Levels of Self-Concept

Table 6 shows the analysis of variance of resilience among the levels of self-concept. The result reveals that there is a significant difference (F = 57.763, p = 0.000) in resilience among the levels of self-concept at the 0.05 level of significance.

Table 6
Analysis of Variance of Resilience Among the Levels of Self-Concept

Source of Variation	SS	df	MS	F	Sig.
Between Groups	59.377	3	19.792	57.763*	0.000
Within Groups	129.864	379	0.343		
Total	189.24	382			

* p<0.05 significant @ 5% alpha level

ns p>0.05 not significant @ 5% alpha level

The results presented in Table 6 show a significant difference in resilience among senior high school students when grouped according to their levels of self-concept, as indicated by the computed F-value (F = 57.763, p = 0.000). This suggests that resilience varies significantly across different self-concept groups, implying that an athlete's perception of self is closely associated with their capacity to cope with stress, adversity, and challenges in both athletic and academic contexts.

The significant between-groups variation compared to the within-groups variation indicates that differences in self-concept levels meaningfully explain the observed differences in resilience. Students with higher self-concept are likely to exhibit greater resilience, as a positive self-view can enhance confidence, emotional regulation, and adaptive coping strategies. This finding supports the idea that psychological factors, such as self-concept, play a crucial role in strengthening resilience among Senior High School Students.

From a practical perspective, these results emphasize the importance of psychological development programs within physical education program. Physical education

teachers, sports psychologists, and athletic administrators should not only focus on physical training but also implement interventions that foster positive self-concept, such as confidence-building activities, goal-setting strategies, and mental skills training. Strengthening athletes' self-concept may contribute to improved resilience, which is essential for sustaining performance under pressure and managing setbacks such as injuries or academic stress.

Overall, the findings suggest that self-concept is a significant factor influencing resilience among senior high school students. Universities and sports organizations are encouraged to integrate holistic training approaches that address both psychological and physical aspects of athlete development. By doing so, they can help athletes build resilience that supports long-term fitness success, mental well-being, and academic achievement.

> Student5:"For me, it is very important to have a positive view of myself as both a student and someone who participates in physical activities. When I know my strengths and limitations, I can better face stress and pressure. Self-confidence really helps me become more resilient."

Student7:"I notice that when I have a good self-concept, it is easier for me to handle failures and challenges. I do not easily lose motivation when the results are not good. Believing in myself gives me strength to continue in both physical activities and academics."

Resilience Among the Levels of Health Lifestyle

Table 7 shows the analysis of variance of resilience among the levels of health lifestyle of the senior high school students. The result reveals that there is a significant difference in resilience among the levels of health lifestyle (F = 72.701, p = 0.000) at 5% alpha level.

Table 7
Analysis of Variance of Resilience Among the Levels of Health Lifestyle

Source of Variation	SS	df	MS	F	Sig.
Between Groups	69.124	3	23.041	72.701*	0.000
Within Groups	120.117	379	0.317		
Total	189.24	382			

* p<0.05 significant @ 5% alpha level

ns p>0.05 not significant @ 5% alpha level

The results presented in

Table 7 indicate a significant difference in resilience among senior high school students when grouped according to

their levels of health lifestyle, as shown by the obtained F-value ($F = 72.701$, $p = 0.000$). This finding suggests that variations in health-related lifestyle behaviors are significantly associated with differences in resilience among the students included in the study.

The substantial between-groups variation relative to the within-groups variation implies that students who engage in healthier lifestyle practices—such as regular physical activity, balanced nutrition, adequate sleep, and effective stress management—tend to demonstrate higher levels of resilience. A healthy lifestyle may enhance athletes' physical readiness and psychological stability, enabling them to better cope with competitive pressures, academic demands, and other stressors commonly encountered in physical education program.

These findings highlight the importance of comprehensive health promotion programs within senior high school settings. Coaches, physical education teachers, and sports administrators are encouraged to support not only sport-specific training but also healthy lifestyle behaviors through education, monitoring, and access to wellness resources. Promoting positive health practices may

strengthen athletes' resilience, contributing to sustained performance, injury prevention, and overall well-being.

Overall, the results suggest that health lifestyle is a significant factor influencing resilience among senior high school students. Schools and sports organizations should continue to implement and reinforce holistic approaches that integrate physical training, lifestyle management, and mental health support to foster resilient and well-rounded student-athletes.

> Student4:"For me, having a healthy lifestyle greatly helps my resilience. When I exercise regularly, get enough rest, and eat properly, I feel better both physically and mentally. This makes me more capable of facing stress in school and in physical activities."
>
> Student8"I notice that when I practice healthy habits, I do not easily feel tired or pressured. Getting enough sleep and managing stress properly help me stay focused and motivated. This is why I become more resilient as a student who participates in physical activities."

Relationship Among Physical Activities, Self-Concept, Health Lifestyle and Resilience

Table 8 shows the Pearson r among physical activities, self-concept, health lifestyle, and resilience of the senior high school. The results reveal that physical activities and self-concept have a significant positive relationship (r = 0.781, p = 0.000). Likewise, physical activities and health lifestyle show a significant positive relationship (r = 0.814, p = 0.000), while physical activities and resilience also have a significant positive relationship (r = 0.643, p = 0.000).

Table 8
Pearson r Among Physical Activities, Self-Concept, Health Lifestyle and Resilience

Variables	r	Sig
Physical Activities and Self-Concept	0.781*	0.000
Physical Activities and Health Lifestyle	0.814*	0.000
Physical Activities and Resilience	0.643*	0.000

Self-Concept and Health Lifestyle	0.716*	0.000
Self-Concept and Resilience	0.578*	0.000
Health Lifestyle and Resilience	0.640*	0.000

* p<0.05 significant @ 5% alpha level

ns p>0.05 not significant @ 5% alpha level

The relationship between physical activities and self-concept yielded a Pearson r value of 0.781 with a significance level of 0.000, indicating a very high positive and statistically significant relationship. This result suggests that as students engage more actively in physical activities, their level of self-concept also increases. This implies that participation in physical activities enhances students' confidence, self-awareness, and overall perception of self-worth. Engaging in sports and exercise provides opportunities for achievement and social interaction, which contribute to a more positive self-image. This finding supports the study of Fox Mazereel et al., (2021) which emphasized that physical activity plays a significant role in enhancing self-perception and self-esteem.

The correlation between physical activities and health lifestyle showed a Pearson r value of 0.814 with a significance level of 0.000, indicating a very high positive and significant relationship. This means that students who are more physically active are more likely to practice

healthy lifestyle behaviors such as proper nutrition, regular exercise, and adequate rest. Physical activity appears to reinforce overall health consciousness and encourages individuals to adopt behaviors that promote well-being. This finding is consistent with key component of a healthy lifestyle, and emphasized that regular physical activity is closely associated with improved health habits and overall wellness Rippe (2018).

The relationship between physical activities and resilience revealed a Pearson r value of 0.643 with a significance level of 0.000, indicating a high positive and statistically significant relationship. This suggests that students who participate more frequently in physical activities tend to have higher levels of resilience. Physical activity may help students develop mental toughness, improve emotional regulation, and enhance their ability to cope with stress and adversity. Through challenges encountered in sports and exercise, students learn persistence and adaptability. This result supports the findings of Liu et al., (2024), who reported that physical activity contributes to stress resilience, and that exercise strengthens adolescents' ability to manage stress effectively.

The correlation between self-concept and health lifestyle obtained a Pearson r value of 0.716 with a significance level of 0.000, indicating a high positive and significant relationship. This implies that students with a more positive self-concept are more likely to engage in healthy lifestyle practices. Individuals who perceive themselves positively tend to value their well-being and are more motivated to maintain behaviors that support their physical and mental health. A strong sense of self-worth encourages better decision-making regarding nutrition, exercise, and overall lifestyle choices. This finding is supported by Meysam et al., (2019) who noted that individuals with high self-esteem are more inclined to adopt positive health behaviors who emphasized the role of self-perception in influencing health-related actions.

The relationship between self-concept and resilience showed a Pearson r value of 0.578 with a significance level of 0.000, indicating a moderate to high positive and statistically significant relationship. This result suggests that students with a stronger self-concept tend to exhibit greater resilience. A positive self-view enables individuals to cope more effectively with stress, overcome challenges, and recover from setbacks. Students who believe in their abilities are more likely to persist despite difficulties

and maintain emotional stability. This finding aligns with Puia et al., (2025), who identified self-perception as a protective factor in resilience development, and Benard (2004), who emphasized that self-confidence is essential in overcoming adversity.

Finally, the relationship between health lifestyle and resilience yielded a Pearson r value of 0.640 with a significance level of 0.000, indicating a high positive and significant relationship. This means that students who maintain healthy lifestyle practices are more likely to demonstrate higher levels of resilience. Proper nutrition, sufficient sleep, and regular physical activity contribute to both physical and psychological readiness, enabling students to handle stress more effectively. Healthy individuals are better equipped to manage challenges and maintain emotional balance. This finding is supported by Mansuroglu (2025) who highlighted the importance of healthy habits in building resilience, and Sharma and Rush (2014), who found that lifestyle behaviors significantly influence mental well-being and coping capacity.

> Student1:"I notice that my physical activity, mindset, and lifestyle are all connected. When I am active in training, I have a better view of

myself and I also prioritize sleep and proper nutrition. Because of this, I can better handle stress and challenges in both school and physical activities."

Student5:"For me, when my self-concept is positive, I am more motivated to practice healthy habits and continue exercising. This combination helps me become more resilient, especially when facing pressure or problems in school and competitions."

Regression Analysis of Resilience Among Physical Activities, Self-Concept, and Health Lifestyle

Table 9 shows the regression analysis of resilience among physical activities, self-concept, and health lifestyle of the senior high school. The results reveal that physical activities significantly influence resilience (β = 0.284, t = 3.813, p = 0.000). Likewise, self-concept also has a significant influence on resilience (β = 0.130, t = 2.098, p = 0.037). Moreover, health lifestyle significantly influences resilience (β = 0.316, t = 4.737, p = 0.000) at the 5% alpha level.

Table 9
Regression Analysis of Resilience Among Physical Activities, Self-Concept, and Health Lifestyle

	Unstandardized Coefficients B	Standardized Coefficients Beta	t	Sig.
(Constant)	1.522		8.994	0.000
Physical Activities	0.234	0.284	3.813*	0.000
Self-Concept	0.137	0.13	2.098*	0.037
Health Lifestyle	0.284	0.316	4.737*	0.000

* p<0.05 significant @ 5% alpha level
ns p>0.05 not significant @ 5% alpha level

The results of the multiple regression analysis indicate that physical activities, self-concept, and health lifestyle are significant predictors of resilience among senior high school students. As shown in Table 9, all independent variables yielded statistically significant effects on resilience at the 0.05 level, suggesting that these factors collectively and individually contribute to the psychological resilience of student-athletes.

Physical activities significantly predicted resilience ($\beta = 0.284$, $t = 3.813$, $p < .05$), indicating that higher levels of physical activity are associated with increased resilience. This finding suggests that consistent engagement in physical exercise may enhance students ability to cope with stress, adapt to challenges, and recover from adverse situations. Regular physical activity may foster psychological strength by improving mood regulation, stress tolerance, and mental endurance.

Self-concept also emerged as a significant predictor of resilience ($\beta = 0.130$, $t = 2.098$, $p < .05$). This result implies that athletes with a more positive self-concept tend to demonstrate higher resilience levels. A strong self-concept may enable athletes to maintain confidence, motivation, and emotional stability when facing performance pressures and academic demands.

Moreover, health lifestyle was found to be the strongest predictor of resilience ($\beta = 0.316$, $t = 4.737$, $p < .05$). This indicates that athletes who practice healthier lifestyle behaviors—such as proper nutrition, adequate rest, and regular physical activity—are more likely to exhibit higher resilience. A healthy lifestyle may provide both physiological and psychological resources that support stress management, recovery, and sustained performance.

Overall, the findings suggest that resilience among senior high school students is influenced by a combination of physical engagement, psychological self-perception, and health-related behaviors. These results highlight the importance of adopting a holistic approach to athlete development. Schools and athletic programs should therefore implement comprehensive interventions that promote regular physical activity, positive self-concept development,

and healthy lifestyle practices. Integrating physical training with psychological skills training and wellness education may further enhance resilience and overall well-being among senior high school students.

> Student4:"For me, resilience is not developed by just one factor but by a combination of training, mindset, and a healthy lifestyle. When I am active in sports, confident in myself, and practice proper nutrition and rest, I can better face stress and pressure in both school and physical activities."

> Student9:"I notice that when I take care of my physical health and mental well-being, I become stronger as a senior high school student. Regular exercise, a positive self-concept, and healthy habits help me recover quickly from setbacks in both academics and physical activities.

Chapter 5

Summary of Findings, Conclusion and Recommendation

This chapter is composed of three parts, namely: (1) Summary of Problems, Methods, and the Findings; (2) Conclusions; and (3) Recommendations.

Part One, Summary of Problems, Methods, and the Findings present the problems, methods, and findings of the study.

Part Two, Conclusions, presents the generalizations after the results and findings have been analyzed and interpreted.

Part Three, Recommendations, presents different suggestions on the application of the findings of the study. It also discusses the possible areas for future researcher that may be use by those who are interested.

Summary of the Problem, Methods, and Findings

The main purpose of this study was to determine the influence of physical activities on self-concept, health lifestyle, and resilience of senior high school students in the Province of Negros Occidental for the school year 2025-2026.

Specifically, this study sought to answer the following questions:

1. What is the extent of physical activity of senior high school students?

2. What is the level of self-concept of senior high school students?

3. What is the level of health lifestyle of senior high school students?

4. What is the level of resilience of the senior high school students?

5. Is there a significant difference in resilience among the extents of physical activities of the senior high school students?

6. Is there a significant difference in resilience among the levels of heath lifestyle of senior high school students?

7. Is there a significant difference in resilience among the levels of extents of physical activities of senior high school students?

8. Are there significant relationships among physical activities, self-concept, health lifestyle, and resilience of senior high school students?

9. Are there significant predictors of resilience among physical activity, self-concept, and health lifestyle of senior high school students?

10. What physical education activities exemplar can be drawn from the results of this study?

Based on the above statement of the problem, the following hypotheses were forwarded:

1. There is no significant difference in resilience among the extents of physical activities of the senior high school students.

2. There is no significant difference in resilience among the levels of heath lifestyle of senior high school students.

3. There is no significant difference in resilience among the levels of extents of physical activities of senior high school students.

4. There are no significant relationships among physical activities, self-concept, health lifestyle, and resilience of senior high school students.

5. There are no significant predictors of resilience among physical activity, self-concept, and health lifestyle of senior high school students.

From a total population of 71,000 in all Senior high schools in Negros Occidental, 383 were considered to be part of the sample size.

The independent variable in the study is the Physical activities for the last three quarters in their respective schools, while the dependent variables are self-concept, lifestyle, and resilience of the students.

The descriptive statistics used in this study were the mean and standard deviation. The inferential statistics employed were t-test for dependent and independent sample and one-way analysis of variance and Pearson’s R at alpha level of significance is set at 0.05.

The major findings of the study are the following:

1. The study indicates that senior high school students maintain a high level of physical activity.

2. Senior high school students demonstrate a high level of self-concept.

3. Senior high school students exhibit a high level of self-concept.

4. Senior high school students demonstrate high levels of self-concept, resilience, and health lifestyle behaviors.

5. The analysis reveals a significant relationship between physical activity and psychological strength, demonstrating that the level of exercise substantially influences a senior high school students.

6. The study reveals that senior high school students demonstrate high levels of self-concept, health lifestyle behaviors, and resilience, with significant inferential links between these variables.

7. The study indicates that senior high school students maintain a high level of self-concept, health lifestyle behaviors, and resilience, while demonstrating that these factors are deeply interconnected.

8.The findings from these reports reveal that senior high school possess high levels of self-concept, health lifestyle behaviors, and resilience, all of which are deeply interconnected through significant positive correlations.

9.The study demonstrates that Senior High School Students possess high levels of self-concept, health lifestyle behaviors, and resilience, with these three areas showing strong, statistically significant connections to one another.

Conclusions

1. The senior high school student may be able to maintain essential physical markers like cardiovascular endurance and muscular strength, while also providing a cognitive boost that improves concentration and academic performance.

2. Senior high school students possess a strong sense of self-worth and personal identity, which is reinforced by the positive feedback they receive in supportive team environments. This high self-concept allows them to approach both sports and academics with greater focus, as they have a deep-seated confidence in their own abilities to succeed.

3. Senior high school students demonstrate a high capacity for resilience, meaning they can effectively navigate the dual pressures of demanding physical education schedule and academic requirements. This psychological strength is what allows them to maintain stability and persist even when facing significant obstacles or setbacks.

4. The commitment healthy lifestyle indicates that these senior high school students prioritize regular exercise as a core habit. This behavior is vital for preventing overtraining syndrome—characterized by fatigue and mood disturbances—by ensuring that physical demands are met with adequate health-conscious behaviors.

5. The results shows that the level of physical activity directly influences how resilient student is. Those who engage in more frequent, structured exercise tend to have higher adaptive capacities, suggesting that physical training actually "trains" the mind to cope with stress and recover from adversity.

6. There is a significant variation in resilience based on an senior high school students self-concept. Athletes who view themselves positively are better at emotional regulation and utilize more effective coping

strategies, proving that psychological self-perception is a crucial pillar of mental resilience.

7. Resilience is also significantly tied to lifestyle choices like nutrition, sleep, and stress management. Students who practice comprehensive healthy behaviors are physically and psychologically "readier" to handle the stressors common in senior high school class environments.

8. The data reveals strong positive correlations between all variables; for example, physical activity has a very high correlation with both self-concept and health lifestyle. This means that as a senior high school students physical engagement increases, their self-perception and lifestyle choices tend to improve simultaneously.

9. Regression analysis concludes that physical activity, self-concept, and health lifestyle are all individual and collective predictors of resilience. Regular exercise specifically contributes to psychological strength by improving mood regulation and mental endurance, making it a critical component of the athlete's overall success.

Recommendations

Based on the above findings and conclusions, the researcher would like to advance the following recommendations:

1. The *Senior high school Students* can gain a deeper understanding of how their physical training routines directly serve as a foundation for their mental toughness and resilience. By recognizing that high engagement in structured activity is linked to a more positive self-concept and improved cognitive function, they can approach their training with a more holistic perspective. This study empowers them to prioritize healthy lifestyle habits, such as nutrition and sleep, as essential tools for managing the dual pressures of competitive sports and academic requirements.

2. The *Teachers* provides them with empirical evidence that their influence extends beyond physical conditioning to the psychological development of their players. By fostering supportive team environments and utilizing positive

reinforcement, they can significantly enhance an athlete's self-concept, which is a major predictor of resilience. Furthermore, the results highlight the importance of designing balanced training regimens that incorporate recovery to mitigate the risks of overtraining while maximizing the mental endurance of the team.

3. The *School Administrators* may use these findings underscore the value of senior high school sports and physical education as a catalyst for overall student success and cognitive well-being. The study justifies the continued investment in athletic programs and high-quality facilities, as structured physical activity is shown to improve concentration and stress management among the student body. It also encourages administrators to fund comprehensive wellness and mental health resources to support the diverse needs of senior high school in a demanding academic environment.

4. For *Sports Psychologists and Counselors* Mental health professionals can utilize these results to develop more effective, data-driven interventions that target specific psychological pillars like self-concept and resilience. Since self-concept is a significant predictor of an athlete's ability to cope with adversity, counselors can

focus on confidence-building and goal-setting strategies to improve student-athlete well-being. The research also provides a framework for screening athletes who may be struggling with performance pressure or the negative effects of sustained high-level training.

5. For *Physical Education Teachers and Curriculum Developers Educators* can benefit from this study by integrating the link between physical habits and psychological resilience into their broader curricula. By emphasizing that a healthy lifestyle-including regular exercise and proper nutrition-acts as a shield against life's stressors, they can better prepare all students for success beyond the classroom. The study supports a shift toward teaching "life skills" through physical education, focusing on how movement enhances mood regulation and mental stability.

6. For *Parents and Guardians Parents* and guardians can gain peace of mind knowing that the rigors of physical activities, when properly managed, contribute significantly to their child's resilience and sense of identity. The study helps parents identify the importance of supporting a "health lifestyle" for their children, such as ensuring they get adequate rest to balance high training demands. It

provides a clearer picture of how sports participation helps their children develop the adaptive capacities needed to navigate adult life.

7. For *Future Researchers* This research serves as a robust foundation for future academic inquiries into the long-term, cumulative effects of exercise, sleep, and nutrition on student success. Researchers can use these inferential results to explore more specific variables, such as how these psychological relationships might differ between team and individual sports. Additionally, it opens the door for longitudinal studies that track how an athlete's resilience and self-concept evolve throughout their entire senior high school career.

PROPOSED PHYSICAL EDUCATION PROGRAM

Title:

Holistic Physical Education Program for Enhancing Resilience, Self-Concept, and Healthy Lifestyle among Senior High School Students

Introduction

Based on the findings of the study, senior high school students demonstrated high levels of physical activity, self-concept, health lifestyle, and resilience, with significant relationships among these variables. Furthermore, physical activity, self-concept, and health lifestyle were identified as significant predictors of resilience.

In response, this proposed program aims to sustain and further enhance these positive outcomes through a structured Physical Education framework that integrates physical, psychological, and lifestyle components.

Program Objectives

General Objective:

To enhance and sustain students' resilience, self-concept, and healthy lifestyle through structured physical education activities.

Specific Objectives:

1. Maintain high levels of physical activity.
2. Strengthen students' self-concept and confidence.
3. Promote healthy lifestyle behaviors.
4. Develop resilience and coping mechanisms.

DepEd-Style Lesson Plan Matrix

Component	Objectives	Learning Activities	Teaching Strategies	Materials	Time Allotment	Assessment
Physical Fitness	Improve endurance & strength	Circuit training, jogging	Demonstration, guided practice	Cones, mats	20 mins	Performance test
Self-Concept	Build confidence	Goal setting, reflection	Cooperative learning	Journal notebook	10 mins	Reflection output
Healthy Lifestyle	Promote wellness habits	Nutrition discussion, hydration check	Lecture-discussion	Visual aids	10 mins	Quiz/checklist
Resilience	Develop coping skills	Obstacle course, team challenges	Problem-based learning	Sports equipment	20 mins	Observation rubric
Integration	Apply all skills	Team sports + reflection	Collaborative learning	Balls, markers	20 mins	Performance + feedback

Weekly Time Allotment

Day	Focus Area	Duration
Monday	Fitness + Goal Setting	60 mins
Tuesday	Sports Activity	60 mins
Wednesday	Lifestyle & Recovery	60 mins
Thursday	Resilience Training	60 mins
Friday	Integration + Reflection	60 mins

Grading System

Criteria	Percentage	Description
Participation/Engagement	30%	Active involvement in all activities
Performance Skills	25%	Execution of physical tasks

Written Outputs	15%	Journals, reflections
Health Practices	15%	Lifestyle tracking (sleep, nutrition)
Resilience Demonstration	15%	Ability to cope, teamwork, persistence

Total: 100%

Implementation Plan

Phase	Activities	Timeline
Preparation	Orientation, baseline assessment	Week 1
Implementation	Conduct PE sessions	Weeks 2–14
Monitoring	Monthly evaluation	Ongoing
Evaluation	Post-test and analysis	Final week

Evaluation Tools

- Physical activity checklist
- Self-concept scale
- Lifestyle behavior checklist
- Resilience questionnaire

Expected Outcomes

1. Sustained high level of physical activity
2. Improved self-confidence and self-awareness
3. Stronger healthy lifestyle practices
4. Enhanced resilience and stress management

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Appendix A1

Letter to Experts

August 28, 2025

JYAN ROME A. BASCAR, EdD.
Director, Sports Affairs/PE Faculty
Carlos Hilado Memorial State University

Dear Dr. Bascar;

Greetings of peace and prosperity!

I am Wirly Amy G. Mamar a Doctor of Education major in Physical Education student from Filamer Christian University, currently conducting my dissertation entitled *"Influence of Physical Activities on Self-Concept, Health Lifestyle, and Resilience of the Senior High School Students: Input to Physical Education Activities Exemplar."*

In line with this, I have developed a research instrument composed of four parts, namely: (I) Physical Activities Questionnaire, (II) Self-Concept Questionnaire, (III) Healthy Lifestyle Questionnaire, and (IV) Resilience Questionnaire. The instrument is designed to gather data that will help determine the relationship between physical activities and selected personal and health-related factors among senior high school students.

As an expert in the field, I humbly request your expertise to **validate the content and structure of this research instrument.** Your evaluation will ensure that the questionnaire items are clear, appropriate, and aligned with the objectives of the study. Rest assured that your professional insights and recommendations will significantly contribute to the credibility and reliability of this research.

Enclosed herewith is a copy of the questionnaire, together with the validation form for your review. I sincerely hope for your favorable response to this request.

Thank you very much for your time, effort, and invaluable support in my academic pursuit.

Respectfully,

WIRLY AMY G. MAMAR
Researcher

Noted:

DR. FELIMON A. PIMENTEL, JR.
Adviser / Dean, Graduate Studies – FCU

September 9, 2025

MARIJOY IMAN VESTIL
Art Teacher and Athletic Director
Academy of Math and Science Avondale

Dear Dr. Vestil;

Greetings of peace and prosperity!

I am Wirly Amy G. Mamar a Doctor of Education major in Physical Education student from Filamer Christian University, currently conducting my dissertation entitled *"Influence of Physical Activities on Self-Concept, Health Lifestyle, and Resilience of the Senior High School Students: Input to Physical Education Activities Exemplar."*

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Respectfully,

WIRLY AMY G. MAMAR
Researcher

Noted:

DR. FELIMON A. PIMENTEL, JR.
Adviser / Dean, Graduate Studies – FCU

August 28, 2025

MA. FE F AGOT, EdD.
PE Faculty
Carlos Hilado Memorial State University

Dear Dr. Agot;

Greetings of peace and prosperity!

I am Wirly Amy G. Mamar a Doctor of Education major in Physical Education student from Filamer Christian University, currently conducting my dissertation entitled *"Influence of Physical Activities on Self-Concept, Health Lifestyle, and Resilience of the Senior High School Students: Input to Physical Education Activities Exemplar."*

In line with this, I have developed a research instrument composed of four parts, namely: (I) Physical Activities Questionnaire, (II) Self-Concept Questionnaire, (III) Healthy Lifestyle Questionnaire, and (IV) Resilience Questionnaire. The instrument is designed to gather data that will help determine the relationship between physical activities and selected personal and health-related factors among senior high school students.

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Enclosed herewith is a copy of the questionnaire, together with the validation form for your review. I sincerely hope for your favorable response to this request.

Thank you very much for your time, effort, and invaluable support in my academic pursuit.

Respectfully,

WIRLY AMY G. MAMAR
Researcher

Noted:

DR. FELIMON A. PIMENTEL, JR.
Adviser / Dean, Graduate Studies – FCU

Appendix A2

Letter to Respondents

Dear Respondents:

Greetings!

I am kindly requesting your participation in answering this questionnaire as part of my Doctoral research titled: **"Influence of Physical Activities on Self-Concept, Health Lifestyle, and Resilience of the Senior High School Students: Input to Physical Education Activities Exemplar."**

Your honest and thoughtful responses will greatly contribute to the success of this study. Please be assured that all information you provide will be treated with the highest level of confidentiality and will be used solely for academic purposes.

Thank you for your time and valuable input.

(SGD.) WIRLY AMY G. MAMAR
Researcher

Appendix B

Data Gathering Instruments

The main purpose of this study was to determine the influence of physical activities on self-concept, health lifestyle, and resilience of senior high school students in senior high schools in Negros Occidental for the school year 2025-2026.

The instrument is divided into five areas in order to gather that needed data for the study.

Demographic Profile:

Age: 16 years old ___17 years old _____18 years old _____

Gender: Male ___Female____LGBTQ+ _____

Grade Level: Grade 11 ____Grade 12 _____

Average Monthly Family Income: Poor 10,957___
Low-income 10958-21,914_
Lower-middle 21,915-43,43828_

Please rate the following state according to the following Likert Scale below:

Scale	Description
5 – Always	The statement is true for me **at all times** or **to the fullest extent**; my behavior or belief consistently reflects this.
4 – Often	The statement is true for me **most of the time**; I demonstrate this behavior or belief frequently.
3 – Sometimes	I am **undecided** or the statement is true for me **about half the time**; my behavior or belief is inconsistent.
2 – Rarely	The statement is true for me **only occasionally**; I seldom demonstrate this behavior or belief.
1 – Never	The statement is **never** or **almost never** true for me; I do not demonstrate this behavior or belief.

I. THE PHYSICAL ACTIVITIES QUESTIONNAIRE

STATEMENTS	5	4	3	2	1
I participate actively in all Physical Education classes.					
I join school sports competitions or events.					
I engage in sports or games during my free time.					
I perform warm-up and cool-down exercises regularly.					
I join group fitness activities with friends or classmates.					
I try different types of sports or physical activities.					
I engage in physical activity for at least 60 minutes a day.					
I walk or bike to school or nearby places.					
I practice sports skills to improve my performance.					
I participate in community or neighborhood sports events.					
I track my physical activity progress.					
I help organize sports or physical activities in school.					
I encourage peers to join physical activities.					
I participate in school fitness programs.					
I apply safety measures during physical activities.					
I set personal fitness goals and					

work towards achieving them.					
I try outdoor activities such as hiking, swimming, or jogging.					
I use fitness apps or devices to monitor my activity levels.					
I include stretching or flexibility exercises in my routine.					
I participate in dance or rhythmic movement activities.					
I join recreational games for fun, not just competition.					
I volunteer in events that promote active and healthy living.					
I practice relaxation or breathing exercises after physical activity.					
I try traditional or cultural games that involve physical movement.					
I encourage my family members to engage in physical activity.					

II. THE SELF-CONCEPT QUESTIONNAIRE

STATEMENTS	5	4	3	2	1
I feel good about who I am.					
I am satisfied with my physical appearance.					
I believe I have unique abilities and talents.					
I accept myself, including my flaws.					
I feel confident when trying new activities.					
I believe I can achieve my goals.					
I feel proud of my accomplishments.					

I see myself as a valuable person.					
I recover quickly from failure.					
I am motivated to improve myself.					
I think positively about my future.					
I feel confident in social situations.					
I believe I can overcome challenges.					
I feel appreciated by others.					
I consider myself important to my school and community.					
I believe I can make good decisions for myself.					
I value the effort I put into tasks, even if I don't succeed.					
I accept compliments from others about myself.					
I feel comfortable expressing my opinions.					
I believe I can learn from my mistakes.					
I trust myself to handle difficult situations.					
I recognize the positive qualities I have.					
I feel comfortable being myself around others.					
I believe I can contribute positively to group activities.					
I am hopeful about the person I am becoming.					

III. THE HEALTH LIFESTYLE QUESTIONNAIRE

STATEMENTS	5	4	3	2	1
I eat fruits and vegetables regularly.					
I drink enough water every day.					
I avoid skipping meals.					
I choose healthy snacks over junk food.					
I limit my intake of sugary drinks.					
I get enough sleep each night.					
I avoid smoking and drinking alcohol.					
I manage my stress in healthy ways.					
I schedule time for physical exercise.					
I follow a consistent daily routine.					
I practice proper hygiene daily.					
I maintain balance between school, physical, and social activities.					
I avoid overcommitting to tasks.					
I make time to relax and unwind.					
I seek help when I feel overwhelmed.					
I eat breakfast every day to start my day well.					
I limit the time I spend on electronic devices before bedtime.					
I wash my hands regularly before eating and after activities.					
I protect myself from too much sun exposure.					
I keep my surroundings clean and organized.					

I avoid eating too much fast food.					
I practice moderation in the food I eat.					
I engage in activities that boost my mental well-being.					
I maintain a regular sleep and wake schedule.					
I make health and safety a priority in daily decisions.					

IV. THE RESILIENCE QUESTIONNAIRE

STATEMENTS	5	4	3	2	1
I stay focused on my goals despite challenges.					
I don’t give up easily when faced with difficulties.					
I see failures as opportunities to learn.					
I adapt well to changes in plans or situations.					
I can stay calm under pressure.					
I think of different solutions when facing problems.					
I seek help when needed.					
I remain positive during hard times.					
I trust my abilities to overcome obstacles.					
I set goals and work hard to achieve them.					
I organize my tasks to manage my workload.					
I cooperate with others to solve					

problems.					
I take responsibility for my actions.					
I use past experiences to guide my decisions.					
I find ways to recover from setbacks.					
I stay motivated even when progress is slow.					
I can control my emotions when facing difficulties.					
I adjust my strategies when my first plan doesn’t work.					
I look for the positive side in every situation.					
I encourage myself with positive self-talk.					
I remain hopeful about the future even during setbacks.					
I learn new skills to handle challenges better.					
I support others who are going through tough times.					
I remind myself that challenges are temporary.					
I find healthy ways to release stress when under pressure.					

Thank you!

Lawshe's Content Validity Tool

Please review each item on the questionnaire above and rate it by marking the appropriate column.

V. THE PHYSICAL ACTIVITIES QUESTIONNAIRE

STATEMENTS	Essential	Useful, but not essential	Non-essential
I participate actively in all Physical Education classes.			
I join school sports competitions or events.			
I engage in sports or games during my free time.			
I perform warm-up and cool-down exercises regularly.			
I join group fitness activities with friends or classmates.			
I try different types of sports or physical activities.			
I engage in physical activity for at least 60 minutes a day.			
I walk or bike to school or nearby places.			
I practice sports skills to improve my performance.			
I participate in community or			

neighborhood sports events.			
I track my physical activity progress.			
I help organize sports or physical activities in school.			
I encourage peers to join physical activities.			
I participate in school fitness programs.			
I apply safety measures during physical activities.			
I set personal fitness goals and work towards achieving them.			
I try outdoor activities such as hiking, swimming, or jogging.			
I use fitness apps or devices to monitor my activity levels.			
I include stretching or flexibility exercises in my routine.			
I participate in dance or rhythmic movement activities.			
I join recreational			

games for fun, not just competition.			
I volunteer in events that promote active and healthy living.			
I practice relaxation or breathing exercises after physical activity.			
I try traditional or cultural games that involve physical movement.			
I encourage my family members to engage in physical activity.			

VI. THE SELF-CONCEPT QUESTIONNAIRE

STATEMENTS	Essential	Useful, but not essential	Non-essential
I feel good about who I am.			
I am satisfied with my physical appearance.			
I believe I have unique abilities and talents.			
I accept myself, including my flaws.			
I feel confident when trying new			

activities.			
I believe I can achieve my goals.			
I feel proud of my accomplishments.			
I see myself as a valuable person.			
I recover quickly from failure.			
I am motivated to improve myself.			
I think positively about my future.			
I feel confident in social situations.			
I believe I can overcome challenges.			
I feel appreciated by others.			
I consider myself important to my school and community.			
I believe I can make good decisions for myself.			
I value the effort I put into tasks, even if I don’t succeed.			
I accept compliments from others about myself.			
I feel comfortable expressing my opinions.			

I believe I can learn from my mistakes.			
I trust myself to handle difficult situations.			
I recognize the positive qualities I have.			
I feel comfortable being myself around others.			
I believe I can contribute positively to group activities.			
I am hopeful about the person I am becoming.			

VII. THE HEALTH LIFESTYLE QUESTIONNAIRE

STATEMENTS	Essential	Useful, but not essential	Non-essential
I eat fruits and vegetables regularly.			
I drink enough water every day.			
I avoid skipping meals.			
I choose healthy snacks over junk food.			
I limit my intake of sugary drinks.			

I get enough sleep each night.			
I avoid smoking and drinking alcohol.			
I manage my stress in healthy ways.			
I schedule time for physical exercise.			
I follow a consistent daily routine.			
I practice proper hygiene daily.			
I maintain balance between school, physical, and social activities.			
I avoid overcommitting to tasks.			
I make time to relax and unwind.			
I seek help when I feel overwhelmed.			
I eat breakfast every day to start my day well.			
I limit the time I spend on electronic devices before bedtime.			
I wash my hands regularly before eating and after activities.			
I protect myself			

from too much sun exposure.			
I keep my surroundings clean and organized.			
I avoid eating too much fast food.			
I practice moderation in the food I eat.			
I engage in activities that boost my mental well-being.			
I maintain a regular sleep and wake schedule.			
I make health and safety a priority in daily decisions.			

VIII. THE RESILIENCE QUESTIONNAIRE

STATEMENTS	Essential	Useful, but not essential	Non-essential
I stay focused on my goals despite challenges.			
I don’t give up easily when faced with difficulties.			
I see failures as opportunities to learn.			
I adapt well to changes in plans or			

situations.			
I can stay calm under pressure.			
I think of different solutions when facing problems.			
I seek help when needed.			
I remain positive during hard times.			
I trust my abilities to overcome obstacles.			
I set goals and work hard to achieve them.			
I organize my tasks to manage my workload.			
I cooperate with others to solve problems.			
I take responsibility for my actions.			
I use past experiences to guide my decisions.			
I find ways to recover from setbacks.			
I stay motivated even when progress is slow.			
I can control my emotions when facing			

difficulties.			
I adjust my strategies when my first plan doesn't work.			
I look for the positive side in every situation.			
I encourage myself with positive self-talk.			
I remain hopeful about the future even during setbacks.			
I learn new skills to handle challenges better.			
I support others who are going through tough times.			
I remind myself that challenges are temporary.			
I find healthy ways to release stress when under pressure.			

Comments:

_____

_____

_____

_____

_____

_____
Validator's Name and Signature

Appendix C

Statistical Analysis of Data

Frequencies

Notes

Output Created		26-Nov-2025 16:14:40
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	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 /ORDER=ANALYSIS.
Resources	Processor Time	0:00:00.000
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[DataSet1] C:\Users\user\Desktop\thesis\10New Studies\wirly mamar\data.sav

Statistics

		Age	Gender	Grade Level	Income
N	Valid	383	383	383	383
	Missing	0	0	0	0

Frequency Table

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16.00	150	39.2	39.2	39.2
	17.00	99	25.8	25.8	65.0
	18.00	134	35.0	35.0	100.0
	Total	383	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	137	35.8	35.8	35.8
	2.00	206	53.8	53.8	89.6
	3.00	40	10.4	10.4	100.0
	Total	383	100.0	100.0	

Grade Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	234	61.1	61.1	61.1
	2.00	149	38.9	38.9	100.0
	Total	383	100.0	100.0	

Income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	167	43.6	43.6	43.6
	2.00	134	35.0	35.0	78.6
	3.00	82	21.4	21.4	100.0
	Total	383	100.0	100.0	

Descriptives

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	Cases Used	All non-missing data are used.
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[DataSet1] C:\Users\user\Desktop\thesis\10New Studies\wirly mamar\data.sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Physical Activities	383	1.68	4.88	3.4727	.85570
Self-Concept	383	2.16	5.00	4.0225	.66718
Health Lifestyle	383	2.16	4.96	3.6802	.78091
Resilience	383	1.88	5.00	3.9322	.70384
Valid N (listwise)	383				

One-way

Notes

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	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
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[DataSet1] C:\Users\user\Desktop\thesis\10New Studies\wirly mamar\data.sav

Descriptives

Resilience

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
4.21+	84	4.6600	.35764	.03902	4.5824	4.7376	3.76	4.96
3.41 - 4.20	129	3.9060	.48360	.04258	3.8218	3.9903	3.16	5.00
2.61 - 3.40	123	3.7818	.63703	.05744	3.6681	3.8955	2.44	4.88
1.81 - 2.60	31	3.0232	.78606	.14118	2.7349	3.3116	1.88	3.88
<= 1.80	16	3.2400	.00000	.00000	3.2400	3.2400	3.24	3.24
Total	383	3.9322	.70384	.03596	3.8615	4.0029	1.88	5.00

ANOVA

Resilience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	80.645	4	20.161	70.177	.000
Within Groups	108.596	378	.287		
Total	189.240	382			

Post Hoc Tests

Multiple Comparisons

Dependent Variable:Resilience

	(I) Physical Activities (Binned)	(J) Physical Activities (Binned)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Scheffe	4.21+	3.41 - 4.20	.75395*	.07515	.000	.5213	.9866
		2.61 - 3.40	.87821*	.07587	.000	.6434	1.1131
		1.81 - 2.60	1.63677*	.11264	.000	1.2881	1.9855
		<= 1.80	1.42000*	.14620	.000	.9674	1.8726
	3.41 - 4.20	4.21+	-.75395*	.07515	.000	-.9866	-.5213
		2.61 - 3.40	.12426	.06755	.497	-.0848	.3334
		1.81 - 2.60	.88282*	.10721	.000	.5509	1.2147
		<= 1.80	.66605*	.14207	.000	.2263	1.1058
	2.61 - 3.40	4.21+	-.87821*	.07587	.000	-1.1131	-.6434
		3.41 - 4.20	-.12426	.06755	.497	-.3334	.0848
		1.81 - 2.60	.75856*	.10772	.000	.4251	1.0920
		<= 1.80	.54179*	.14245	.007	.1008	.9827
	1.81 - 2.60	4.21+	-1.63677*	.11264	.000	-1.9855	-1.2881
		3.41 - 4.20	-.88282*	.10721	.000	-1.2147	-.5509
		2.61 - 3.40	-.75856*	.10772	.000	-1.0920	-.4251
		<= 1.80	-.21677	.16499	.786	-.7275	.2940
	<= 1.80	4.21+	-1.42000*	.14620	.000	-1.8726	-.9674
		3.41 - 4.20	-.66605*	.14207	.000	-1.1058	-.2263
		2.61 - 3.40	-.54179*	.14245	.007	-.9827	-.1008
		1.81 - 2.60	.21677	.16499	.786	-.2940	.7275
LSD	4.21+	3.41 - 4.20	.75395*	.07515	.000	.6062	.9017
		2.61 - 3.40	.87821*	.07587	.000	.7290	1.0274
		1.81 - 2.60	1.63677*	.11264	.000	1.4153	1.8583
		<= 1.80	1.42000*	.14620	.000	1.1325	1.7075
	3.41 - 4.20	4.21+	-.75395*	.07515	.000	-.9017	-.6062
		2.61 - 3.40	.12426	.06755	.067	-.0086	.2571

	1.81 - 2.60	.88282*	.10721	.000	.6720	1.0936
	<= 1.80	.66605*	.14207	.000	.3867	.9454
2.61 - 3.40	4.21+	-.87821*	.07587	.000	-1.0274	-.7290
	3.41 - 4.20	-.12426	.06755	.067	-.2571	.0086
	1.81 - 2.60	.75856*	.10772	.000	.5468	.9704
	<= 1.80	.54179*	.14245	.000	.2617	.8219
1.81 - 2.60	4.21+	-1.63677*	.11264	.000	-1.8583	-1.4153
	3.41 - 4.20	-.88282*	.10721	.000	-1.0936	-.6720
	2.61 - 3.40	-.75856*	.10772	.000	-.9704	-.5468
	<= 1.80	-.21677	.16499	.190	-.5412	.1076
<= 1.80	4.21+	-1.42000*	.14620	.000	-1.7075	-1.1325
	3.41 - 4.20	-.66605*	.14207	.000	-.9454	-.3867
	2.61 - 3.40	-.54179*	.14245	.000	-.8219	-.2617
	1.81 - 2.60	.21677	.16499	.190	-.1076	.5412

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

Resilience

	Physical Activities (Binned)	N	Subset for alpha = 0.05		
			1	2	3
Duncan[a,,b]	1.81 - 2.60	31	3.0232		
	<= 1.80	16	3.2400		
	2.61 - 3.40	123		3.7818	
	3.41 - 4.20	129		3.9060	
	4.21+	84			4.6600
	Sig.		.069	.296	1.000
Scheffe[a,,b]	1.81 - 2.60	31	3.0232		
	<= 1.80	16	3.2400		
	2.61 - 3.40	123		3.7818	
	3.41 - 4.20	129		3.9060	
	4.21+	84			4.6600
	Sig.		.504	.895	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 40.801.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

One-way

Notes

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	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
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[DataSet1] C:\Users\user\Desktop\thesis\10New Studies\wirly mamar\data.sav

Descriptives

Resilience

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
4.21+	175	4.2062	.67050	.05069	4.1061	4.3062	3.00	5.00
3.41 - 4.20	142	3.8259	.50187	.04212	3.7427	3.9092	3.04	4.88
2.61 - 3.40	36	4.0322	.40294	.06716	3.8959	4.1686	3.20	4.48
1.81 - 2.60	30	2.7173	.60004	.10955	2.4933	2.9414	1.88	3.24
Total	383	3.9322	.70384	.03596	3.8615	4.0029	1.88	5.00

ANOVA

Resilience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	59.377	3	19.792	57.763	.000
Within Groups	129.864	379	.343		
Total	189.240	382			

Post Hoc Tests

Multiple Comparisons

Dependent Variable:Resilience

	(I) Self-Concept (Binned)	(J) Self-Concept (Binned)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Scheffe	4.21+	3.41 - 4.20	.38026*	.06611	.000	.1946	.5659
		2.61 - 3.40	.17395	.10713	.452	-.1269	.4748
		1.81 - 2.60	1.48884*	.11567	.000	1.1640	1.8137
	3.41 - 4.20	4.21+	-.38026*	.06611	.000	-.5659	-.1946
		2.61 - 3.40	-.20631	.10923	.314	-.5130	.1004
		1.81 - 2.60	1.10858*	.11762	.000	.7783	1.4389
	2.61 - 3.40	4.21+	-.17395	.10713	.452	-.4748	.1269
		3.41 - 4.20	.20631	.10923	.314	-.1004	.5130
		1.81 - 2.60	1.31489*	.14471	.000	.9085	1.7212
	1.81 - 2.60	4.21+	-1.48884*	.11567	.000	-1.8137	-1.1640
		3.41 - 4.20	-1.10858*	.11762	.000	-1.4389	-.7783
		2.61 - 3.40	-1.31489*	.14471	.000	-1.7212	-.9085
LSD	4.21+	3.41 - 4.20	.38026*	.06611	.000	.2503	.5103
		2.61 - 3.40	.17395	.10713	.105	-.0367	.3846
		1.81 - 2.60	1.48884*	.11567	.000	1.2614	1.7163
	3.41 - 4.20	4.21+	-.38026*	.06611	.000	-.5103	-.2503
		2.61 - 3.40	-.20631	.10923	.060	-.4211	.0085
		1.81 - 2.60	1.10858*	.11762	.000	.8773	1.3399
	2.61 - 3.40	4.21+	-.17395	.10713	.105	-.3846	.0367
		3.41 - 4.20	.20631	.10923	.060	-.0085	.4211
		1.81 - 2.60	1.31489*	.14471	.000	1.0304	1.5994
	1.81 - 2.60	4.21+	-1.48884*	.11567	.000	-1.7163	-1.2614
		3.41 - 4.20	-1.10858*	.11762	.000	-1.3399	-.8773
		2.61 - 3.40	-1.31489*	.14471	.000	-1.5994	-1.0304

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

Resilience

	Self-Concept (Binned)	N	Subset for alpha = 0.05		
			1	2	3
Duncan[a,,b]	1.81 - 2.60	30	2.7173		
	3.41 - 4.20	142		3.8259	
	2.61 - 3.40	36		4.0322	4.0322
	4.21+	175			4.2062
	Sig.		1.000	.067	.123
Scheffe[a,,b]	1.81 - 2.60	30	2.7173		
	3.41 - 4.20	142		3.8259	
	2.61 - 3.40	36		4.0322	4.0322
	4.21+	175			4.2062
	Sig.		1.000	.340	.496

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 54.151.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Oneway

Notes

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	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
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Descriptives

Resilience

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
4.21+	84	4.4124	.70134	.07652	4.2602	4.5646	3.16	4.96
3.41 - 4.20	169	4.1269	.45565	.03505	4.0577	4.1961	3.44	5.00
2.61 - 3.40	78	3.4728	.37433	.04238	3.3884	3.5572	3.04	4.12
1.81 - 2.60	52	3.2131	.81194	.11260	2.9870	3.4391	1.88	4.24
Total	383	3.9322	.70384	.03596	3.8615	4.0029	1.88	5.00

ANOVA

Resilience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	69.124	3	23.041	72.701	.000
Within Groups	120.117	379	.317		
Total	189.240	382			

Post Hoc Tests

Multiple Comparisons

Dependent Variable:Resilience

	(I) Health Lifestyle (Binned)	(J) Health Lifestyle (Binned)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Scheffe	4.21+	3.41 - 4.20	.28552*	.07516	.003	.0745	.4966
		2.61 - 3.40	.93956*	.08852	.000	.6910	1.1881
		1.81 - 2.60	1.19930*	.09934	.000	.9204	1.4783
	3.41 - 4.20	4.21+	-.28552*	.07516	.003	-.4966	-.0745
		2.61 - 3.40	.65404*	.07706	.000	.4376	.8704
		1.81 - 2.60	.91379*	.08928	.000	.6631	1.1645
	2.61 - 3.40	4.21+	-.93956*	.08852	.000	-1.1881	-.6910
		3.41 - 4.20	-.65404*	.07706	.000	-.8704	-.4376
		1.81 - 2.60	.25974	.10079	.086	-.0233	.5428
	1.81 - 2.60	4.21+	-1.19930*	.09934	.000	-1.4783	-.9204
		3.41 - 4.20	-.91379*	.08928	.000	-1.1645	-.6631
		2.61 - 3.40	-.25974	.10079	.086	-.5428	.0233
LSD	4.21+	3.41 - 4.20	.28552*	.07516	.000	.1377	.4333
		2.61 - 3.40	.93956*	.08852	.000	.7655	1.1136
		1.81 - 2.60	1.19930*	.09934	.000	1.0040	1.3946
	3.41 - 4.20	4.21+	-.28552*	.07516	.000	-.4333	-.1377
		2.61 - 3.40	.65404*	.07706	.000	.5025	.8056
		1.81 - 2.60	.91379*	.08928	.000	.7382	1.0893
	2.61 - 3.40	4.21+	-.93956*	.08852	.000	-1.1136	-.7655
		3.41 - 4.20	-.65404*	.07706	.000	-.8056	-.5025
		1.81 - 2.60	.25974*	.10079	.010	.0616	.4579
	1.81 - 2.60	4.21+	-1.19930*	.09934	.000	-1.3946	-1.0040
		3.41 - 4.20	-.91379*	.08928	.000	-1.0893	-.7382

	2.61 - 3.40	-.25974*	.10079	.010	-.4579	-.0616

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

Resilience

	Health Lifestyle (Binned)	N	Subset for alpha = 0.05			
			1	2	3	4
Duncan[a,,b]	1.81 - 2.60	52	3.2131			
	2.61 - 3.40	78		3.4728		
	3.41 - 4.20	169			4.1269	
	4.21+	84				4.4124
	Sig.		1.000	1.000	1.000	1.000
Scheffe[a,,b]	1.81 - 2.60	52	3.2131			
	2.61 - 3.40	78		3.4728		
	3.41 - 4.20	169			4.1269	
	4.21+	84				4.4124
	Sig.		1.000	1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 80.203.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Correlations

Notes

Output Created		26-Nov-2025 16:16:22
Comments		
Input	Data	C:\Users\user\Desktop\thesis\10New Studies\wirly mamar\data.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	383
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=VAR00005 VAR00006 VAR00007 VAR00008 /PRINT=TWOTAIL NOSIG /MISSING=PAIRWISE.
Resources	Processor Time	0:00:00.000
	Elapsed Time	0:00:00.008

[DataSet1] C:\Users\user\Desktop\thesis\10New Studies\wirly mamar\data.sav

Correlations

		Physical Activities	Self-Concept	Health Lifestyle	Resilience
Physical Activities	Pearson Correlation	1	.781**	.814**	.643**
	Sig. (2-tailed)		.000	.000	.000
	N	383	383	383	383
Self-Concept	Pearson Correlation	.781**	1	.716**	.578**
	Sig. (2-tailed)	.000		.000	.000
	N	383	383	383	383
Health Lifestyle	Pearson Correlation	.814**	.716**	1	.640**
	Sig. (2-tailed)	.000	.000		.000
	N	383	383	383	383
Resilience	Pearson Correlation	.643**	.578**	.640**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	383	383	383	383

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

Regression

Notes

Output Created		26-Nov-2025 16:16:48
Comments		
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	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	383
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT VAR00008 /METHOD=ENTER VAR00005 VAR00006 VAR00007.
Resources	Processor Time	0:00:00.016
	Elapsed Time	0:00:00.017
	Memory Required	2092 bytes
	Additional Memory Required for Residual Plots	0 bytes

[DataSet1] C:\Users\user\Desktop\thesis\10New Studies\wirly mamar\data.sav

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	Health Lifestyle, Self-Concept, Physical Activities[a]	.	Enter

a. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.678[a]	.460	.455	.51943

a. Predictors: (Constant), Health Lifestyle, Self-Concept, Physical Activities

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	86.983	3	28.994	107.462	.000[a]
	Residual	102.258	379	.270		
	Total	189.240	382			

a. Predictors: (Constant), Health Lifestyle, Self-Concept, Physical Activities

b. Dependent Variable: Resilience

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.522	.169		8.994	.000
	Physical Activities	.234	.061	.284	3.813	.000
	Self-Concept	.137	.065	.130	2.098	.037
	Health Lifestyle	.284	.060	.316	4.737	.000

a. Dependent Variable: Resilience

Appendix D

Moderate Intensity Continuous Exercise Program

Appendix E

Documentation

Appendix F

Curriculum Vitae

WIRLY AMY G. MAMAR

BLACK 54 LOT 30 EASTHOMES 2,

BRGY ESTEFANIA, BACOLOD CITY, 6100

09277170151

wirlyamymamar@gmail.com

PERSONAL DATA

Date of Birth:	October 10, 1982
Pace of Birth:	BACOLOD CITY
Age:	43
Status:	Married
Citizenship:	Filipino
Religion:	Roman Catholic
Height:	5’”
Weight:	75kg

EDUCATIONAL BACKGROUND

Elementary	J.R Torres Elementary School Bacolod City, Negros Occidental 1989-1995
Secondary	Negros Occidental National High School Bacolod City, Negros Occidental 1995-1999

Tertiary	Bachelor of Secondary Education – Music, Arts, PE, and Health University of St La Salle Bacolod City, Negros Occidental 1999-2005
Graduate Study	Master of Arts Education – Physical Education STI West Negros University Bacolod City, Negros Occidental 2010-2018
	Doctor of Education – Physical Education Filamer Christian University Roxas City, Capiz 2021-2026