

INFLUENCERS of Wellness of College Students in Region XI: A Convergent DESIGN

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ABSTRACT

This study employed mixed methods, specifically convergent design. It determined the influence of wellness of college students in Region XI. It also unveiled the corroboration of the quantitative data to the qualitative data on the status of physical wellness and resilience and their influence on the wellness of college students. Using validated adapted survey questionnaires, the quantitative data were collated and analyzed using appropriate tools such as mean, standard deviation, and regression analysis. The results revealed that the status of physical literacy of the college students was high, the resilience was moderate, and the wellness was high. The participants of the qualitative phase shared experiences encompassing the following: achieving physical wellness, building a support system, easing emotional disturbances, hindering academic stimulations, and experiencing challenges. Notably, physical literacy and resilience significantly influenced the wellness of college students. These significant influences corroborate with the experiences of the qualitative participants, emphasizing the alignment to their life's dreams and maintaining wellness and staying productive. Findings substantiated the wellness of the college students and indicated interventions for them to maintain their wellness.

KEYWORDS: *Education, physical education, literacy on physical activities, resilience, wellness, convergent design, Philippines*

INTRODUCTION

Wellness refers to meeting high standards for the quality of life and well-being. The word wellness refers to interconnected terms such as the students' well-being and quality of life (Batool, 2022). The achievement of

wellness encompasses physical, social, emotional, spiritual, intellectual, and psychological aspects of the well-being of an individual (Camarador et al., 2022). According to Pfledderer (2022), a low level of wellness was found among college students due to a lack of physical activity, poor dietary behaviors, sleep problems, and high stress. Moreover, Barr and McNamara (2022) found a low level of wellness among college students, which was related to unfamiliar independence and the beginning of making their own choices.

In the Philippines, around 40.2 percent of the college student population was found to have poor wellness (Egcas et al., 2021). In addition, one study conducted in one university in the Philippines regarding the wellness of BSOA students revealed a low-level result (Reyes, 2019). In Region XI, the study by Dacay et al. (2024) showed that college students manifested poor wellness, particularly in social, emotional, and psychological aspects. Similarly, Canonigo et al. (2024) pointed out that college students often demonstrated low physiological, socio-emotional, and mental wellness.

These studies were limited to the variables that significantly impact college students' wellness. Most studies focused on physical activities contributing to wellness (Rogowska 2020) With these, the researcher deemed it imperative to delve further into the variables that may significantly influence the wellness of college students. The study by Kwan (2019) revealed that physical literacy influenced the wellness of college students. This was evident in the findings that physical literacy changes their mindset, leading to a high level of wellness (Kwan, 2019). In support, Wiederrecht (2022) pointed out that physical literacy has numerous health benefits, including improved wellness. On the other hand, resiliency was found to influence wellness, as evidenced by its significant impact on overall perceptions of the quality of life (O'Neil, Pfledderer 2022). This was supported in the study of Spurr (2021), who claimed that a high level of resilience can significantly impact an individual's overall sense of wellness.

Theoretical Lens

As pragmatist researchers, applying mixed methods offers a more comprehensive understanding of research inquiries than relying solely on one method. This study was anchored to Maslow's (1954) hierarchy of needs as specified in the Human Motivation and Existential Theory (Kierkegaard, 18–45). According to Maslow, human motivation is based on the hierarchy of needs, which explains the five human needs that an individual must possess: physiological, security and safety, love and belonging, social, esteem, and

self-actualization. This was substantiated in the findings of Cherry (2022) that wellness is achieved when the needs of individuals are satisfied from the physiological aspect up to the personal realization of the person's aspirations. This theory can support the research study on the wellness of the students since the hierarchy of needs under Maslow's human motivational theory can also relate to physical literacy and resilience.

According to Kierkegaard's Existential Theory, individuals are responsible and have the freedom to create the meaning of their lives and influence their choices in how they behave and interact with others. According to Moore (2022), existential theory also explains how people attach meaning and apply that meaning to their lives. The researchers believe that existential theory will explain more about the research study to understand and influence the individual's wellness fully. Existentialism provides a viewpoint on well-being that focuses on authenticity, creating meaning, accepting ambiguity, acknowledging freedom and responsibility, and facing existential dread. By adhering to these principles, individuals can develop a sense of purpose, fulfillment, and well-being.

These theories are vital to conducting this research because they help assess and explain the influence of the independent variables on the dependent variables. The researchers explored both qualitative and quantitative research methods when doing the study. It also seeks to converge both quantitative and qualitative to guide comprehensively, which best explains the influence of wellness on the students to physical literacy and resilience. Interestingly, Creswell (2022) emphasized that collecting and analyzing the data requires multiple approaches for more comprehensive research. As a worldview, human motivation theory and existential theory allow for exploring various research methods, assumptions, and data-gathering and analysis techniques.

METHODS

Research Design

In this study, mixed methods research, specifically the convergent design, was applied. According to Creswell (2018), mixed methods research aims to collect, blend, or incorporate quantitative and qualitative data from the study. Convergent mixed methods design facilitated the comparison of the different data forms, thus allowing them to confirm or negate each other. Convergent design comprehensively analyzed the research problem by merging the quantitative and qualitative data (Razali et al., 2019). Further, convergent

design is where quantitative and qualitative data collection will be done together. Still, the data will be analyzed separately, and the results will merge to compare whether the results confirm or deny each other (Cresswell, 2017).

Quantitative data on the physical literacy, resilience, and wellness of the college students was collected and analyzed simultaneously with the qualitative data based on the lived experiences concerning the physical literacy, resilience, and wellness of the college students and assessed it to confirm or contradict each other.

Place Of the Study

The study was conducted among the private HEIs in Region XI. The following places were Davao de Oro, Davao del Norte, Davao Oriental, Davao del Sur, and Davao Occidental, the five provinces of Region XI. Each school participating in the study was given a code name, such as School 1, School 2, School 3, School 4, and School 5. These schools were chosen since they met the inclusion criteria set in this study. These colleges have more than 1000 college students at each regional, and provincial institution and have an assigned Dean of College or Program Head who takes care of the target schools and has served in the institution for at least three years or more. The researcher conducted the study in the said region because of the large number of populations that sufficed for the number needed to answer the survey or questions given. These five schools were some of the best in each province and even in Region XI regarding academic performance. In this area, the researcher gathered enough data for the study. The first school was the College of Nursing, the second school was BS Criminology, the third school was a sample with physical education students, the fourth was the College of Engineering, and the fifth was the College of Teacher Education. All of these schools have good academic standing.

Participants

The participants were the college students in the identified HEIs. There were 200 respondents in the quantitative phase. The selection of the respondents is done through random sampling. According to Thomas (2020), random sampling gives the population an equal chance of being selected, reducing biases. The participants were purposefully selected in the qualitative PH to meet the inclusion criteria.

In the qualitative phase, 17 college students who were officially enrolled in higher education institutions (HEIs) and above 18 years of age participated in

IDI and FGD. There were 10 participants for IDI and another seven participants for FGD. The participants in the FGD and IDI were excluded from answering the survey questionnaires. The researcher used purposive sampling, which means choosing a participant selectively because of the characteristics they must meet the needs of the study (Creswell, 2017).

Data Analysis

The researcher utilized the quantitative strand to analyze data through statistical tools. Mean. It determines the status and how well college students are gauged regarding their physical literacy, resilience, and wellness. Standard Deviation. It serves as a measuring device for the data's variance from the mean or for quantifying the degree of variability of scores on the mean. The lower the value of the SD, the more consistent the score of the respondents is. It measured the spread of the data distribution and was used to determine how varied the participants' responses were. Multiple Regression Analysis. Using the value of the independent variable or its indications, like in this case, this technique was used to forecast the value of the dependent variable. This research study was framed to determine the level of physical literacy, resilience, and wellness indicators of college students in Region XI. In the qualitative phase, thematic analysis was used to analyze the data from the IDI and FGD. In analyzing the data gathered, the procedure of the research design was followed such as transcription of data, organization of data, coding of data, validation of data, and conclusion of data was performed.

Trustworthiness of the Study

To determine the study's validity, the researcher adhered to the four criteria for evaluating Lincoln and Guba's (1985) interpretive research: trustworthiness, applicability, dependability, and confirmability. The rigorous data collection through a survey and in-depth interview that supports the FGD for triangulation addressed the reliability of this study.

RESULTS

Quantitative Results

Status of Physical Literacy of College Students. The data in Table 1 shows that the physical literacy has a mean of 3.61, which is described as high. This shows that the physical literacy among college students is evident. Notably, the category mean scores of the indicators sense of self and self-confidence,

self-expression and communication with others and knowledge and understanding, range from 3.51 to 3.78.

Table 1.1

Status of Physical Literacy of College Students

Indicators	Mean	SD	Description
Sense of Self and Self-confidence	3.51	0.65	High
Self-expression and Communication with Others	3.53	0.72	High
Knowledge and Understanding	3.78	0.66	High
Overall Mean	3.61	0.55	High

Status of Resilience of College Students. The resiliency of college students is moderate with an overall mean score of 3.25, which connotes that it is sometimes evident. It can be noted that the category mean scores are consistently moderate ranging from 3.16 to 3.32 (Table 1.2).

Table 1.2

Status of Resilience of College Students

Indicators	Mean	SD	Description
Work Resilience	3.22	0.76	Moderate
Close Person Relationship Resilience	3.16	0.81	Moderate
Own Health Resilience	3.29	0.69	Moderate
Close Person's Health	3.28	0.71	Moderate
Finances Resilience	3.32	0.78	Moderate
Overall Mean	3.25	.58	Moderate

Status of Wellness of College Students. The wellness status of college students has an overall mean rating of 3.80, which is described as high. It connotes that the wellness of college students is oftentimes manifested. Interestingly, the wellness of college students is consistently high in all the indicators from physical wellness to psychological wellness (Table 1.3).

Table 1.3

Status of Wellness of College Students

Indicators	Mean	SD	Description
Physical Wellness	3.72	0.63	High
Social Wellness	3.79	0.64	High
Emotional Wellness	3.70	0.64	High
Spiritual Wellness	3.96	0.64	High
Intellectual Wellness	3.77	0.67	High
Psychological Wellness	3.86	0.60	High
Overall Mean	3.80	0.50	High

The Influence of Physical Literacy, and Resilience to Wellness

The data in Table 2 shows that physical literacy and resilience are significant influencers of the wellness of the students with a beta coefficient of .36 and .26, respectively ($p < .05$). It means that for every unit increase in physical literacy status and resiliency, there is a significant corresponding increase of .36 and .26, respectively in the wellness of college students. Further, the R-square value of .30 connotes that 30 percent of the variability of wellness can be explained by the combined influence of physical literacy and resilience. The remaining 70 percent is attributable to the unexplained variance or other factors not included in this study.

Table 2

Influence of Physical Literacy, and Resilience towards Wellness

Variables	Standardized Coefficient	t	p-value	Remarks
Physical Literacy	.36	5.20	.00	Significant
Resilience	.26	3.80	.00	Significant
Combined Influence of Predictors				
R	.55			
R ²	.30			
F	42.10			
p	.00			Significant

Qualitative Results

Profile of the Qualitative Participants

The 17 participants in the qualitative phase were composed of 11 females and six males. Ten were interviewed, while seven participated in the focused group discussion. Five of them were from the Davao de Oro division, five were from Davao Oriental, three were from Tagum City, two were from Davao del Norte, and two were from Digos City.

Lived Experiences of Participants as Regards to Wellness

The participants shared their experiences in line with physical wellness and these were captured into five themes: Achieving Physical Wellness, Building a Support System, Easing Emotional Disturbances, Hindering Academic Stimulations, and Experiencing Challenges.

Achieving Physical Wellness. The college student participants disclosed that they strive to maintain their physical well-being by engaging in sports, family duties, school programs, biking, walking, or jogging despite their busy schedules. Despite the pandemic, they prioritized their physical well-being.

According to them:

My physical wellness is that I love walking and doing household chores. (IDI_P1)

I am active in sports and maintaining to be healthy (IDI_P10)

Building support system. The participants expressed that having a social support system is essential, whether from their family or friends. Their wellness is a collaborative effort of those around them. They have specifically mentioned those close to them, such as their family and friends, who provided them with social support. The participants' families have supported them simply by opening communication lines. The filial bonds also strengthened their good relationships.

I have an active interaction with my family members. (IDI_P3)

I have a strong bond of my family. I am happy that they are always there for me. (IDI_P5)

Easing Emotional Disturbances. The theme suggests that the participants have their own way of easing their emotional disturbances so that they feel well despite the circumstances. During the sharing of experiences, it was noted that a

burst of emotions when faced with challenges was inevitable. Nonetheless, the participants shared that they tried to ease their storms in different ways.

One theme resorted to writing diaries and pray to God. According to her:

I admit that I'm so weak emotionally and the one that cope up in times of my weaknesses is through writing diaries. In the sense I can express my thoughts and feelings. (IDI_P6)

I always do on crying, sleeping and praying to God. (FGD_P5)

Table 3

Lived Experiences of Participants as Regards their Wellness

Essential Themes	Core Ideas
Achieving Physical Wellness	Walking Engaging in sports Doing household chores Doing stretches and yoga
Building support system	Interacting with family and friends Family as source of happiness Spending time with love ones Bonding with family Enjoying time with friends
Easing Emotional Disturbances	Writing diaries Crying emotions away Regulated emotions well Calming presence of parents Seek guidance from loved ones Discussing problems with friends Talking to persons I am comfortable with
Hindering Academic Stimulations	Cramming in school works Getting stressed with academic tasks Sacrificing sleep because of schoolwork Difficulty processing information
Experiencing Challenges	Getting emotional when faced with financial problem

Having weak emotions, easily cry Experiencing overthinking Getting anxious about school work Get easily tired physically

Hindering Academic Stimulations. This theme suggests that their actions, particularly those that impede academic stimulation, impact their wellness. These may bring stress to their academic lives. From the interviews and discussions, the participants shared that they were experiencing setbacks that affected their wellness. As students, they were confronted with the same challenges in their academics. They shared that they experienced cramming and were stressed out with the academic tasks. From their shared thoughts:

Sometimes stressful due to my projects and requirements in school that pressure myself every now and then. (IDI_P1)

I am struggling but surviving especially in activities and tasks (FGD_P2)

Experiencing Challenges. This implies that having holistic wellness is not easily achieved since, in reality, there are challenges along the way. It emerged from the interviews and discussions that the participants experienced setbacks in some aspects of their lives. This made them somehow unwell. Nevertheless, these setbacks were considered part of their lives journey.

During the focus group discussion, it was shared that sometimes times, they get emotional when faced with financial problem. They shared that:

I cried when faced with financial problems; only my mother is financially supporting my studies.

I am an emotional type of a person specially if I encounter a problems in school related to financial needs and also in family problems. Getting emotional when faced with financial problem. (FGD_P4)

Role of Experiences in Shaping the Beliefs, Attitudes and Commitment of the Participants as Regards their Wellness

Achieving one’s Dream in Life. Through in-depth sharing and discussions with the participants, it surfaced that their experiences have influenced their beliefs and attitudes as regards their wellness. These made them realize the essence of focusing on one’s dream in life. Some of them foresee themselves as professionals and good teachers in the future. These were the points shared by the following participants during the focus group discussion.

I am also very positive that I can finish my studies for it is my dream to become a policeman. (FGD_P3)

I am positive that I can finish my course. (FGD_P4)

Positive Mindset. It was disclosed that their experiences have developed them to have a positive mindset. This mindset is manifested by the shared feeling of cheerfulness and completeness, even in the pursuit of their growth. Further, this has led them to build a strong foundation.

With becoming cheerful and a feeling of completeness, the participants shared the following:

My different experiences shape my beliefs and attitude in molding into a cheerful, positive and strong person. (IDI_P2)

The wellness has a holistic impact to me because it molds me to align myself not just on my physical but also to my overall well-being. It gives me sense of completeness as I go further in my life. (IDI_P6)

Table 3.2

Roles of Experiences in Shaping the Belief, Attitudes and Commitment of the Participants as Regards their Wellness

Essential Themes	Core Ideas
Beliefs: Achieving One’s Dream in Life	Becoming a professional Becoming a good teacher Making parents proud Provide for family

Positive Mindset	Becoming Cheerful Feeling the completeness Pursuing one`s growth Building strong foundation
Attitudes: Maintaining wellness	Pray for God`s guidance Being optimistic Build self confidence Build healthy habits Regulating emotions Learning from experiences
Developing healthy habits	Participate better in physical activities Acquire the habit of physical activity Choose healthy habits and avoid sickness Develop confidence in handling difficult circumstances
Commitment: Being productive in life	Focus on what is important Take lessons from experiences Learn from failures Set good examples for siblings Find your purpose
Enhancing relationship with God, self and others	Improve relationship with others Maintain strong faith to God Acquire broad understanding about life Continue interacting with family and friends Imbibe self-affirmation

Maintaining wellness. This implies that the participants strived to maintain wellness despite the challenges that they experienced. It emerged from the shared thoughts that the participants believe they need to maintain wellness despite their challenges. One of the ideas that they came up with during the sharing was the unfathomable power of prayer.

According to the participants:

As of now, I believe that my spiritual health which was my connection with God is still strong and thriving. (IDI_P7)

I believe that there is no problem that we cannot overcome with God. (IDI_P9)

Developing healthy habits. One of the ideas that emerged is that the participants are developing healthy habits. Healthy choices help us feel better and live longer. This was an offshoot of the experiences that they have had with regards to their wellness.

They shared that they participate better in physical activities. To wit:

For me I am physically healthy because it's not hard for me to perform physical activities, , it helps me in a way that I don't get tired easily with my regular activities. (IDI_P2)

Through physical activities like our physical education activities or day to day activities helps to make me physically fit. (IDI_P3)

Being Productive in Life. This implies that they envision being productive in life as a result of being well and resilient. With this, there is a need to embrace reality One of the ideas that surfaced from the shared experiences is to stay productive in life. The experienced challenges should serve as a means to propel oneself to do better things. One of the participants shared that there is a need to focus on what's important. He shared that:

Life is unpredictable and a lot of obstacles will go on your way. (IDI_P4)

Enhancing relationship with God, self, and others. It appeared that the participants' experiences had enhanced their relationships with God, themselves, and others. This has helped them improve their relationships with others and with God. In their accounts:

It's a healthy relationship with others, constant social interaction with others helps most to develop it. (IDI_P2)

With that I have a healthy relationship with my friends, we really got into conflicts and we're

mostly just laughing all the time and although not always communicating I have healthy relationship with my family. (IDI_P7)

Data Integration of the Salient Qualitative and Quantitative Findings

The information in Table 3.3 refers to corroboration of the quantitative and qualitative findings. As seen in the table, four of the quantitative findings converged with the qualitative findings, while only one diverged. These findings further substantiated the wellness of the college students.

Table 3.3
Data Integration of the Salient Qualitative and Quantitative Findings

Aspects of Focal Point	Quantitative Findings	Qualitative Findings	Nature of Data Integration
On physical literacy of college students	Table 1.1 on the status of physical literacy of college students has a mean of 3.61, which is rated as high with SD .55 In particular the item, " <i>willing to do sports for better health</i> " with a mean of 3.93 rated as high with SD of .93	Table 3.2 the theme achieving physical wellness. The core idea engaging in sports	Merging-Converging
	Table 1.1 on the status of physical literacy of college students has a mean of 3.61 rated as high with SD .55 In particular, the item, " <i>having strong communication skills</i> " with a mean of 3.42	Table 3.2 the theme easing emotional disturbance. The core idea talking to person I am comfortable with	Merging-C onverging

<p>On Resilience of college students</p>	<p>rated as high with SD of .90</p>		
	<p>Table 1.2 on the status of resiliency of college students has a mean of 3.25 rated as moderate with SD .58 In particular the item, <i>“having quickly recovered when they have problems with close people such as arguments with family and friends</i> with a mean of 3.13 rated as moderate with SD of 1.01</p>	<p>Table 3.2 the theme easing emotional disturbance. The core idea. Regulated emotions well</p>	<p>Merging-C onverging</p>
<p>Wellness of college students</p>	<p>Table 1.3 on the status of wellness of college students as regards social wellness has a mean rating of 3.79, rated as very high with SD of .90. In particular the item, <i>“having members of their family come to them for support”</i> with a mean of 3.91, rated as very high with SD of .8</p>	<p>Table 3.2. the theme building support system. The core idea Interacting with family and friends.</p>	<p>Merging-co nverging</p>

	<p>Table 1.3 on the status of wellness of college students as regards emotional wellness has a mean rating of 3.70, rated as very high with SD of .64. In particular the item, “having times when they felt comfortable to the people they knew” <i>with a mean of 4.00, rated as high with SD of .90</i></p>	<p>Table 3.2 the theme easing emotional disturbances, the core core idea “talking to persons I am comfortable with”</p>	<p>Merging-converging</p>
	<p>Table 1.3 on the status of wellness as regards emotional wellness, the item “<i>having generally found intellectual challenges to be vital for their overall well-being</i>” has a mean of 3.71 rated as high with SD of .86</p>	<p>Table 3.2 the theme experiencing challenges, the idea experiencing anxiety about school work.</p>	<p>Merging-Diverging</p>
	<p>Table 1.3 Table 1.3 on the status of wellness as regards spiritual wellness, the item “believing that there is a real purpose for their life has a mean of 4.03 rated as high with SD of .85</p>	<p>Table 4 the theme staying productive in life has a core idea of find your purpose</p>	<p>Merging-converging</p>

	<p>Table 1.3 on the status of wellness as regards spiritual wellness, the item “having a life that is holding much future promise for them” has a mean of 3.97 rated as high with SD of .83</p>	<p>Table 4 the theme Focusing on One’s Dream of Life has a core idea of becoming a good teacher, making parents proud</p>	<p>Merging-converging</p>
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DISCUSSION

The results of the study reveal that college students' physical literacy is high. It means that the physical literacy of college students is often observed. This also implies that college students often demonstrate their sense of self and self-confidence, can express themselves and communicate with their peers, and have high knowledge and understanding of physical skills and their applications. The findings coincide with those of Bradshaw et al. (2023), who found that students are highly literate regarding their physical needs for their development. The student's involvement in physical activities was found to be not just for grade compliance but with the awareness that this is necessary for their personal development.

The status of the resilience of college students has the following indicators: work resilience, close person relationship resilience, own health resilience, close person's health, and financial resilience. This study's result reveals that college students' resilience is moderate. These results show that the resilience of college students is sometimes evident. This means that they managed to stay resilient despite the work-related stressors. They were also able to show resilience in managing close relationships with the people in the inner circle of their lives. According to Barbayannis et al. (2025), college students who exhibit greater resilience are better equipped to manage academic pressures, enabling them to fulfill their educational responsibilities without being overwhelmed

The results reveal that college students often manifest wellness. This shows that on several occasions, the college students themselves as well, in

terms of their physical, social, emotional, spiritual, and intellectual aspects. Edara et al.'s (2020) findings that college students fully acknowledged their need for wellness support the conclusion. With this, they become responsible for the development of their holistic persona. The wellness of college students, encompassing their physical, mental, and emotional well-being, plays a pivotal role in their ability to navigate challenges and thrive during this significant phase. The result of the regression analysis shows that both physical literacy and resilience have a significant influence on the wellness of college students. It connotes that elevating the status of physical literacy and resilience can cause an increase in their wellness.

This suggests that administrators may support college students in whatever activity they want to do to improve their physical literacy. This means they must achieve a high level of understanding and appreciation for their physical activities to develop their wellness. On the other hand, being resilient means being well. In the context of this study, the ability of college students to be resilient considering the factors that matter to them and the support they receive from people around them who are significant contributors to achieving their holistic wellness. The significant influence of physical literacy on wellness parallels the findings of Melby et al. (2023), who found that the student's understanding of their bodily movements or active involvement in physical activities led them to be well. This would mean putting more value on their involvement in physical activities. Further, physical literacy can lead to the practice of a healthy lifestyle. On the influence of resilience on wellness, O'Neil (2022) found that resiliency improves the mindset of individuals to stay well in all aspects. Spurr (2021) purported that a strong sense of resilience significantly influences their sense of wellness. The student's ability to handle stress affects their positive behavior.

CONCLUSION

The status of physical literacy among college students was rated high, which means that literacy in the physical aspect is often observed; it implies that we need to continue to initiate more physical activities that interest the students to develop their physical ability. On the other hand, the status of resilience is moderate, which means that the college students' resilience is sometimes evident; it implies that, as educators, we need to integrate the value of resiliency into the lesson given so that the students will be reminded of how to face the battle of their lives and improve their resiliency. Finally, the status of wellness is high, which is often manifested, implying that having physical activity and being

resilient in everyday activity make sure that they understand the importance of being physically active and resilient to achieve wellness in general.

The status of physical literacy significantly influenced the wellness of college students. Subsequently, the resilience status also considerably influenced the wellness of the college students. As to the lived experiences of the college students regarding wellness, the following themes emerged: achieving physical fitness, building a support system, easing emotional disturbances, hindering academic stimulation, and experiencing challenges.

The following themes emerged regarding how these experiences shape the participant's beliefs, attitudes, and commitment: achieving one's dreams and a positive mindset. On the other hand, the following themes emerged in the participants' attitudes: maintaining wellness and developing healthy habits. Finally, regarding their commitment, the following themes surfaced: being productive in life and enhancing relationships with God, themselves, and others.

In terms of the extent to which the qualitative findings corroborate with the quantitative data, the following were found wellness of college students converged with the themes of building a support system, easing emotions, staying productive in life, and achieving one's dream of life, while it diverged with the theme of experiencing an emotional setback.

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