

# STUDENTS' Engagement, Attitude Towards Physical Activity, and Psychological Well-Being of Senior High School STUDENTS

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## ABSTRACT

Psychological distress is increasingly common among students in educational institutions, which usually comes from additional academic responsibilities and adjusting to a new social and educational environment. With this issue, this study aimed to determine the level and relationship of students' engagement, attitude towards physical activity, and psychological well-being among Senior High School students. The study utilized a quantitative descriptive-correlational design using a stratified random sampling method from three identified schools in Malita North District, province of Davao Occidental. The results showed that students' overall engagement, attitude towards physical activity, and psychological well-being were high. Moreover, the combined influence of students' engagement and attitude towards physical activity on psychological well-being is significant.

**KEYWORDS:** *Physical education, student engagement, attitude towards physical activity, psychological well-being, senior high school, quantitative, correlation, Philippines*

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## INTRODUCTION

Psychological well-being is a critical aspect in a students' personal and academic life (Morales-Rodríguez et al., 2020). It is a combination of how an individual feel about their lives, including their feelings about their potential, their relationships with others, and their sense of responsibility for their own lives (Alias et al., 2020). Emotionally stable students are able to recognize and manage their emotions, handle stressful situations in productive ways, use

flexible coping strategies, and meaningfully control their own life which are important for navigating in the transitional stage of their life (Freire et al., 2016; Božek et al., 2020; Pan et al., 2023) Psychological well-being is viewed as the result of a life well-lived and is an important factor in students successfully adapting to college/university life (Morales-Rodríguez et al., 2020). However, psychological well-being issues are now more prevalent among students than ever before (Ilango, 2017).

According to the American College Health Association (ACHA) survey conducted in 2019, approximately 60% of students reported low psychological well-being as manifested in their overwhelming feelings of anxiety and low motivation. In turn, this hindered their potential to perform well in class and achieve academic success (Breedvelt et al., 2019). Such problematic issues underscore the heightened need to ensure a healthy psychological well-being among students. Similarly, a study by the National Alliance on Mental Illness (NAMI) revealed that 75% of mental health conditions emerge in adolescent stage, indicating the essential role of the high school to college years in shaping long-term mental well-being.

Furthermore, as children entering adolescence are going through many physical, intellectual, psychological and social challenges, as well as development of their own moral compass, ensuring a balance among these aspects of life is necessary to prevent untoward incidents (Tanner & Arnett, 2016). Globally, World Health Organization (WHO) reported higher suicide rates among students showing a 30% increase in suicide-related deaths among individuals aged 15-24 over the past decade. A major factor to such incidents are the poor psychological well-being of teenagers and young adults (World Health Organization, 2018).

The state of psychological well-being among people had also been challenged most especially during the COVID-19 pandemic (Onagbiye et al., 2021; Malolos et al., 2021; Villani et al., 2021). In China and Indonesia, 76% of students also report high levels of psychological distress especially among adolescents and students due to sadness during lockdowns (Cao et al., 2020). In addressing these, the majority of the students prefer to use adaptive coping mechanisms to a certain degree than maladaptive ones to manage their distress (Pidgeon & Pickett, 2017; Cahapay & Rotas, 2022). Nonetheless, it is noteworthy that students in China have developed a growth mindset in facing the challenges during pandemic which drive their intention toward self-regulated

learning (Jiang et al., 2023). Moreover, higher levels of engagement among students and commitment among teachers are reported during distance online learning in Pakistan and Malaysia which served as a way to maintain their psychological well-being.

In the Philippines, however, 10% to 15% of Filipino children between the ages of 5 and 15 suffer from mental health issues (Malolos et al., 2021). As per the World Health Organization (WHO), 16.8% of Filipino teenagers aged 13 to 17 attempted suicides at least once in the year before the 2015 Global School-based Student Health survey. This is just one of many indicators that show how these children's psychological well-being is doing. These statistics on children's psychological well-being are concerning because childhood is a pivotal period for the onset of most psychological distress. For adequate treatment and to prevent negative social and health effects, it is critical to identify these issues as soon as possible. Since childhood mental and developmental disorders typically persist into adulthood, they are more likely to have stunted growth, require more medical and disability services, and engage with law enforcement authorities more frequently.

Meanwhile, the beneficial effect of physical activity on psychological well-being has been widely shown in literature. Recent studies have demonstrated that exercising and physical activity is critical to promote both mental and physical health, particularly for younger people (Belcher et al., 2021; Callow et al., 2021). Regular physical activity, especially leisure-time physical activity, has consistently been linked to psychological well-being and reduced psychological discomfort across the lifespan (White et al., 2017; George et al., 2012). As a result, the body of research implies that physical activity may have been an important strategy for preserving psychological well-being during disruptive and potentially upsetting situations (Every-Palmer & et al., 2020).

In the studies of Ilango (2017), Villani et al. (2021), Callow et al. (2020) and Malolos et al. (2021) the researcher came across all four studies having respondents and participants who were either university students, older or younger. Further, the researcher had not come across a study that explored the combined influence of students' engagement, attitude towards physical activity, and psychological well-being. Furthermore, the researcher did not find any studies with senior high school students as participants. Also, the researcher had not come across any study that involved students' engagement, attitude towards physical activity, and psychological well-being that had respondents who were

students from Davao Occidental.

It is on this identified method, location, and group gaps in research that the researcher felt the need for urgency to conduct this study. Investigating how student engagement, attitudes toward physical activity, and psychological well-being intersect offers valuable data for educational leaders tasked with designing holistic curricula and student-centered policies. Ultimately, the results demonstrate the meaningful combined influence of student engagement and physical activity attitudes on psychological well-being. These will be communicated on a national and international forum, as well as in various journals online which can be readily accessible to a wider audience. Also, administrators of the participating schools, the Department of Education-Regional Office, and other academic institutions will be given a copy of the study so students can access it.

## **Theoretical Lens**

This study utilized Self-Determination Theory (SDT) proposed by Edward Deci and Richard Ryan as first introduced in their 1985 book entitled, *Self-Determination and Intrinsic Motivation in Human Behavior*. The theory believes that people can become self-determined when their needs for competence, connection, and autonomy are fulfilled. SDT seeks to explain how being self-determined impacts motivation—that people feel more motivated to take action when they think that what they do will have an effect on the outcome.

In this study, SDT is used to understand how the three psychological needs which are connection, competence, and autonomy can gear towards optimal well-being and performance: Hence, when someone feels related to others, competent, and act out of personal will, they will be independently motivated or self-determined (Deci & Ryan, 2012). By emphasizing the pivotal roles of autonomy, competence, relatedness, and intrinsic motivation, SDT provides a solid foundation for understanding how students' experiences and perceptions of physical activity profoundly influence their engagement levels, attitudes, and overall psychological well-being.

## **METHODS**

### **Research Design**

This study utilized a quantitative approach specifically the descriptive

correlational design. According to Siedlecki (2020), the descriptive research design is anchored on the assumption that phenomena and issues can be answered through observation, analysis, and description. Meanwhile, Creswell and Creswell (2017) defines correlational research design as a quantitative research method used to describe and measure the degree of relationship or association between two or more variables.

In this study, the descriptive research design was used to determine the levels of the different domains of students' engagement, attitude towards physical activity and psychological well-being of senior high school. Also, this research design was used to describe the level of these domains and variables. Additionally, correlational research design was used in this study to determine the relationship between students' engagement, attitude towards physical activity and psychological well-being of senior high school students.

The descriptive-correlational research design was the appropriate research design since it first described the variables as phenomena under study, then connected the variables based on its relationship and influence to one another.

### **Research Locale**

The study was conducted in Malita, Davao Occidental, Region XI, Philippines. Malita is a first class municipality and town capital of the province of Davao Occidental, Philippines. Several key factors contribute to the suitability of this location for investigating the combined influence of students' engagement, attitude towards physical activity, and psychological well-being in senior high school students. These factors include its substantial population size, demographic diversity, robust educational infrastructure, the absence of prior research in this specific area, and the presence of schools that meet the defined research criteria. In combination, these elements provide a strong basis for selecting Malita as the ideal setting for this research endeavor.

Administratively, the researcher purposively selected public high schools situated within the Malita North District of the Division of Davao Occidental, pseudonymized as School A, School B, and School C. To ensure sample homogeneity and relevance, the selection was bound by specific institutional criteria: the schools must operate both junior and senior high school departments, maintain active, standardized physical education programs, and be classified as large-enrollment institutions, with senior high school populations

ranging from 274 to 929 students. Collectively, these institutions provided a sufficiently large and diverse participant pool across academic, humanities, and technical-vocational-livelihood (TVL) strands to effectively address the study's objectives.

### Ethical Statement

This research clearly met ethical standards aligned with the University of the Immaculate Conception Research Ethics Committee (UIC-REC) procedures and the protocol code established by the Research Publication and Innovation Center (RPIC). Respondents were provided informed consent a fair selection was conducted. The researcher had also proven qualified to conduct the study hand in hand with the adviser and the panel members. With free access to all university research databases and library resources, the ethical conduct of this research is assured.

## RESULTS

### Level of Students' Engagement

**Table 1**

*Level of Students' Engagement*

	Mean	SD	Description
Affective Engagement: Liking for Learning	4.42	.55	Very High
Affective Engagement: Liking for School	4.37	.60	Very High
Behavioral Engagement: Effort and Persistence	3.84	.51	High
Behavioral Engagement: Extracurricular	3.66	.76	High
Cognitive	4.16	.48	High
<b>OVERALL MEAN</b>	<b>4.03</b>	<b>.42</b>	<b>High</b>

Shown in Table 1 is the level of students' engagement has an overall mean of 4.03, which is described as high, which means that students' engagement is oftentimes observed. The overall standard deviation is .42 which is less than one denoting that the respondents have ratings that are clustered around the mean. It implies that students are highly involved in their academic pursuits which is evident in how they feel, participate, and think about their school.

This finding supports the study of Snijders et al. (2020) which found a high level of student engagement among college students in the Netherlands. Moreover, it backs up Salas-Pilco et al. (2022) research whose findings reveal high engagement among Latin American higher education students.

According to Havik et al. (2020), students who are engaged are attentive in class – they work hard and persistently to complete the assignment, respond to the teacher's inquiries, or take pleasure in participating in the suggested activities. Hence, the concept of "student engagement in school" is widely recognized for its multidimensionality; it is typically presented as a meta-construct with three dimensions that combine behavioral, affective, and cognitive components (Ben-Eliyahu et al., 2018).

The indicator with the highest mean is Affective Engagement: Liking for Learning. It reveals that its category mean is 4.42 described as very high with mean ratings of the items ranging from 4.10 to 4.67. Consequently, the item thinking learning is boring has a mean of 4.10 while the item being very interested in learning has a mean rating of 4.67. Meanwhile, the standard deviation of this indicator is .55 which means that the responses are grouped around the mean. This means that students are highly engaged in their education, finding their school subjects intriguing, enjoyable, and fostering a genuine love for learning. This finding supports the study of McIntyre et al. (2021) where participants expressed better memory as a result of high affective involvement for learning. Further, it is in consonance with the study of Novitasari and Addinna (2022) which revealed a positive perception of students towards learning especially when methods and resources in class are connected to their interest.

Meanwhile, the indicator with the lowest mean is Behavioral Engagement: Extracurricular. It has shown a high category mean rating of 3.66 and mean ratings that range from 3.58 to 3.74. Notably, the item volunteering to help with school activities such as sport day and parent day has a mean rating of 3.58, while the item taking an active role in extracurricular activities in their school reflects a rating of 3.74. Meanwhile, the standard deviation of this indicator is .76 which means that the responses are grouped around the mean. This means that students are engaged in school activities, volunteering, and actively participating in activities outside of academic concerns.

This finding is similar to the study of King et al. (2021), which revealed

over one-third of the participants were actively involved in extracurricular activities. Besides, Buckley and Lee (2021) noted that many students engage themselves in extracurricular activities, which has a positive effect on their overall student and campus experience.

## The Level of Attitude towards Physical Activity of Students

**Table 2**

*The Level of Attitude towards Physical Activity of Students*

	Mean	SD	Description
Fun	4.24	.70	Very High
Learning	4.18	.52	High
Benefits	4.33	.76	Very High
Fitness	3.91	.79	High
Self-efficacy	4.17	.67	High
Personal Best	4.22	.64	Very High
<b>OVERALL MEAN</b>	<b>4.17</b>	<b>.50</b>	<b>High</b>

Presented in Table 2 is the level of attitude towards physical activity of students, showing an overall mean of 4.17 described as high, which means that the attitude of students in physical activity is oftentimes evident. The overall standard deviation is .50 which is less than one, suggesting that the ratings are clustered near the mean. This indicates that the respondents highly believed in the benefits of exercise that improve their cognitive, physical, social, and psychological health.

This favorable outlook mirrors the findings of Bonnema et al. (2020) regarding the effectiveness of a three-month physical activity intervention program, which found an increased level of attitude towards physical activity among students, focusing on its benefits and interest in participating in the activity. Similarly, Thakur et al. (2020) found a high level of attitude in sports and physical activities among college students where reasons for such engagement are keeping fit, developing a strong feeling of well-being, relieving stress, and increasing physical abilities. Moreover, the finding is similar to the study of deJonge et al. (2020), where students and mental health stakeholders share common positive perceptions of physical activity, especially as a means of

mental health support.

The indicator with the highest mean is Benefits. It receives mean ratings ranging from 4.16 to 4.49, with a very high category mean of 4.33. On the one hand, the item that says that being physically active helps them improve their performance in schoolwork has a mean rating of 4.16. Meanwhile, the item that being physically active helps them maintain good health reflects a mean of 4.49. Meanwhile, the standard deviation of this indicator is .76 which means that the responses are closer to the mean. This implies that having an active physical lifestyle benefits students by promoting relaxation, enhancing cognitive abilities, improving analytical skills, boosting self-confidence, increasing willpower, maintaining good health, and enhancing academic performance. This result is in consonance with Nuzum et al. (2020) study, which shows how physical activity improved human health functioning, including a decrease in the risk of mild cognitive impairment and dementia. Moreover, the same study has shown that physical activity improved cognition, independent functioning, and psychological health among adults. Similarly, Callow et al. (2020) revealed that greater physical activity levels lead to lower levels of depression and anxiety, which help alleviate some of the negative mental health symptoms experienced by older adults.

Meanwhile, the indicator with the lowest mean is Fitness. It reveals that its category mean is 3.91, described as high, with mean ratings of the items ranging from .72 to 4.04. Consequently, the item being confident with their flexibility has a mean rating of 3.72, while the item being confident with their hand-eye coordination has a mean rating of 4.04. Meanwhile, the standard deviation of this indicator is .79 which means that the responses are grouped around the mean. This means that the students have developed confidence in the physiological fitness components. This finding is in accordance with Wirriawan et al. (2020) study which found moderate to high categories of physical fitness among the respondents in a Philippine school. Similarly, the experimental study of Patel and Bansal (2018) showed how the experimental group's performance, after a 4-week exercise program, showed significant improvement in their hand-eye coordination while playing table tennis compared to the controlled group.

## The Level of Psychological Well-being of Students

**Table 3**

*The Level of Psychological Well-being of Students*

	Mean	SD	Description
Autonomy	3.93	.56	High
Environmental Mastery	4.01	.62	High
Personal Growth	4.28	.51	Very High
Positive Relation	4.13	.57	High
Purpose in Life	4.21	.55	Very High
Self-acceptance	4.18	.54	High
<b>OVERALL MEAN</b>	<b>4.12</b>	<b>.43</b>	<b>High</b>

Shown in Table 3 is the students' psychological well-being level, with an overall mean of 4.12. It is described as high, meaning students' psychological well-being is often manifested. The overall standard deviation is .43, denoting that the respondents' responses are closer to the mean. This means the respondents achieve a combination of good functioning in one's personal and social life and positive affective states like happiness. Also, this implies that they have meaningful control over their lives and activities.

This finding supports the study of Freire et al. (2016), who found that most of the student-respondents have very high psychological well-being, an essential source of the use of adaptive coping strategies for academic stress. Contrarily, this study's results differ from previous studies' findings, which found undergraduate students to experience significant rates of mental discomfort (Mackenzie et al., 2011).

The degree to which people believe they have meaningful control over their lives and activities is another aspect of psychological well-being. In an academic context, self-efficacy can be influenced by various challenges students face, including the shift in personal life and the failure to adapt or adjust to these (Al-Abyadh et al., 2022). Nonetheless, Hanawi et al. (2020) revealed that a healthy lifestyle is a key driver to enhancing the psychological well-being of students as it can influence eating habits as well as mental and social well-being.

The indicator with the highest mean is Personal Growth. The table shows that it has a very high category mean of 4.28. The mean rating of the

different items ranges from 3.71 to 4.49. On one hand, the item having given up trying to make big improvements or changes in their life a long time ago has a mean rating of 3.71, while on the other hand, the item thinking it is important to have new experiences that challenge how they think about themselves, and the world reflects a mean of 4.49. Meanwhile, the standard deviation of this indicator is .51 which means that the responses are closer to the mean. This implies that the respondents are being open to new experiences and ongoing personal growth, as well as a sense of accomplishment, self-improvement, self-awareness, and self-efficacy. Such findings support the study of Khzami et al. (2020) which suggests that a very high level of personal growth is a significant dimension of psychological well-being among students. Moreover, it corroborates with the notion of Yu et al. (2018) who contend that personal growth plays a crucial role in students' overall well-being and academic performance.

Meanwhile, the indicator with the lowest mean is Autonomy. The mean ratings of the different items range from 3.74 to 4.03 which reflects a category mean of 3.93, which is described as high. The items being confident in voicing their opinions on controversial matters show a mean rating of 3.74, while the items caring about what others think of them reflect a mean rating of 4.03. Meanwhile, the standard deviation of this indicator is .56 which means that the responses are grouped around the mean. This finding indicates that the respondents have a degree of freedom from societal influences and conventions, self-regulated behavior, and self-guided judgment based on one's standards. This finding corroborates the study of Basten et al. (2014), which recorded an increasing autonomy in educational settings among high school students, which can be beneficial for their motivation and cognitive performance. Similarly, Iamudom and Tangkiengsirisin (2020) study showed that public school students in Thailand have high learner autonomy, which enables them to promote skills for lifelong learning.

## Significance of the Relationship of Students' Engagement, Attitude towards Physical Activity, and Psychological Well-being of Students

**Table 4**

*Significance of Relationship between Students' Engagement, Attitude towards Physical Activity, and Psychological Well-Being*

	Psychological Well-being of Students		
	r	p-value	Remarks
<b>Students' Engagement</b>	.72	.00	Significant
<b>Attitude towards Physical Activity</b>	.74	.00	Significant

Table 4 shows that students' engagement has a positive strong relationship to psychological well-being with an R-value of .72. Also, it reflects a p-value of .00 which is less than the alpha set at .05, two-tailed supporting a significant relationship; thus, rejecting the null hypothesis. It means that as the level of students' engagement improves, so does the level of their psychological well-being significantly improve. This implies that fostering student engagement can contribute to enhancing their psychological well-being. In this sense, students who are actively engaged and feel that their participation is valued may experience improvement in their performance and psychological well-being.

The finding corroborates with the study of Pan et al. (2023), which revealed a significant correlation between psychological well-being and academic engagement among Chinese students. Moreover, it concurs with the view of Morales-Rodríguez (2020), who says that students are more likely to actively engage in academic activities when they have positive and high psychological well-being.

In a similar manner, attitude towards physical activity of students reveals a significant positive strong relationship psychological well-being of students with an R-value of .74. Moreover, it reflects a p-value of .00 which is less than the alpha set at .05, two-tailed supporting a significant relationship; thus, rejecting the null hypothesis. It means that as the level of attitude towards physical activity improves, the level of psychological well-being also significantly improves. It implies that students with a higher level of physical

activity tend to exhibit higher scores in psychological well-being compared to those with lower levels of physical engagement. Hence, fostering positive attitudes towards physical activity among learners may significantly contribute to their psychological well-being, potentially enhancing their overall learning experience and well-being.

The present result supports the result of Mutz et al. study (2016), which shows how a positive attitude towards physical activity significantly relates with improved self-esteem and reduced symptoms of depression and anxiety. Moreover, Jeoung (2020) contends in his study that positive attitudes towards regular physical activity have been associated with psychological stability, happiness, and stress relief. Furthermore, the analysis of the said study revealed that physical fitness components such as strength, endurance, and body fat could considerably predict depression; flexibility, on the other hand, could significantly predict stress; and agility and quick response, significantly predict psychological well-being.

**Significance of the Influence of Students’ Engagement and Attitude towards Physical Activity on Psychological Well-being of Students**

**Table 5**

*Significance of the Influence of Students’ Engagement and Attitude towards Physical Activity on the Psychological Well-being of Students*

Singular Influence of the Predictors	Psychological Well-being of Students			
	Standardized Coefficients	t	p-value	Remarks
Students’ Engagement	.40	5.50	.00	Significant
Attitude towards Physical Activity	.46	6.35	.00	Significant
Combined Influence of the Predictors				
R	.79			
R <sup>2</sup>	.63			
F	108.03			
p	.00			Significant

Provided in Table 5 are the results of the multiple regression analysis. In

singular capacity, the students' engagement shows p-value of .00, which is less than .05 level of significance (2-tailed) with a positive standardized beta value of .40. It supports that students' engagement is a significant predictor of their psychological well-being. It means that for every unit increase in the value of the level of students' engagement, there is a corresponding increase of .40 in the level of psychological well-being of students.

Likewise, in singular capacity, the independent variable, attitude towards physical activity, reflects a positive standardized beta value of .46 and a p-value of .00, which is less than the .05 level of significance, 2-tailed. It means that, in a singular capacity, the attitude towards physical activity is a significant predictor of the level of psychological well-being of students. It means further that for every unit increase in the value of the level of students' attitude towards physical activity, there is a corresponding increase of .46 in the level of psychological well-being of students.

In addition, the combined influence of students' engagement and attitude towards physical activity on the psychological well-being of students portrays a good fit of the model having an F-value of 108.03 ( $p < .05$ ). The model explains 63 percent of the variance in the psychological well-being of the students are based on their engagement and attitude towards physical activity, as indicated by  $R^2 = .63$ . This means that 63 percent of the variance in the psychological well-being of students can be attributed to their engagement and attitude towards physical activity.

The results of the study support the theories anchored in this study (SDT), which is the Self-Determination Theory (SDT), which posits that when an individual's psychological needs are satisfied (i.e., autonomy, competence, and relatedness), the individual tends to be intrinsically motivated and thus perform and engage optimally in a task. This means that when individuals feel a sense of choice and control (autonomy), feel effective in their actions (competence), and have meaningful connections with others (relatedness), they are more likely to engage in activities willingly and with enthusiasm (Deci & Ryan, 2012). The satisfaction of basic psychological needs (competence, autonomy, and relationships with others) can promote self-determined motivation and have impacts on the cognitive, affective, and behavioral aspects of psychosocial well-being. Social contexts that satisfy these needs foster intrinsic motivation and more autonomous and lasting behaviors related to physical activity among university students (Granero-Jiménez et al., 2022).

In relation to the study, it was found that those students who showed higher levels of engagement and a positive attitude towards physical activity also reported better psychological well-being. This correlation stresses the importance of considering students' experiences and perceptions of physical activity in promoting their overall well-being. It suggests that interventions aimed at enhancing students' engagement and attitudes towards physical activity could potentially have positive effects on their psychological health, given that engagement and a positive attitude towards physical activity influence students' motivations and emotional states.

Furthermore, the results of the present study imply that strategies focused on promoting engagement and positive attitudes towards physical activity can serve as valuable ways for improving students' motivations and emotional well-being. By creating environments that support autonomy, competence, and relatedness in the context of physical activity, educators and policymakers can help cultivate intrinsic motivation among students, which can result in sustained participation and improved well-being.

With this, the findings emphasize the interconnectedness of physical activity, psychological well-being, and motivation among students, highlighting the need for holistic approaches that address both the physical and psychological aspects in education. Implementing strategies guided by Self-Determination Theory can contribute to creating supportive environments that encourage active lifestyles and foster students' overall well-being.

## **CONCLUSION**

From the results of the present study, the following conclusions were drawn: Senior High School Students' Engagement is oftentimes observed. This implies that students are often involved in their academic pursuits, which manifests in how they feel, participate, and think about school and its activities. The level of Attitude towards Physical Activity among Senior High School students is oftentimes evident. This indicates that they highly believed in the benefits of exercise that improve their cognitive, physical, social, and psychological health. The level of Psychological Well-being among Senior High School students is oftentimes manifested. This implies that students often achieve a combination of good functioning in their personal and social life, and positive affective states like happiness. Also, this implies that they have meaningful control over their lives and activities. Students' engagement and attitude towards physical activity could significantly influence psychological

well-being in each of its singular capacities. Moreover, the combined influence of engagement and attitude towards physical activity on psychological well-being is 63 percent. Hence, 37 percent of the variance in psychological well-being can be attributed to other factors outside the focus of this current study. Thus, the results of the current study confirm the propositions advanced by the Self-Determination Theory, which believed that when a person's psychological needs are met, he tends to be intrinsically motivated and thus perform and engage optimally in a task. In the context of physical activity, those who feel competent are intrinsically motivated to do physical activity on their own and engage in such activities without extrinsic motivation.

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