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Psychological Outcomes of BPE Student: A Comparative Study

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ABSTRACT

College students' psychological outcomes are a primary global concern today. This study examined the psychological outcomes of BPE students in Davao City, comparing them by age, sex, and year level. The study used a quantitative, descriptive-comparative design with a structured survey administered to 100 randomly selected BPE students. Statistical analyses using ANOVA and t-tests showed no significant differences in psychological outcomes by age, sex, or year level. Overall, respondents exhibited a moderate level of psychological outcomes. The results highlight the need to explore factors like teaching methods, support systems, and interventions to improve BPE students' psychological outcomes.

INTRODUCTION

The Problem and Its Setting

Low psychological outcomes in students, such as a diminished sense of meaning in life, reduced satisfaction, and low motivation, are prevalent and pose significant challenges to their lives. Borkowski and Thorpe (2023) emphasized that individuals experiencing low psychological outcomes struggle with staying motivated, handling daily responsibilities, and managing emotional stress in their personal lives. Also, Dyrbye *et al.* (2019) highlighted that motivation plays a crucial role in students' ability to persist in their studies, and a lack of it can result in burnout, disengagement, and a decline in overall life satisfaction. These adverse effects extend beyond academics, affecting students' ability to form meaningful social connections and participate in extracurricular activities.

Globally, particularly in the United States, the psychological outcome is a growing concern in daily life, with factors such as societal expectations, personal responsibilities, and limited mental health support contributing to stress and emotional struggles (Limone & Toto, 2022). Psychological outcome issues are widespread in every community, in every country, and on every continent. Furthermore, in China, many students navigating significant life changes or unfamiliar environments may experience challenges in maintaining well-being, finding balance, and fostering meaningful connections. The prevalence of moderate to extremely severe symptoms of all psychological outcomes was significantly associated with 26-30-year-old students (Alam *et al.*, 2021).

In the Philippines, students have faced numerous challenges to their psychological outcomes. Students

adjusting to new environments and life transitions may face challenges in maintaining well-being, finding a sense of balance, and building meaningful relationships. Compounding these difficulties, various societal factors in the Philippines contribute to worsening psychological outcomes. A local study indicated that young age and student status are strongly linked to experiencing heightened psychological outcomes and distress because of societal factors as well (Malolos *et al.*, 2021).

Furthermore, low psychological outcomes have been increasingly reported among students in Davao City; Cabaluna and Dequito (2022) reported that low psychological outcomes among students in Davao City have affected their motivation, academic engagement, and overall sense of fulfillment. However, there is a scarcity of research exploring how these psychological outcomes differ in their impact across various groups of BPE students. This study addresses these gaps by providing a comparative analysis of psychological outcomes among BPE students.

Significance of the Study

This study supports the Millennium Development Goal (MDG) of ensuring universal access to quality education by emphasizing the role of psychological well-being in academic success and overall life satisfaction. It focuses on Bachelor of Physical Education (BPE) students in Davao City, exploring differences in psychological outcomes across demographic profiles and examining factors such as stress management, self-esteem, and mental well-being. The findings aim to benefit BPE students by addressing their specific psychological needs, educators and institutions by offering insights

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to enhance curriculum and support services, mental health practitioners by guiding targeted interventions, and future researchers by serving as a valuable reference for further studies. By promoting strategies supporting student resilience and mental health, this study fosters an inclusive and supportive educational environment aligned with sustainable development goals.

Statement of the Problem

This study aimed to investigate the significant difference in the level of psychological outcomes of Bachelor of Physical Education Students according to their profile. Specifically, it sought to answer the following objectives: Determine the frequency of the demographic profile of the BPE students in terms of

- Age
- Sex and
- Year level.

Ascertain the level of psychological outcome of BPE students in terms of

- Positive Affect
- Life Satisfaction and
- Meaning and Purpose.

Determine the significance of the difference in the level of psychological outcome of BPE students when analyzed according to demographic profile.

Determine a relevant intervention program to enhance the psychological outcomes of the BPE students in terms of their positive affect, life satisfaction, and meaning and purpose.

Hypothesis

The following hypothesis was tested at a 0.05 level of

significance.

Ho1: BPE Students do not differ in terms of profile.

Theoretical/Conceptual Framework

This research is rooted in the Self-Determination Theory proposed by Ryan and Deci (2024). Self-determination theory (SDT) emphasizes the role of intrinsic and extrinsic motivation in shaping an individual's behavior and psychological outcomes, highlighting the importance of basic psychological needs for well-being and flourishing. It posits that when these needs are satisfied, individuals experience a higher quality of life, improved performance, and better mental health. The study on the psychological outcomes of BPE students emphasizes that fulfilling the three basic psychological needs, autonomy, competence, and relatedness, is essential for overall well-being, motivation, and academic success. When these needs are met, BPE students experience greater engagement, improved performance, and better mental health, leading to a better psychological outcome and a more fulfilling educational journey.

This study uses positive affect, life satisfaction, and meaning and purpose as indicators of psychological outcomes instead of higher quality of life, improved performance, and better mental health (Salsman *et al.*, 2014).

Conceptual Framework

Figure 1 illustrates the conceptual framework for the study, which investigates the psychological outcomes of Bachelor of Physical Education (BPE) students based on their demographic profiles. The framework addresses the study's objectives and guides the analysis. It highlights

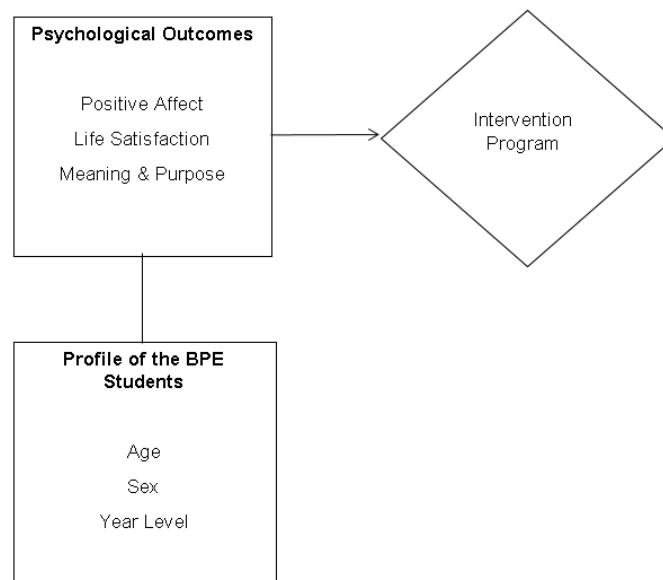


Figure 1: Conceptual Framework of the Study

the logical flow of the study, showing how demographic profiles are investigated to determine their impact on

or association with the psychological outcomes of the students. It reflects the study's effort to identify significant

patterns or differences.

MATERIALS AND METHODS

This chapter provides an overview of the researcher's approach and techniques employed for carrying out the study. It covers aspects such as the research design, the individuals involved in the study, the study's location, the tools used for research, the method for collecting data, and the process of analyzing data.

Research Design

This study utilized quantitative non-experimental research with a comparative design. Comparative research involves analyzing and contrasting two or more entities to identify similarities and differences across various dimensions. According to Esser and Vliegthart (2017), it systematically explores relationships, patterns, and distinctions among groups, phenomena, or contexts. In this study, the comparative method was contextualized to assess the psychological outcomes of Bachelor of Physical Education (BPE) students by examining how these outcomes vary across different demographic profiles, such as age, sex, and year level, providing insights into factors influencing their psychological outcomes.

Locale of the Study

The study's respondents were Bachelor of Physical Education (BPE) students from two schools in Davao City. These institutions are recognized for their commitment to quality education and the development of future physical education professionals. The first school is a well-established university known for its comprehensive academic programs and emphasis on holistic student development. It offers a BPE program that equips students with theoretical knowledge and practical skills in teaching, coaching, and sports management. The second school is a leading institution in teacher education, emphasizing innovative and inclusive approaches to learning. Its BPE program focuses on physical literacy and wellness, preparing educators to advocate for lifelong

fitness and active lifestyles. Both schools provide an excellent pool of potential research participants due to their reputable programs and contributions to physical education training in the region.

Sample and Sampling

This study utilized a simple random sampling. It is a technique where each member of the population has an equal chance of being selected, ensuring that the sample is representative and free from bias. According to Taherdoost (2019), this method is widely recognized for its ability to provide an unbiased subset of the population, making it ideal for generalizing findings. In this study, simple random sampling was conducted to select 100 Bachelor of Physical Education (BPE) students, allowing for an equitable representation of various demographic profiles, such as age, sex, and year level, and ensuring the reliability of the comparative analysis.

Research Instruments

The research instrument employed in this study, Psychological Outcome of BPE Students: A Comparative Study, was a structured survey questionnaire designed to measure the psychological outcomes of 100 Bachelor of Physical Education (BPE) students. The instrument was divided into two main sections: the first section gathers demographic information, such as age, sex, and year level, while the second section assesses psychological outcomes through validated scales focusing on positive affect, life satisfaction, meaning, and purpose from the tool of Salsman *et al.* (2014) entitled "Assessing Psychological Well-Being: Self-Report Instruments for the NIH Toolbox." Each indicator of the psychological outcome will have 34 items for Positive Affect, 16 for Life and Satisfaction, and 18 for Meaning and Purpose. Overall, the questionnaire will have 68 items. The instrument's reliability was tested using Cronbach's alpha, with values indicating good internal consistency across the scales: Cronbach's alpha was found to be 0.87 for Positive Affect, 0.83 for Life Satisfaction, and 0.85 for Meaning

Table 1: Descriptive Interpretation of Mean Scores

Range of Means	Descriptive Level	Interpretation
40.00 – 46.00	Very High	This means that the psychological outcomes of the BPE students are excellent.
30.00 – 39.00	High	This means that the psychological outcomes of the BPE students are very good.
20.00 – 29.00	Moderate	This means that the psychological outcomes of the BPE students are good.
10.00 – 19.00	Low	This means that the psychological outcomes of the BPE students are fair
1.00 – 9.00	Very Low	This means that the psychological outcomes of the BPE students are poor.

and Purpose.

Data Gathering Procedure

The researcher underwent the following steps and

procedures in gathering the data for this study:

Asking for Permission to Conduct the Study. The researcher asked for a permit to conduct a survey from the two respected schools and universities in Davao

City with the consent of the thesis adviser to conduct the study on the psychological outcomes of BPE students in the mentioned location of the study. With the endorsement letter, the researcher first asked for the institution's consent from the Office of Academic Affairs and DEAN. Additionally, the researcher obtained an SMILE certificate from the research ethics committee to adhere to ethical standards when conducting the study on the psychological outcomes of BPE students in the identified schools. These steps ensured that the study complied with institutional and ethical guidelines.

Administration and Retrieval. With the approval and full support of the academic affairs office and DEAN, the researcher thoroughly explained to the students how the study was conducted. During the actual administration, the researcher instructed the students to answer the survey questionnaire on psychological outcomes. After the respondents had provided all the necessary data, the researcher retrieved all the results.

Gathering and Tabulation of Data. After the successful administration and retrieval of the data collected, it was collated and tabulated. Then, appropriate statistical tools will be employed to get the necessary data for interpretation and further analysis.

Data Analysis

In analyzing the result of the study, the researcher used the following statistical tools:

Demographic Frequency. Demographic frequency was used to summarize the distribution of participants' characteristics, such as age, sex, and year level. Herein, it was used to examine the distribution of participants' characteristics, such as age, sex, and year level. By calculating the frequency of each demographic variable, the study determined the representation of different groups within the sample. This step ensured that the results were contextualized to specific subgroups of BPE students, allowing for a clearer understanding of how these factors may influence the psychological outcomes measured in the study.

Mean. The mean was used to calculate the average level of psychological outcomes (such as stress, resilience, or emotional well-being) among the Bachelor of Physical Education (BPE) students. This measure provided an overall view of the psychological health of the participants, helping to summarize the data in a way that reflects the central tendency of psychological outcomes. By analyzing the mean scores, the study assessed whether BPE students, on average, exhibit positive or negative psychological outcomes and whether these outcomes aligned with expected standards in the context of their academic and physical education experiences.

Analysis of Variance. ANOVA was employed to assess whether there are significant differences in the psychological outcomes of BPE students based on their demographic profile (age). Specifically, the study used ANOVA to compare the means of psychological outcomes across different ages. This analysis allowed the

study to determine if demographic factors played a role in shaping the psychological outcomes of BPE students. For instance, it may reveal whether the age group significantly impacts students' psychological well-being or coping mechanisms, which could inform targeted interventions or support programs.

Independent Sample T-test. An Independent Samples T-Test compares the means of two independent groups to determine if there is a statistically significant difference between them. The test was used to analyze if there were significant differences in psychological outcomes by sex to compare the mean psychological scores of male and female students and by Year Level to compare the mean scores of 2nd year and 3rd year.

Ethical Considerations

This study explored the Psychological Outcomes of Bachelor of Physical Education (BPE) students to address community and national needs. The findings can guide educators and institutions in creating evidence-based interventions to enhance psychological resilience and academic performance. Ethical considerations are central to this research, with informed consent ensuring participants fully understand the study's purpose and voluntary nature. Strict confidentiality was maintained by anonymizing data, and transparency was upheld by accurately reporting findings and addressing potential conflicts of interest.

Further, to ensure participants' safety and comfort, the study minimized any physical, emotional, or psychological risks while conducting data collection in a conducive environment with proper coordination with school authorities. The researcher's qualifications and commitment to inclusivity enhance the study's reliability. Findings were disseminated to relevant stakeholders to empower educational institutions to develop programs that address the psychological challenges of BPE students, fostering a supportive environment for their well-being.

RESULTS AND DISCUSSIONS

This includes the results of the descriptive analysis and outlines the discussion of the results and the data analysis. By employing suitable statistical methods, the gathered information was examined to address the issues outlined in the introduction of this study. The discussion is organized according to the order of the research objectives. Related literature is integrated to support and provide context to the findings.

Descriptive Analysis

Table 1 provides a detailed demographic profile of the Bachelor of Physical Education students involved in the study. Outlined in the table are the age distribution, sex, and year level of the students.

The table highlights the demographic characteristics of the Bachelor of Physical Education students, categorized by age, sex, and year level. Most respondents belong to

Table 2: Frequency Table

Category	Frequency	Percent (%)
Age		
19	14	14.0
20	36	36.0
21	18	18.0
22	15	15.0
23	9	9.0
24	4	4.0
25	2	2.0
26	2	2.0
Total	100	100.0
Sex		
Female	50	50.0
Male	50	50.0
Total	100	100.0
Year Level		
2nd Year	41	41.0
3rd Year	59	59.0
Total	100	100.0

the 20-year-old age group, representing thirty-six percent, followed by twenty-one-year-olds at eighteen percent and twenty-two-year-olds at fifteen percent, with smaller proportions for other age groups. The sex distribution is evenly split, with fifty percent male and fifty percent

female respondents, ensuring balanced representation. Regarding year level, most respondents are third-year students, comprising fifty-nine percent. The remaining forty-one percent are second-year students, indicating a more substantial representation of those further along in

Table 3: Descriptive Table

Psychological Outcome (PO)	Mean	Std. Deviation	Interpretation
Positive Affect	3.58	0.39	High
Life and Satisfaction	3.29	0.48	Moderate
Meaning and Purpose	3.18	0.44	Moderate
Overall Mean	3.36	0.36	Moderate

their program.

The psychological outcomes of BPE are an essential result of the variable of this study.

Presented in Table 2 are the descriptive statistics for the psychological outcomes of Bachelor of Physical Education students, measured across three dimensions: positive affect, life and satisfaction, and meaning and purpose, as well as the overall mean.

The overall psychological outcome has a mean of 3.36, which is interpreted as Moderate, which means that the psychological outcomes of the BPE students are good. This suggests that while students demonstrate some level of psychological well-being, there is room for improvement in their overall mental health and well-being.

In this variable, the indicator positive affect achieved the highest mean score of 3.58, which is categorized as high,

which means that the psychological outcomes of the BPE students are very good. This indicates that students generally experience positive emotions and a sense of happiness, reflecting a strong emotional foundation. Such results suggest that students possess sufficient emotional resilience, which can be leveraged to support their overall psychological outcomes and coping strategies.

Further, life and satisfaction, with a mean score of 3.29, is interpreted as Moderate, which means that the psychological outcomes of the BPE students are good. This highlights that while students find some degree of satisfaction and fulfillment in their lives, challenges or unmet needs may affect their overall contentment.

Lastly, meaning and purpose registered the lowest mean score at 3.18, which is also interpreted as Moderate, which means that the psychological outcomes of the BPE students are good as well. This implies that students may struggle to find deeper meaning or purpose in their

Table 4: Table of difference

Psychological Outcome of BPE Students				
Demographic Profile	F-value	P-value	Decision @ 0.05 Alpha Level	Interpretation
Age	0.747	0.633	Accept null hypothesis.	There is no significant difference.
Sex	1.546	0.217	Accept null hypothesis.	There is no significant difference.
Year Level	0.828	0.365	Accept null hypothesis.	There is no significant difference.

experiences, affecting their overall psychological well-being. The findings highlight the importance of fostering a sense of purpose through career guidance, mentoring, and extracurricular activities that align with students' goals and aspirations.

Descriptive Difference Analysis

Presented in Table 3 are the results of the psychological outcomes of Bachelor of Physical Education (BPE) students. The ANOVA was used to assess differences in psychological outcomes based on age, while the T-test was applied to examine differences between sexes and year levels.

The analysis revealed that the p-value for age is 0.63, more significant than the significance level of 0.05, accepting the null hypothesis. This result indicates that age does not significantly affect the psychological outcomes of the respondents. Regardless of whether the participants are younger or older, their psychological responses to the variables examined in the study appear consistent, suggesting that age is not a determining factor in shaping these outcomes.

Regarding sex, the result revealed a p-value of 0.22, which also exceeds the threshold of 0.05, thus accepting the null hypothesis. This implies no significant difference in psychological outcomes between male and female

respondents. The findings suggest that gender does not significantly affect the differences in how participants perceive or experience the psychological aspects under study, indicating a uniformity in responses across sexes.

The p-value for the year level is 0.37, surpassing the 0.05 significance level except for the null hypothesis. This result demonstrates that the year level of the respondents, whether they are freshmen, sophomores, juniors, or seniors, have no statistical difference in their psychological outcomes. It reflects that the academic progression of the respondents does not contribute to notable variations in the psychological dimensions being evaluated.

Intervention Program

Title of the Program:

“Project SIGLA: Strengthening Identity, Growth, Life Satisfaction, and Affect” (“Sigla” means vitality or enthusiasm in Filipino, reflecting the program’s goal to boost well-being.)

Objectives:

1. Pro mote Positive Affect – Engage students in activities cultivating gratitude, optimism, and emotional resilience.
2. Enhance Life Satisfaction – Provide experiences that strengthen social support, self-acceptance, and goal-

Table 5: Three-Year Action Plan for Improving Psychological Outcomes

Year	Focus Area	Activities as Strategies	Time Frame	Materials & Logistics	Estimated Budget
Year 1	Enhancing Positive Affect	Gratitude Journaling (Daily reflection on blessings) . “Happiness in Action” (Volunteer work & small acts of kindness) Mindfulness and Relaxation Workshops Dance and Movement Therapy	Monthly Sessions	Journals, workshop materials, venue	₱50,000
Year 2	Improving Life Satisfaction	Bayanihan Retreat (Strengthening social bonds through teamwork activities) Vision Board Workshop (Mapping personal and professional aspirations) 3. Resilience Talks (Guest speakers on overcoming adversity) 4. Wellness Circles (Peer-led support groups)	Quarterly Workshops & Retreat	Venue, facilitator fees, printed materials, food & transportation	₱100,000

Year 3	Fostering Meaning & Purpose	Leadership Training on Purpose-Driven Living Community Service Immersion (Barangay outreach programs) Career and Life Coaching (Mentorship sessions) Reflection Retreat: "Finding Your Why"	Bi-monthly sessions & One Retreat	Workbooks, transportation, speakers, facilitator fees	₱150,000
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Total Estimated Budget (3 Years): ₱300,000

setting.

3. Develop Meaning and Purpose – Align students' strengths and values with their academic, career, and personal aspirations.

Corresponding Learning Outcomes

By the end of the program, participants should be able to

1. Recognize and apply techniques to enhance positive emotions.
2. Identify personal strengths and utilize them in goal-setting for life satisfaction.
3. Develop a more profound sense of meaning and purpose in academic and personal life.

Additional Considerations for Implementation

1. Collaboration with Philippine Universities & DepEd – Seek partnerships for funding and support.
2. Integration with NSTP & PE Programs – Align activities with existing community engagement programs.
3. Usage of Filipino Culture & Values – Incorporate concepts like Bayanihan, Kapwa, and Pakikipagkapwa-tao for relevance.
4. Sponsorship & Fundraising – Engage local businesses and alumni networks for funding.

Summary of Quantitative Findings

In summary, among the respondents, 36% belong to 20, the 20-year-old category, the highest percentage, while 2% belong to 25 and 26-year-olds, respectively, the lowest percentage. There is an equal distribution of male and female respondents. In terms of year level, the third year has 18 more than the second year, constituting 59% of the total respondents.

Moreover, the level of psychological outcomes of BPE students in terms of positive affect is very good, and life satisfaction and meaning and purpose are good. Lastly, the results showed no significant difference in psychological outcomes across age, sex, and year level.

Based on the findings, the intervention below is given.

Summary of the Intervention Program

Project SIGLA is a three-year well-being program designed to enhance students' emotional resilience, life satisfaction, and sense of purpose while incorporating Filipino values. It progresses from fostering positive emotions in the first year through activities like gratitude journaling and dance movement therapy to strengthening social bonds and goal-setting in the second year. By the

third year, the program focuses on leadership, community service, and mentorship to help students find more profound meaning and purpose. With a ₱300,000 budget, it collaborates with Philippine universities, DepEd, and existing programs while embracing cultural values like Bayanihan and Pakikipagkapwa-tao. Through strategic partnerships and sponsorships, Project SIGLA aims to create a lasting positive impact on students' academic, personal, and professional growth.

Discussions

This chapter discusses the study's key findings, supported by relevant literature. It also provides conclusions from the results and offers recommendations based on the collected data.

Descriptive Findings

The frequency of psychological outcomes among BPE students was Moderate, indicating that their psychological outcomes are generally good, though not exceptionally strong. Good psychological outcomes in BPE students can enhance motivation, resilience, and overall well-being. Hence, the result of this study aligned with the study of Fox (2018), which indicates that individuals with higher psychological outcomes tend to experience better mental health outcomes, including reduced levels of depression, stress, and anxiety. Positive emotions broaden individuals' thought-action repertoires, developing personal resources such as resilience and motivation, which contribute to good psychological outcomes. Also, studies by Biddle and Asare (2019) indicate that good psychological outcomes improve cognitive function and foster a sense of accomplishment, all contributing to a student's success in education.

Additionally, research by Keyes and Lopez (2019) highlights that psychological outcomes are not solely dependent on individual traits but are significantly influenced by social and environmental factors, such as peer interactions, institutional support, and academic demands. Furthermore, research by Seligman (2019) suggests that fostering psychological outcomes through structured interventions, such as mindfulness programs and stress management workshops, can significantly improve students' emotional stability and cognitive functioning. Additionally, outcomes extend beyond immediate stress relief to long-term cognitive and emotional benefits.

Lastly, good psychological outcomes encompass adaptive

coping mechanisms such as the ability to regulate emotion and solve problems, leading the individual to experience lower stress levels. However, if maladaptive strategies are heavily relied on, avoidance or self-blame are experienced, leading to mental health difficulties (Lazarus & Folkman, 2020).

On Positive Affect

The first indicator of this study, positive affect, scored high, indicating that the psychological outcomes of BPE students were very good. Specifically, students reported feeling cheerful, which signifies happiness and lightheartedness in their daily activities. They also felt attentive and able to concentrate, highlighting their engagement in academic and extracurricular pursuits. Additionally, the students expressed feelings of relaxation, ease, and peacefulness, suggesting they can manage stress effectively and maintain emotional balance despite academic challenges.

The study by Zhang *et al.* (2020) states that the ability to enjoy life's experiences, feel useful, and maintain a harmonious sense of self signifies a person's psychological outcomes, reinforcing their ability to navigate the demands of academic life with resilience and fulfillment. In the same way, the respondent's sense of optimism, gratitude, and contentment suggests a strong foundation for overall life satisfaction, ensuring that they approach life with a positive and hopeful perspective.

This study's result parallels the study of Ferrari *et al.* (2019), which emphasizes the significance of positive affect in shaping students' psychological outcomes. For instance, research by Satıcı (2020) highlights that students with higher levels of positive affect tend to exhibit more significant psychological outcomes, which allows them to navigate academic and personal challenges more effectively. Similarly, the study conducted by Diener *et al.* (2019) underscores that individuals with a strong sense of happiness and positive emotions are more likely to develop adaptive coping mechanisms, enhancing their overall psychological outcomes. These findings support the notion that BPE students who experience higher levels of positive affect may be better equipped to maintain motivation, engagement, and persistence in their academic and personal lives.

Hence, the implications of these findings extend to the educational environment and instructional strategies employed in physical education programs. By doing so, they can enhance students' psychological outcomes, ultimately leading to improved academic performance and holistic development.

On Life Satisfaction

It was found that life satisfaction, as the second indicator in this study, scored Moderately, meaning the psychological outcomes of BPE students are generally good. This means that students perceive their lives positively but may still identify areas for improvement. The respondents expressed that, in most ways, their lives are close to their

ideal, indicating a sense of fulfillment in their personal and academic experiences. Some students also reported that they are satisfied with their lives and that, so far, they have gotten the important things they want, which reflects a level of accomplishment and contentment.

Similarly, a study revealed that female students reported lower levels of fulfillment and interest than their male counterparts. These findings suggest that life satisfaction among BPE students may be influenced by factors beyond age, sex, and year level, underscoring the need for further investigation into elements that contribute to sustained fulfillment and engagement (Potenciando *et al.*, 2024).

The findings of this study are consistent with Momin & Rolla (2024), which highlights the multifaceted nature of life satisfaction among students, particularly within physical education contexts. For example, Zhang *et al.* (2022) found that physical exercise is linked to life satisfaction among college students despite gender, mediated by the satisfaction of competence and relatedness needs. Similarly, a study by Zhou *et al.* (2023) revealed that self-control and psychological outcomes play significant mediating roles between physical exercise and life satisfaction, suggesting that students of all genders who engage in regular physical activity may develop better self-regulation skills and experience lower levels of psychological outcomes, thereby enhancing their overall life satisfaction.

These insights highlight the importance of implementing comprehensive support systems within educational institutions to bolster students' psychological outcomes. According to Zhang *et al.* (2022), fostering an environment that satisfies students' basic psychological needs, such as competence and relatedness through structured physical activity, can improve life satisfaction. Furthermore, Li *et al.* (2023) suggest that interventions aimed at enhancing self-control and reducing psychological outcomes distress, such as mindfulness programs or stress management workshops, could be beneficial.

On Sense of Purpose

Finally, a study by Agar *et al.* (2024) highlighted the importance of fostering a sense of purpose as the third indicator, which scored Moderately in this study, which means the psychological outcomes of the BPE students are as good as positive outcomes in higher education students. It means that the respondents understand their life's meaning and have a clear sense of purpose, indicating that they have identified personal goals and aspirations that drive their actions. Similarly, statements such as "I have a good sense of what makes my life meaningful" and "I have discovered a satisfying life purpose" reinforce the idea that students feel a sense of direction and fulfillment. Others reported that they generally feel that what they do in life is valuable and worthwhile, suggesting that they recognize the importance of their academic and personal efforts.

This result corroborates the research of Kurtović *et al.*

(2018), emphasizing that an internal locus of control, related to having a sense of purpose, is linked to better psychological outcomes, suggesting that cultivating meaning and purpose can enhance the well-being of Bachelor of Physical Education (BPE) students.

For instance, Park *et al.* (2020) found that students with a strong sense of purpose tend to exhibit higher levels of motivation and resilience, contributing to overall well-being and academic success. It is further indicated that a well-developed sense of purpose is associated with lower stress levels and improved psychological outcomes among university students (Hill *et al.*, 2021).

Therefore, fostering a sense of purpose among BPE students can protect them against academic and personal challenges, ultimately promoting better psychological outcomes. It also highlights the need for educational institutions to integrate purpose-driven learning and goal-setting strategies into their curricula. Research suggests that when students engage in meaningful activities and connect their academic pursuits to long-term personal and professional goals, they experience greater satisfaction and well-being (Kashdan *et al.*, 2020). Furthermore, Schippers and Ziegler (2019) emphasize that structured mentorship programs and reflective practices can help students develop a clearer sense of purpose, enhancing psychological outcomes and academic engagement. By incorporating these approaches in physical education programs, educators can support students in cultivating a strong sense of purpose, ultimately improving their overall psychological outcomes.

Frequency Results

The demographic analysis of the respondents indicates that 36% are 20 years old, representing the largest age group, while only 2% are 25 and 26 years old, suggesting minimal representation of older students. This age distribution aligns with typical undergraduate populations in the Philippines, where most students enter university immediately after high school, usually around 18 to 20 years old. The sample comprises an equal distribution of male and female participants, indicating balanced gender representation. This balance reflects the general trend in Philippine higher education institutions, which often strive for or naturally exhibit gender parity among students (Gumba, 2016). Regarding academic standing, third-year students constitute 59% of the total respondents, outnumbering second-year students by 18 individuals, highlighting a significant representation of students at this level. This could be due to program structures or retention rates that result in more students advancing to their third year.

Descriptive Difference Analysis

The findings also revealed the absence of significant differences in psychological outcomes across age, sex, and year level, suggesting that these demographic factors do not substantially affect the psychological outcomes of BPE students.

This observation parallels Diener *et al.* (2018), who emphasized that psychological outcomes are shaped more by environmental and contextual factors than demographic variables. Meanwhile, Chadha *et al.* (2021) emphasized that this uniformity highlights the importance of institutional programs and mental health initiatives designed to support all students equally, regardless of their demographic background.

Moreover, these findings support the perspective of Roberts *et al.* (2020), who asserted that psychological outcomes are influenced mainly by the quality of social interactions and institutional support rather than demographic factors. Similarly, Kim and Park (2021) found that students participating in structured academic and extracurricular activities report better psychological outcomes, regardless of age, sex, or year level.

CONCLUSION

The findings indicate no significant differences in the psychological outcomes of Bachelor of Physical Education (BPE) students across age, gender, and year level. These results suggest that psychological outcomes are not determined by demographic characteristics but are more closely associated with the fulfillment of autonomy, competence, and relatedness, as explained by Self-Determination Theory (Ryan & Deci, 2024). Thus, supportive academic and social environments play a more important role in fostering positive affect, life satisfaction, and meaning and purpose among BPE students.

Recommendations

The findings support the attainment of SDG 4: Quality Education by emphasizing holistic student support through wellness programs and mental health services. Future research should examine additional factors influencing psychological outcomes, such as teaching methodologies, social support, and extracurricular involvement, and utilize longitudinal designs to monitor changes over time. Finally, the intervention program developed from this study is recommended for implementation, particularly in the study locale, to enhance students' psychological outcomes and strengthen positive affect, life satisfaction, and meaning and purpose.

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