

# Effect of Wellness Engagement on Identity Formation and Academic Performance of College Students

DR. REBECCA M. ALCUIZAR

Mindanao State University-Iligan Institute of Technology (MSU-IIT) Iligan City, Philippines

---

**Abstract:** This study determined the effect of wellness engagement on identity formation and academic performance of college students. The components of wellness engagement involved, physical activities, diet, and night activities. It also determined the implications of wellness engagement on the students' identity formation in terms of self-efficacy, critical thinking skills and social competence. The profile of the respondents was determined in terms of gender, living condition, family monthly income, attitude towards studies, and stress coping skills. Descriptive-correlation method of research was used which described the respondents' wellness engagement, identity formation, and academic performance. Likewise, descriptive statistics was used to determine the significant difference of the dependent variables when grouped according to the independent variables. The effect of students' wellness engagement on their identity formation and academic performance, linear regression was used. The finding of the study revealed that students' wellness engagement is highly significant on their identity formation and academic performance. This further denotes that wellness engagement has a significant contribution to the development of the respondents' identity formation particularly on critical thinking skills, social competence and self-efficacy which are important factors for the improvement of students' academic performance. Further, statistical data shows that self-efficacy mediated the relationship between wellness engagement of the respondents and identity formation particularly on self-efficacy with "high" coping skills.

**Keywords:** Academic Performance, Critical Thinking, Identity Formation, Self Efficacy, Social competence, Wellness engagement.

---

## I. INTRODUCTION

Academic performance is important for all students as a tool for successful life. Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students in schools. Parents care about their child's academic performance because they believe good academic results will provide more career choices and job security, (Diego, M., & Sanders, C. 2003).

According to Covey (2004) in his book, "The 8 Habits from Effectiveness to Greatness", individual should develop their Physical Intelligence (PQ). This has a clear impact on the mind and emotions of the individual, and therefore on all other intelligences. He further stated that there are fundamentally three components that enhance physical intelligence: wise nutrition, engagement in physical activities, enough rest and relaxation.

For total wellness of students, schools serve as an excellent venue in providing students with opportunity for teaching the importance of regular physical activities. This will develop their social competence and build skills that support active lifestyles and active in their academics as well. According to Butcher, (2008) physical education is an integral part of the educational process that develop the total personality of the individual through wellness engagement.

**International Journal of Novel Research in Education and Learning**Vol. 3, Issue 4, pp: (1-5) Month: July - August 2016, Available at: [www.noveltyjournals.com](http://www.noveltyjournals.com)

Further, according to Homer R.H. (2001), wellness engagement will develop identity formation which is important for the improvement of the academic performance of the students. Identity formation is the development of the distinct personality of an individual regarded as a persisting entity in a particular stage of life in which individual characteristics are possessed by which a person is recognized or known.

While most adolescents successfully develop a consistent identity during adolescence, others failed to develop such an identity thereby leading to identity confusion. Identity confusion primarily occurs as a result of the adolescent's failure to commit to an occupational or sexual identity, Erikson said.

Identity formation of students, according to Eric Ericson's theory on Psychosocial Stages of Human Development, that once an identity of the person is achieved, that person develops self-acceptance and stable self-definition, which defines the person's self-efficacy and found to be a correlate of academic performance. Students with high self-efficacy show high academic performance and satisfaction. It contributes to emotional, physical, and mental well being. Moreover, identity formation determines an individual's resiliency to adversity and vulnerability to depression. The successful formation of an individual's identity has been empirically linked to positive, supportive relationships in the educational environment, as well as academic achievement.

On the other hand, another aspect that students should develop is their critical thinking skills in order to be productive members of the society. Effective thinkers are willing to think and be able to think critically. Students should possess the skills to interpret, analyze evaluate, and infer (Brookfield, S..D 1989).

Hence, this study focused on the wellness engagement and its implication on the identity formation of college students considering self-efficacy, critical thinking skills, social competence and academic performance.

## II. BODY OF ARTICLE

The respondents of the study were the students of Mindanao State University-Iligan Institute of Technology (MSU-IIT), Iligan City, Philippines. A descriptive-correlational method of research was used to describe the relationship of the variables. Specifically, this involved the description and analysis of the respondents' wellness engagement, academic performance and identity formation. This also employed proportionate simple random sampling method. The computation of the sample size yielded a sample size of 619 with 1.4 error. However, five respondents failed to accomplish completely the questionnaire, hence, they were excluded from the study.

Two sets of instruments were used to gather information from the respondents: standardized questionnaires for identity formation in terms of self-efficacy, critical thinking skills, social competence, and stress coping skills which were adopted from the dissertation paper of Dr. Charito Ferrer. Structured questionnaire was used for the respondents' profile in terms of gender, living situation, family monthly income, course enrolled in, attitude towards studies, and academic performance. Likewise, a self made questionnaire was used for the wellness engagement of the respondents.

For the qualitative aspect of the study, guide questions were formulated by the researcher for the in-depth interview with the two high and two low performing students and one senior faculty member per college. Ten questions for the faculty members and respondents' coping strategies, health practices and engagement in other activities that may affect their identity formation and academic performance.

Likewise, descriptive statistics was used such as mean, standard deviation, frequency and percentage distributions. T-test and F-test were used to determine the significant difference in the dependent variables when grouped according to the independent variables. Further, on the effect of students' wellness engagement on their identity formation and academic performance, linear regression was used.

The result of the study shows that the wellness engagement of the respondents are good. They engaged in physical activities during their P.E. classes and sometimes during their free time in the institute and in their community. Majority of the respondents ate fruits and vegetables and not much on meat for those living with their parents. For their night activities, majority were just studying their lessons and sometimes having group studies with their classmates. Hence, wellness engagement of the respondents is highly significant on their identity formation and academic performance.

Likewise, this study revealed that the effect of students' wellness engagement on their identity formation considering self-efficacy when academic performance is controlled is highly significant. There is a high significant relationship between students' wellness engagement and identity formation considering self-efficacy and social competence when academic performance is controlled on the low performing students. Simple regression results indicated that self-efficacy mediated the relationship between wellness engagement of the respondents and identity formation particularly on self efficacy. This shows further that majority of the respondents have "high" coping skills.

However, other variables are hypothesized to influence the students' wellness engagement, identity formation, and academic performance, these are: gender, living condition, family monthly income, attitude towards studies and stress coping skills. Male students believed to be more energetic and highly engaged in almost all wellness activities. While in other areas like self-efficacy, critical thinking skills, social competence as well as diet and night activities, male and female students vary in their extent of engagement. Likewise, living condition has a particularly adverse effect on the academic outcomes of students and much more in their identity formation. Living in poor condition has been shown to adversely affect students' concentration and memory, which may impact their ability to learn (Blimling, G.S. 1999).

The table below shows the result of the distribution of the respondents and their wellness engagement in relation to their identity formation and academic performance.

**Table.1: Summary of Results of Simple Regression Analysis of the Effect of Students' Wellness Engagement on their Identity Formation Considering Self-Efficacy When Academic Performance is Controlled**

Independent Variable $x_1$	Dependent variable $\hat{Y}$	Regression Model $\hat{y} = a + bx_1$	Test Statistics (F)
Students' Wellness	Students' Self-Efficacy	$\hat{y} = 5.92 + 0.81x_1$	12.42 **

Legend: \*\* = highly significant Adjusted R square= 0.12

Simple regression indicated that self-efficacy mediated the relationship between wellness engagement of the respondents and identity formation. It shows that college students with higher self-efficacy scores at baseline were less likely to experience exercise relapse. They asserted that self-efficacy is related to physical, intellectual, spiritual, emotional, and social wellness.

### III. CONCLUSION

From the findings of the study, it is clearly evident that wellness engagement among college students will lead to good academic performance and identity formation. Students' participation in physical activities, good study habits and proper diet have a significant bearing on their total wellness and good academic performance. Wellness engagement denotes significant contribution to the development of the students' social competence. Students can manage stressful demands of their life if they have developed their social competence. It is well documented that a physically active life benefits students in many aspects of both physiological and psychological benefits which can be obtained from participating in regular physical activity according to Shephard RJ., (1996).

We therefore conclude that participation in physical activities in schools can be beneficial both in academic learning and identity formation of students. The healthy, physically active students are more likely to be academically motivated, alert, and successful. Hence, quality physical education programs in the nation's schools are essential in developing motor skills, physical fitness and understanding of concepts that foster lifelong healthy lifestyles. Further, according to Towey, K., & Fleming, M. (2003), individuals with high levels of self-concept and an achieved identity have higher levels of wellness.

The result of this study is significant not only to the students but to school administrators as well, since this will provide valuable information needed in the formulation of programs in the school that will support in the extracurricular activities for total personality development. The information in this study will also give better insights on the importance of wellness to students.

**International Journal of Novel Research in Education and Learning**

 Vol. 3, Issue 4, pp: (1-5) Month: July - August 2016, Available at: [www.noveltyjournals.com](http://www.noveltyjournals.com)

Further, teachers may understand on the underlying factors of the students' participation in P.E. activities. This could be used as basis for the provision of quality instruction that promote academic success as well as personality development of the students. Teachers should value the importance of wellness engagement from a holistic perspective to provide services that develop the total personality of the students. That attaining optimal wellness of students is a lifelong process and that behavior change comes as a result of clear and consistent education and support. They would realize that a healthy body is a prerequisite for learning. Caring for one's physical body through wellness engagement will improve mental health as well as their identity formation, according to Covey. Help them understand that wellness engagement creates a physiological stress to the brain that, when balanced with recovery, promotes adaptation and growth, preserves brain function, and enables the brain to respond to future challenges (Marsh & Kleitman, 2003).

Further, this implies that majority of the respondents have realized the importance of participating in physical activities and extra-curricular activities in school. The result of the interview revealed that they have realized that participating in activities that promote wellness, also promotes academic achievement and fosters social change and career preparations.

Hence, the effect of proper wellness engagement have significant effect on the identity formation and academic performance of college students. That involvement in physical activities in school or at home, proper diet and nutrition have significant effect on their critical thinking skills, self- efficacy and social competence. These variables are deemed necessary for total personality development of the students.

**REFERENCES**
**A. Books:**

- [1] Adler, Nancy E., et al. (1993). "Socioeconomic Inequalities in Health: No Easy Solution." *Journal of the American Medical Association*.
- [2] Bandura, Albert (1986). *Social formation of Thought and Action: A School Cognitive Theory*. Eaglewood cliffs, New Jersey: Printice – Hall.
- [3] Blau, David M. (1999). "The Effect of Income on Child Development." *Review of Economics and Statistics*.
- [4] Bolvin, GJ (1996). *Promoting Social Competence in Young Adolescents*. Oaks, CA: Sage Publication.
- [5] Brookfield, S..D (1989). *Developing Critical Thinkers*. San Francisco: Jossey – Bass Publishers, Inc.
- [6] Covey Stephen R(2004). *The 8th Habit: From Effectiveness to Greatness*. New York: Free Press.
- [7] Diego, Field, T., M., & Sanders, C. (2003). *Academic Performance, Popularity, and Depression Predict Adolescent Substance Abuse*.
- [8] Dienhl, H.S. and Dalymole W. *A Textbook of Healthful Living*. McGraw-Hill Book C., New York, 1993.
- [9] Hollingsworth, M. A. (2009, March). *Wellness and Academic Performance of Elementary Students*.
- [10] Horner, R.H., Sugai, G., Lewis-Palmer, T., & Todd, A.W. (2001). *Teaching School-Wide Behavioral Expectations. Report on Emotional and Behavioral Disorders in Youth*, (1996).
- [11] Landis, Paul H. *Your Marriage & Family Living*. New York: McGraw-Hill Book Co., E. Merrill Publishing Co. 1994.
- [12] Latumahina, Donald, "Developing a Balanced You Using Covey's 4 Intelligences",
- [13] Omizo, M. M., Omizo, S. A., & D'Andrea, M. J. (1992). *Promoting wellness among elementary school children. Journal of Counseling & Development*, 71(2), 194-198.
- [14] Shephard RJ. *Habitual physical activity and academic performance. Nutrition Reviews* (1996).
- [15] Towey, K., & Fleming, M. (2003). *Healthy Youth 2010: Supporting the 21 Critical Adolescent Objectives*. Washington, DC: American Medical Association.

**B. Journals & Periodicals:**

- [16] Blimling, G.S. (1999). A Meta-analysis of the Influence of College Residence Halls on Academic Performance. *Journal of College Student Development*.
- [17] Walker, H.M & Kaufman, M.J. (1996). Integrated Approaches to Preventing Antisocial Behavior Patterns Among School-age Children and Youth. *Journal of Emotional and Behavioral Disorders*.

**C. Electronic Sources:**

- [18] Bauer, karen W. "The Effect of Personality and Pre-college Characteristics on First Year Activities and Academic Performance".
- [19] *Journal of College Students Development*, Washington .<http://proquest.umi.com/pqdweb>, 2003.
- [20] Buehi,Dong. "Learning to Make Inferences:." <http://www.eduscape.com/sessions/pilot/pilotinference.htm>, 2004.
- [21] De Guzman, Maria "Friendship, Peers and Adolescence". University of Nebraska-Lincoln Extension Publication, USA, 2007 <http://www.ianrpubsunledu.com>.
- [22] Marsh & Kleitman, (2003); Tiggemann, 2001, Exercise and Mental Performance. <http://www.lifeoptimizer.org/2007/05/19/>
- [23] Mead, Sara. "The Truth About Boys and Girls". Research and Reports, <http://www.educationsector.org/research/research...>, 2006.