

Evaluating the Influence of Physical Education Programs on Physical Activity Engagement and Health- Related Quality of Life Among Students of University of Batangas: Development of Instructional Guide

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Abstract

Physical activity (PA) plays a vital role in preventing non-communicable diseases and promoting mental and physical well-being. However, despite global and national efforts—including mandated Physical Education (PE) in Philippine higher education—sedentary lifestyles among university students persist. This study evaluated the impact of PE programs on PA engagement and health-related quality of life (HRQoL) among students at the University of Batangas Lipa and Batangas City campuses. Using a mixed-methods approach, the research integrated quantitative surveys and physical fitness assessments with qualitative interviews and focus group discussions, involving 150 students from various academic programs and socioeconomic backgrounds. Findings reveal that while the majority of students meet or exceed World Health Organization-recommended PA levels—primarily through walking and moderate exercise—a significant number remain sedentary for 4 to 12 hours daily. PE participation was strongly associated with positive perceptions of physical health (\bar{x} = 4.22), body image (\bar{x} = 4.10), psychological well-being (\bar{x} = 4.17), and social support (\bar{x} = 4.41). Students expressed high satisfaction with facilities and instruction and viewed PE as enjoyable and impactful. Key benefits included stress relief, improved energy, and enhanced mental alertness. However, academic pressures, limited time, and lack of variety in activities hindered sustained participation beyond class. Instructors identified the “Instruction-Demonstration-Actualization” strategy as most effective in engaging students, though motivation and time constraints remain major challenges. Both students and faculty emphasized the need for more diverse, personalized, and wellness-focused activities. The study concludes that PE significantly contributes to students’ holistic development and lifelong wellness, but greater institutional support, curricular flexibility, and student-centered design are needed to fully realize its potential. The insights gained provide localized, data-driven recommendations to enhance PE curricula, reduce sedentary behavior, and support health-focused policies in higher education.

Keywords: Health-Related Quality of Life (HRQoL), Instructional Strategy Development, Mixed-Methods Research, Physical Activity Engagement, Physical Education, University of Batangas, Philippines