

Physical Education Activities and Mental Health Among Bachelor of Physical Education Students of St. Paul University Surigao

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Abstract: This research explores the role of Physical Education (P.E.) activities and mental health among Bachelor of Physical Education (BPE) students at St. Paul University Surigao. Employing a quantitative descriptive research design, data were collected through a researcher-made questionnaire from 41 BPE students. Statistical tools including Frequency Count and Percentage Distribution, Mean and Standard Deviation, and Analysis of Variance (ANOVA) were utilized. Findings indicate that most of the participants were 22 years old (29.3%) and female (73.2%), predominantly third-year students (58.5%) with a socioeconomic status classified as poor (39.0%). Most respondents (97.6%) reported no history of mental health issues. Analysis of P.E. activities revealed their significant role in stress management, improved self-esteem, healthy social interactions, and coping skills development among BPE students. However, no significant differences were found across demographic factors such as age, sex, year level, socioeconomic status. These results suggest the effectiveness and inclusivity of the BPE at St. Paul University Surigao and mental health through P.E. activities, irrespective of individual characteristics. Consequently, the study underscores the importance of P.E. activities as a holistic approach to fostering mental well-being in educational settings.

Keywords: Physical Education, mental health, Bachelor of Physical Education, stress management, self-esteem, social interactions, coping skills, St. Paul University Surigao.

INTRODUCTION

Physical education programs are integral to a healthy lifestyle for students of all ages. Physical Education has also been shown to impact mental health positively. Academic stress is one of several variables that might lead to mental health issues among kids. Peer pressure, familial issues, bullying, and traumatic events. Up to 20% of children and adolescents suffer from mental health issues, making them a serious public health concern among pupils. Students' well-being, social interactions, and academic achievement can all be significantly impacted by mental health issues. Students with mental health problems may be more likely to miss school, have difficulty concentrating in class, and have trouble getting along with their peers. They may also be at increased risk for substance abuse and suicide. (World Health Organization, 2023).

Shephard (2018) found that physical Education can have several positive benefits for mental health, including reducing stress and anxiety, improving mood and self-esteem, boosting cognitive function, promoting better sleep quality, and reducing the risk of depression. Biddle et al. (2018) stated that physical activity was associated with a reduction in stress, anxiety, and depression and an improvement in mood and self-esteem. The research suggests that physical activity and Education can positively benefit youth's mental health. Engaging in physical activity can lower stress and anxiety, enhance mood and self-worth, improve cognitive function, encourage better sleep, and lower the risk of depression.

Physical education education can be designed to promote physical activity and mental health for all students, regardless of their physical abilities or interests.

Even though these advantages have been demonstrated, many students do not engage in regular physical activity. The potential to solve a serious public health issue that impacts students makes this effort noteworthy. Researchers can help students succeed more effectively if they know better about the connection between physical education activities and mental health. By providing students with opportunities to be physically active, creating a positive and supportive learning environment, teaching students coping skills, and educating students about mental health, schools can help to create a healthier and happier student body.

METHOD

Research Design

This study utilized quantitative descriptive research designs using survey questionnaires. This is the most appropriate research design to determine the roles of Physical Education activities and mental health among Bachelor of Physical Education students. According to Taderh ost (2022), descriptive research design is a basic method to explain events and situations exactly during their current status. Providing systematic research about phenomena aims to explore their correlation using observations or define their attitudes. In addition, Babbie Eral R. (2022) said that quantitative descriptive research designs focus on gathering numerical data and generalizing it across groups of people or explaining particular phenomena.

Participants

The study participants were the Bachelor of Physical Education Students of St. Paul University Surigao. Forty-one (41) students within the school were interviewed using the survey questionnaire. They answered the participants in scale and parameter ratings from the survey questionnaire form to find the roles of Physical Education activities and mental health among Bachelor of Physical Education students at St. Paul University Surigao.

Instrument

This study utilized researcher-made questionnaires. The survey question aires had two parts. The first part asked the respondents' profiles, such as sex, age, year level, socioeconomic status, and mental health history. Part 2 included the variables on the roles of Physical Education activities and mental health, stress management, improved self-esteem, healthy social interactions, and coping skills development. In these forms, the researchers gathered data to analyze the results, and all the respondents' personal information is confidential; their answers to the researcher's survey questionnaire form will not be exposed to the public. Nevertheless, it will only be used in research activity to identify and find solutions to what the research study is all about.

Data Analysis

To ensure the validity of the data collected, the researchers used the following tools in the study:

Frequency Count and Percentage Distribution: These tools were used to determine the profiles of the respondents regarding their age, sex, year level, socioeconomic status, and mental health history.

Mean and Standard Deviation: These statistical tools were used to answer the variables on the roles of Physical Education activities and mental health, such as stress management, improved self-esteem, healthy social interactions, and coping skills development.

Analysis of Variance (ANOVA): This tool was employed to measure the significant differences in the extent of the respondents' profiles and their responses to the factors cited.

RESULTS AND DISCUSSION

The study determined the role of Physical Education activities and mental health among Bachelor of Physical Education students of St. Paul University Surigao. Specifically, this study would answer the following questions.

1. What is the profile of the respondents as to their:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 year level, and
 - 1.4 socioeconomic status
2. To what extent do the Physical Activities promote Mental Health as perceived by the Bachelor of

Physical Education Students in terms of:

- 2.1 stress management;
- 2.2 improved self-esteem;
- 2.3 healthy social interactions; and
- 2.4 coping skills development?

3. Is there a significant difference in the role of Physical Education Activities and Mental Health among Bachelor of Physical Education students of St. Paul University Surigao when grouped according to their profile?

4. Based on the results, what physical activities plan may be proposed?

Table 1. Profile of Respondent

	Profile Variables	Frequency (N=41)	Percent (%)
Age	19 years old	11	26.8
	20 years old	5	12.2
	21 years old	4	09.8
	22 years old	12	29.3
	23 years old	9	22.0
	24 years old and above	0	00.0
	Total	41	100.0
Sex	Male	11	26.8
	Female	30	73.2
	Total	41	100.0
Year Level	First Year	10	24.4
	Second Year	7	17.1
	Third Year	24	58.5
	Fourth Year	0	00.0
	Total	41	100.0
Socio-economic Status	Rich: ₱219,140 and up	1	02.4
	High income: 131,484 to ₱219,140	3	07.3
	Upper middle income: ₱76,669 to ₱131,484	5	12.2
	Middle class: ₱43,828 to ₱76,669	7	17.1
	Lower middle class: ₱21,194 to ₱43,828	3	07.3
	Low income: ₱9,520 to ₱21,194	6	14.6
	Poor: Less than ₱10,957	16	39.0
	Total	41	100.0
Mental Health History	None	40	97.6
	Yes	1	02.4
	Total	41	100.0

Table 1 presents the profile of the forty-one (41) respondents. In terms of Age, there were eleven (11), or 26.8% of 19 years old five (5), or 12.2% of 20 years old, four (4), or 9.8% of 21 years old twelve (12), or 29.3% of 22 years old, nine (9) or 22.0% of 23 years old, and none or 0.0% of 24 years old and above. As a result, most of the respondents were

under 22 years old. Regarding Sex, eleven (11) or 26.8% of males, thirty (30) or 73.2% of females. This indicates that the majority of the respondents are female. In terms of year level, ten (10) or 24.4% of the first year, seven (7) or 17.1% of the second year, twenty-four (24) or 58.5% of the third year, and none or 0.0% of the fourth year. This implies that the majority of the respondents were in their third year. As to socioeconomic status, one (1) or

2.4% of the rich, three (3) or 7.3% of high income, five (5) or 12.2% of upper middle income, seven (7) or 17.1% of the middle class, three (3) or 7.3% of the lower middle class, six (6) or 14.6% of low income, and sixteen (16) or 39.0% of poor. This inferred that a maximum of the respondents were poor. Forty (40), or 97.6% of the respondents, answered No, and one (1), or 2.4%, answered Yes; the results indicated that most had No mental health history.

Table 2.

The Role of Physical Education Activities and Mental Health in Terms of Stress Management.

Legend:

Indicators		Mean	SD	VI	QD
1.	Physical Education Activities relieve stress from academic work and other pressures.	3.56	0.634	A	HE
2.	Participating in P.E. activities helps me manage stress.	3.37	0.698	A	HE
3.	Doing typical P.E. activities makes me feel relaxed and calm.	3.44	0.634	A	HE
4.	Participating in dance activities takes away stress or anxiety.	3.27	1.001	A	HE
5.	P.E. activities give me more energy throughout the day.	3.34	0.728	A	HE
Average		3.40	0.563	A	HE
Scale	Parameter	Verbal Interpretation		Qualitative Description	
1	3.25-4.00	Always (A)		Highly Extensive (HE)	
2	2.50-3.24	Often (O)		Extensive (E)	
3	1.75-2.49	Sometimes (S)		Less Extensive (LE)	
4	1.00-1.74	Never (N)		Not at all (N)	

As reflected in Table 2, physical education activities and mental health in terms of stress management, the indicator *Physical education activities, relieve stress from academic work and other pressures* got the highest mean of 3.56; (SD=0.634), which can be verbally interpreted as *Always* and qualitatively described as *Highly Extensive*. This means that students perceive physical education activities as valuable for promoting relaxation and reducing the burden of academic work. As Kassymova (2018) noted, since children and young people spend a substantial part of each day within educational settings, these environments are ideal for delivering mental health services. Effective stress-reduction strategies include offering stress management classes and participating in extracurricular mental and physical activities. These techniques are advantageous and helpful for both students and teachers since they are simple to learn and put into practice, and they produce fantastic outcomes for people in good health or those dealing with health difficulties.

In contrast, the indicator, *participating in dance activities takes away stress or anxiety*, got the lowest mean of 3.27 (SD=1.001), which can be verbally interpreted as *Always* and qualitatively described as *Highly Extensive*. Despite being the lowest indicator, it has still yielded *Highly Extensive*, which means that the BPE students participating in dance activities reduce stress and anxiety. Salihu et al. (2021) described dancing interventions significantly reduce depAdults with or without musculoskeletal diseases would benefit from participating in a dancing intervention for at least 150 minutes per week, according to Salihu et al. (2021), who also reported that dancing interventions significantly

lower anxiety, tension, and depression symptoms. To enhance psychological well-being, it is advised that dancing interventions be included in health promotion initiatives.

Overall, the role of physical education activities and mental health in stress management got the mean of 3.40 (SD=0.563) with the verbal interpretation of *Always* and qualitatively describing *Highly Extensive*. This means the students in this program demonstrated high-stress management in their academic pursuits. According to Belcher et al. (2021), physical activities/exercise and fitness during adolescence are linked to brain structure and function, which are implicated in cognitive and emotional systems associated with mental health. With many unanswered questions concerning these behaviors, attributes, and resilience during this sensitive period of adolescent development, future research is necessary to determine if the neuroplastic effects of PA/exercise may lead to resilience to mental health problems.

Table 3. The Role of Physical Education Activities and Mental Health in Terms of Improved Self-esteem

Indicators	Mean	SD	VI	QD
1. I generally feel confident in my physical abilities.	3.46	0.596	A	HE
2. I notice an improvement in my self-confidence when participating in the P.E. activities.	3.49	0.597	A	HE
3. P.E. activities provide opportunities to learn or improve new skills (e.g., sports and fitness routines).	3.54	0.596	A	HE
4. I feel a sense of accomplishment after completing a challenging P.E. activity.	3.44	0.673	A	HE
5. Participating in P.E. activities has boosted my self-esteem.	3.34	0.825	A	HE
Average	3.45	0.429	A	HE

Legend:

Scale	Parameter	Verbal Interpretation	Qualitative Description
1	3.25-4.00	Always (A)	Highly Extensive (HE)
2	2.50-3.24	Often (O)	Extensive (E)
3	1.75-2.49	Sometimes (S)	Less Extensive (LE)
4	1.00-1.74	Never (N)	Not at all (N)

As inferred in Table 3, physical education activities and mental health in terms of improved self-esteem, the indicator *P.E. activities provide opportunities to learn new skills or improve existing ones (e.g., sports and fitness routines)* got the highest mean of 3.56 (SD=0.634), which can be verbally interpreted as *Always* and qualitatively described as *Highly Extensive*. This implies that students perceived P.E. activities as significant in learning/improving skills. Kozzalka-Silka (2021) reiterated that using the adventure education (AE) program may be recommended as a way of developing social skill competencies revealed in situations of social exposure and competencies revealed in situations requiring the assertiveness of adolescents through physical activity that can be easily integrated into the school environment.

In the indicator, *Participating in P.E. activities has boosted my self-esteem*, which has the lowest mean of 3.34 (SD=0.825). This can be verbally interpreted as *Always* and qualitatively described as *Highly Extensive*. This means that the students boasted self-esteem by participating in P.E. activities. According to a study by Valero-Valenzuela et al. (2021), pupils' higher levels of basic psychological needs—particularly relatedness and autonomy perception—and lower levels of academic and physical education-controlling motivation were the reasons for their higher self-esteem. Furthermore, a rise in students'

self-esteem may be predicted by satisfying their basic psychological needs, particularly their sense of relatedness. The findings of this study point to the necessity of fostering this fundamental psychological need in physical education and enhancing students' self-esteem within the educational setting.

It can be gleaned from the table that the role of physical education activities and mental health in improved self-esteem has an average mean of 3.45 (SD=0.429), which is verbally interpreted as *Always* and qualitatively described as *Highly Extensive*. This indicates that Bachelor of Physical Education (BPE) students are more inclined to gain confidence, acquire new skills, accomplish goals, and enhance their self-esteem through physical education activities. Therefore, Vaquero-Solis (2021) recommends increasing daily exercise duration and promoting the positive effects of physical activity on mental health. Similarly, fostering interest in different types of physical activity is essential to advancing sports participation in the classroom. This would stop more sedentary people with lower self-esteem from being rejected. A holistic approach to education is also required to encourage well-being in oneself and others.

Table 4 presents physical education activities and mental health in terms of healthy social interactions; the indicator *P.E. activities are a chance for me to get active with my classmates or teammates and develop new friendships or connections through my participation in the P.E. activities*, get the highest mean of 3.49 (SD=0.675) and of 3.49 (SD=0.637), which both can be verbally interpreted as *Always* and qualitatively described as *Highly Extensive*.

Table 4.

The Role of Physical Education Activities and Mental Health in Terms of Healthy Social Interactions

Indicators	Mean	SD	VI	QD
1. P.E. activities allow me to get active with my classmates or teammates.	3.49	0.675	A	HE
2. I develop new friendships or connections through my participation in the P.E. activities.	3.49	0.637	A	HE
3. P.E. activities are frequently structured around teamwork or collaboration.	3.46	0.636	A	HE
4. I feel a sense of belonging or community when participating in P.E. activities.	3.46	0.70	A	HE
5. P.E. activities are a great way to connect with my P.E. instructor.	3.41	0.805	A	HE
Average	3.48	0.66	A	HE

Legend:

Scale	Parameter	Verbal Interpretation	Qualitative Description
1	3.25-4.00	Always (A)	Highly Extensive (HE)
2	2.50-3.24	Often (O)	Extensive (E)
3	1.75-2.49	Sometimes (S)	Less Extensive (LE)
4	1.00-1.74	Never (N)	Not at all (N)

Students develop new friendships and connections through P.E. activities and social interactions. P.E. should be required and valued at all educational levels, with a weekly frequency that promotes an active and healthy lifestyle, according to Bandeira et al. (2022). This analysis demonstrates that ensuring diverse experiences outside of sports, enhancing social inclusion, utilizing cutting-edge technologies, and giving sufficient resources and areas are significant problems and strategies to direct policies, initiatives, and future research in this area.

In the indicator, *P.E. activities are a great way for me to connect with my P.E. instructor*, who has the lowest mean of 3.41 (SD=0.805). This can be verbally interpreted as *Always* and qualitatively described as *Highly Extensive*. This means students build connections with instructors through participating in P.E. activities. Herbert's (2022) research results support the notion that promoting regular physical activity and low- to moderate-intensity exercise is an important health promotion task to help emerging adults, such as university students, buffer the psychological, cognitive, and emotional demands of pre-dominantly sedentary activities and mental stress.

Overall, the indicated results in the table show that the role of P.E. activities and mental health in healthy social interactions has an average mean of 3.48 (SD=0.66), which is verbally interpreted as *Always* and qualitatively described as *Highly Extensive*. This means BPE students are more likely to have the chance to participate with their classmates, develop new friendships or connections with collaboration or teamwork, feel a sense of belongingness, and find a way to connect with their P.E. instructor in participating in physical education activities. Bores-Gracia et al. (2021) found that social learning was the most often assessed study goal, focusing on motivation, group dynamics, and teacher-student interaction. However, critiques regarding the shortness and fragmentation of the encounters can be accepted.

Table 5.

The Role of Physical Education Activities and Mental Health in Terms of Coping Skills Development

	Indicators	Mean	SD	VI	QD
1.	Dance activities in P.E.P.E. are a valuable tool to develop coping skills.	3.49	0.675	A	HE
2.	Participation in P.E. activities developed new coping mechanisms for dealing with challenges.	3.39	0.542	A	HE
3.	The nature of some P.E. activities necessitates focusing on the present moment and being mindful of one's body and thoughts.	3.32	0.610	A	HE
4.	Regular participation in P.E. activities increases resilience in the face of setbacks.	3.37	0.581	A	HE
5.	Participating in P.E. activities increases self-belief, which helps people overcome adversities with greater ease.	3.41	0.741	A	HE
	Overall Response	<u>3.40</u>	<u>0.459</u>	<u>A</u>	<u>HE</u>

Legend:

Scale	Parameter	Verbal Interpretation	Qualitative Description
1	3.25-4.00	Always (A)	Highly Extensive (HE)
2	2.50-3.24	Often (O)	Extensive (E)
3	1.75-2.49	Sometimes (S)	Less Extensive (LE)
4	1.00-1.74	Never (N)	Not at all (N)

As shown in Table 5, physical education activities and mental health in terms of coping skills development, the indicator *Dance activities in P.E. could be a valuable tool to develop coping skills* has the highest mean of 3.49 (SD=0.675), which is verbally interpreted as *Always* and qualitatively described as *Highly Extensive*. This implies that BPE students value dance activities as a tool to develop coping skills. As learning must continue and students must persevere to complete their assignments in their modules, Culajara (2022) strongly emphasizes students' coping mechanisms and stresses developing skills and abilities even in the confines of the home. This suggests that the students' opportunities and resilience were crucial to their learning and performance.

The indicator, *The nature of some P.E. activities necessitates focusing on the present moment and being mindful of one's body and thoughts*, has the lowest mean of 3.32

(SD=0.610), which has a verbal interpretation of *Always* and a qualitative description of *Highly Extensive*. This implies that the BPE students are always highly attentive to necessities and mindful of one's body and thoughts. According to Leguizamo (2021), athletes have comparatively low levels of tension, anxiety, and depressive symptoms. They also reported that coping mechanisms like cognitive restructuring and emotional calm were linked to fewer negative emotional states. In summary, the study's sample of high-performance athletes displayed negative emotional state values below the typical range.

It can be collected from the table that the physical education activities and mental health in terms of coping skills development has an average mean of 3.40 (SD=0.459), which is verbally interpreted as *Always* and qualitatively described as *Highly Extensive*. This implies that BPE students are more likely to have the tools to develop new coping mechanisms, be mindful of their bodies and thoughts, build resiliency, and increase self-beliefs to overcome adversities with greater ease in participating in physical education activities. Given the variety of participants, Hong and Connelly's (2022) findings imply that the coping mechanisms and techniques they uncovered may be used in larger esports groups. Professional teams should also consider certain coping mechanisms when they create support programs to guarantee players' welfare.

Table 6.

Summary of The Role of Physical Education Activities and Mental Health Among Bachelor of Physical Education Students

Indicators		Mean	SD	VI	QD
1. Stress Management		3.40	0.563	A	HE
2. Improved Self-esteem		3.45	0.429	A	HE
3. Healthy Social Interactions		3.48	0.660	A	HE
4. Coping Skills Development		3.40	0.459	A	HE
Average		3.432	0.527	A	HE

Scale	Parameter	Verbal Interpretation	Qualitative Description
1	3.25-4.00	Always (A)	Highly Extensive (HE)
2	2.50-3.24	Often (O)	Extensive (E)
3	1.75-2.49	Sometimes (S)	Less Extensive (LE)
4	1.00-1.74	Never (N)	Not at all (N)

Table 6 summarizes the role of Physical Education activities and mental health among BPE students. As shown in the data, the *Healthy Social Interactions* got the highest mean of 3.48 (SD=0.66) with the verbal interpretation of the *Always* and qualitative description of *Highly Extensive*. In summary of the four variables, *Healthy Social Interactions* is a significant way to deal with and promote mental health. Leao et al. (2022) found that the multilevel path model demonstrated a negative relationship between perceived need-thwarting instruction and engagement and intentions through needs frustration and motivation and a positive relationship between perceived need-supportive instruction and physical activity engagement and intentions through needs satisfaction and autonomous motivation. Controlled motivation was not linked to involvement or intents, despite being linked to need frustration and need-thwarting instruction.

In contrast, the verbal interpretation of *Always* and the qualitative description of *Highly Extensive* yielded the lowest means for *Stress Management* and *Coping Skills Development*, 3.40 (SD=0.563) and 3.40 (SD=0.459), respectively. This implies that BPE kids are ready to learn important skills like self-belief, mindfulness, resilience, and new coping mechanisms through physical education exercises. As a result, these kids overcome challenges more easily and exhibit outstanding stress management in their academic endeavors. The cross-sectional study of Kajosaari and Pasanen (2021) examined associations between the built environment characteristics of outdoor settings for leisure-time physical activity and self-reported restorative mental health benefits. According to this cross-sectional study, exercising in natural green environments and in blue spaces is associated with more perceived restorative benefits than exercising in built outdoor environments.

Overall, the role of physical education activities and mental health among BPE students got a mean of 3.43 (SD=0.527) with the verbal interpretation of the *Always* and qualitative description of *Highly Extensive*. This implies that physical education activities play a significant role in mental health, helping keep minds healthy and well-balanced. Positive correlations between intrinsic and extrinsic exercise motivation and exercise self-efficacy, mindfulness and intrinsic exercise motivation, and mindfulness and exercise self-efficacy were found in the hierarchical regression analysis, according to Neace et al. (2022). Intrinsic exercise motivation acted as a partial mediating factor in the latter association.

Mindfulness was not linked to extrinsic motivation for exercise. In conclusion, exercise self-efficacy is independently predicted by both mindfulness and intrinsic exercise motivation, indicating that mindfulness may be a special factor in college students' positive health habits.

Table 7. Significant Difference in the Role of Physical Education Activities and Mental Health

Profile	Indicators	F	df	p	Interpretation	Interpretation
Age	A. Stress Management	0.186	4,36	0.941	Not Significant	Accept
	B. Improved Self-esteem	1.851	4,36	0.178	Not Significant	Accept
	C. Healthy Social Interactions	1.30	4,36	0.327	Not Significant	Accept
	D. Coping Skills Development	3.150	4,36	0.050	Not Significant	Accept
	Overall Average	1.554	4,36	0.251	Not Significant	Accept
Sex	A. Stress Management	0.0352	1,39	0.853	Not Significant	Accept
	B. Improved Self-esteem	0.0453	1,39	0.833	Not Significant	Accept
	C. Healthy Social Interactions	0.319	1,39	0.578	Not Significant	Accept
	D. Coping Skills Development	2.6503	1,39	0.122	Not Significant	Accept
	Overall Average	0.4022	1,39	0.531	Not Significant	Accept
Year Level	A. Stress Management	1.088	2,38	0.372	Not Significant	Accept
	B. Improved Self-esteem	0.585	2,38	0.573	Not Significant	Accept
	C. Healthy Social Interactions	0.294	2,38	0.750	Not Significant	Accept
	D. Coping Skills Development	0.756	2,38	0.490	Not Significant	Accept
	Overall Average	0.308	2,38	0.741	Not Significant	Accept
Socio-economic status	A. Stress Management	0.649	6,34	0.691	Not Significant	Accept
	B. Improved Self-esteem	0.500	6,34	0.804	Not Significant	Accept
	C. Healthy Social Interactions	1.068	6,34	0.561	Not Significant	Accept
	D. Coping Skills Development	1.01	6,34	0.434	Not Significant	Accept
	Overall Average	0.89	6,34	0.513	Not Significant	Accept
Mental health history	A. Stress Management	0.133	1,39	0.718	Not Significant	Accept
	B. Improved Self-esteem	0.662	1,39	0.421	Not Significant	Accept
	C. Healthy Social Interactions	0.714	1,39	0.400	Not Significant	Accept
	D. Coping Skills Development	0.792	1,39	0.379	Not Significant	Accept
	Overall Average	0.00634	1,39	0.937	Not Significant	Accept

Table 7 presents the significant difference in the role of Physical Education activities and mental health among BPE students when grouped according to their profile variable. The table shows there is no significant relationship between the role of physical education activities and mental health based on *Stress Management* ($p=0.941$), *Improved Self-esteem*

($p=0.178$), *Healthy Social Interactions* ($p=0.327$), and *Coping Skills Development* ($p=0.050$) when grouped according to Age with a p-value of 0.251. There is sufficient basis to accept the null hypothesis. Thus, Age was not a factor in the role of P.E. activities and mental health. According to Delle Fave et al. (2018), the findings point to the potential benefits of moderate physical activity for mental health, highlighting the extra function of training programs as affordable chances for senior citizens to interact with others and enhance their emotional intelligence. Overall, the results lend credence to the idea that old Age is not a time of simple psychophysical decline but rather a stage of competence development and adaptive adjustment. Studies demonstrating that older persons report fewer negative emotions than younger participants support the consistent evidence of greater emotional stability in old life.

In terms of the respondents' sex profile, there is no significant relationship between the role of P.E. activities and mental health based on Stress Management ($p=0.853$), Improved Self-esteem ($p=0.833$), Healthy Social Interactions ($p=0.578$), and Coping Skills Development ($p=0.122$) when paired to Sex with a p-value of 0.531. Therefore, the null hypothesis is accepted. This implies that the role of P.E. activities and mental health is equally effective for students of all sexes, showing no significant difference in impact. Trudeau & Shephard (2008) described that in hyperactive impulsive children, physical activity is associated with global satisfaction in boys and an absence of depressive emotions in both sexes. Additionally, between grades 8 and 12, sports participation reduces the school dropout rate for adolescents of both sexes. These findings support the conclusion that P.E. activities provide substantial mental health benefits to all students, regardless of Sex.

Moreover, there is no significant difference between the role of P.E. activities and mental health based on *Stress Management* ($p=0.372$), *Improved Self-esteem* ($p=0.573$), *Healthy Social Interactions* ($p=0.750$), and *Coping Skills Development* ($p=0.490$) when paired to year level with a p-value of 0.741 thus, the null hypothesis was accepted. This implies that whether the participants are rookies or seniors, it may not impact the role of P.E. activities and

mental health because the benefits of these activities are consistently effective across all year levels, as indicated by the lack of significant variation in the results. Smedegaard (2016) reiterated that the physical activity intervention to improve psychosocial well-being among school-aged children and youths from the 4th to the 6th grade (age 10–13 in the Danish school system). Conducted at the end of the study in one random class at each grade level at all 24 schools. The class evaluation collects the immediate experience of school PA for pupils at all schools and focuses on the four settings for PA included in the intervention program.

For socioeconomic status, there is no significant difference between the role of P.E. activities and mental health based on *Stress Management* ($p=0.691$), *Improved Self-esteem* ($p=0.804$), *Healthy Social Interactions* ($p=0.561$), and *Coping Skills Development* ($p=0.434$) when paired to socioeconomic status with a p-value of 0.513, a strong justification to accept the null hypothesis. This implies that socioeconomic status does not matter at all, especially when promoting mental health through physical education activities. This negates Nagy-Pénczes's (2020) idea that several studies have proved that lower socioeconomic status is associated with unfavorable mental health among adolescents. Furthermore, a person's social and emotional surroundings have a significant influence on their mental health. To help young people attain their optimal health, safe and encouraging homes and upbeat and encouraging peers are crucial. Parental communication, which fosters prosocial ideals that assist young people in managing stressful situations, is one of the many ways families can be protective.

Lastly, in terms of the respondents' Mental Health History, there is no significant difference between the role of P.E. activities and mental health based on *Stress Management* ($p=0.718$), *Improved Self-esteem* ($p=0.421$), *Healthy Social Interactions* ($p=0.400$), and *Coping Skills Development* ($p=0.379$) when paired to mental health history with a p-value of 0.937. Consequently, the null hypothesis is approved. According to the findings, physical education activities are essential for the mental health of a wide range of student demographics, regardless of their prior mental health conditions. This reaffirms the need for broad and inclusive physical exercise in school health promotion programs. By doing so, schools and policymakers can better support adolescents' mental and physical well-being, contributing to their overall development and academic success. Research indicates that adolescents' mental health, academic stress, academic achievement, and physical activity are critical predictors of Self-Rated Health (SRH) (Hosseinkhani, 2020). He added that he advocates for interventions targeting these predictors, recommending physical activity for 1 hour, three days per week, to enhance SRH.

Conclusions

Based on the findings revealed in this study, the following conclusions were drawn:

1. St. Paul University Surigao BPE students have good coping strategies, a strong sense of belonging, high self-esteem, and great stress management abilities. These traits demonstrate the significance of these four elements in promoting mental wellness through physical education and highlight their importance.
2. The study revealed no significant differences in the role of Physical Education activities and mental health across various demographic factors, including age, Sex, year level, and socioeconomic status. This acceptance of the null hypothesis suggests that the BPE at St. Paul University Surigao effectively promotes mental health through physical education programs, regardless of individual characteristics. Thus, these activities highlight the value of physical education as a comprehensive approach to improving mental health in the classroom and show how effective and inclusive the BPE is in improving students' mental health.

Recommendations

Based on the findings and conclusion, the recommendations were offered:

1. *School Administrators* may implement positive changes at the institutions for students and teachers to promote mental health in the teaching and learning process. This can include project-based learning, flipped classrooms, and collaborative activities.
2. *Physical Education Teachers* can teach students healthily and facilitate learners in all aspects of student needs. They may utilize staff meetings for additional opportunities to improve instructional practices and significant strategies. They may also stimulate and support a change in practical P.E. activities.

3. *For the students.* They may facilitate positive interactions and relationships with peers and instructors. Increase opportunities and situations for students to interact with others through organizational structures that provide building relationships. Students attentively participate in all aspects of the discussion. Relationships and connections enrich students' connections and successful school performance in learning outcomes. It equips the students with skills to become future educators, coaches, and fitness professionals. Choose Bachelor of Physical Education because it empowers individuals to lead healthy lifestyles and positively impact communities through physical activity.
4. *For the parents.* They may create an open and supportive environment where children feel comfortable discussing their mental well-being. Let them know physical activity can be a helpful tool for managing stress and anxiety. Be a role model for healthy living by incorporating physical activity into your own routine;
5. *For the future researcher.* Using this study as a guide, they might improve, produce, and assess their potential research paper. This study provided the knowledge to solve problems and efficiently advance mental health. Make judgments about physical education activities and address areas of need by analyzing and using this study. aid in identifying the main contributing factors and will offer a framework for creating and implementing improvement strategies.

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