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PHYSICAL ACTIVITY AND MENTAL WELL-BEING AMONG COLLEGE STUDENTS

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ABSTRACT



Physical activity plays an important role in promoting mental well-being among college students. The college period involves academic responsibilities, examinations, career concerns, social relationships, and lifestyle changes that may affect students' psychological well-being. Regular participation in physical activities such as walking, running, yoga, exercise, recreational games, and sports can provide opportunities for stress management and emotional balance. Physical activity may also contribute to improved mood, self-confidence, sleep quality, concentration, and social interaction. This study examines the role of physical activity in supporting mental well-being among college students and considers its relationship with stress, anxiety, emotional health, self-esteem, and healthy lifestyle practices. The study also considers barriers that may prevent students from participating regularly, including academic workload, sedentary habits, excessive screen time, lack of motivation, and limited access to sports facilities. The study emphasizes the importance of physical education programmes and institutional support in encouraging students to adopt regular physical activity as part of their daily routine. Promoting accessible, enjoyable, and inclusive physical activities in colleges can contribute to the development of healthier lifestyles and overall well-being among students.

KEYWORDS: *Physical Activity, Mental Well-Being, College Students, Exercise, Stress Management, Anxiety, Self-Esteem, Sleep Quality, Physical Education, Healthy Lifestyle.*

INTRODUCTION

Physical activity is an important component of a healthy lifestyle and plays a significant role in the overall development of college students. The college years are an important period of physical, psychological, social, and academic development. During this stage, students often experience academic workload, examinations, career-related concerns, changing social relationships, financial pressures, and adjustments to new environments. These factors can influence their mental well-being and may contribute to stress, anxiety, emotional difficulties, poor sleep, and reduced motivation. Regular physical activity provides an opportunity for students to maintain physical fitness while also supporting psychological and emotional health. Physical activity includes a wide range of activities such as walking, running, cycling, swimming, yoga, exercise, recreational games, and participation in organized sports. Regular involvement in such activities can provide students with opportunities for relaxation, enjoyment, social interaction, and stress management. Exercise may also support positive mood, self-confidence, concentration, and healthy sleep patterns. Participation in team sports can additionally develop cooperation, communication, friendship, discipline, and a sense of belonging among students.

Individual physical activities can encourage self-discipline, goal setting, perseverance, and personal achievement.

The modern college lifestyle can make it difficult for students to remain physically active. Long periods of sitting during classes and study, extensive use of computers and smartphones, online entertainment, irregular routines, and limited participation in outdoor activities can contribute to sedentary behaviour. Academic commitments may also reduce the time students devote to exercise and sports. In some institutions, limited sports facilities, inadequate equipment, lack of motivation, and insufficient awareness may further restrict participation. Therefore, colleges have an important role in creating an environment that encourages students to participate regularly in physical activities. Physical education can provide structured opportunities for students to understand the importance of exercise and develop lifelong healthy habits. Educational institutions can promote mental well-being by providing accessible sports facilities, recreational programmes, fitness activities, yoga, and opportunities for both competitive and non-competitive participation. Teachers and physical education professionals can encourage students to select activities according to their interests and abilities, thereby making participation more enjoyable and sustainable. Thus, physical activity should be considered an important part of student development rather than merely an extracurricular activity. A balanced approach combining academic learning, physical activity, adequate rest, social interaction, and healthy lifestyle practices can support the overall well-being of college students. Studying the relationship between physical activity and mental well-being can help educational institutions develop effective programmes that encourage active lifestyles and create a healthier and more supportive college environment.

PURPOSE OF THE STUDY

The purpose of this study is to examine the relationship between physical activity and mental well-being among college students. The study focuses on understanding how regular participation in exercise, sports, walking, yoga, recreational activities, and other forms of physical movement may contribute to students' psychological and emotional well-being. College students face various academic, social, and lifestyle-related challenges, making it important to understand the role of physical activity in maintaining a balanced and healthy lifestyle. The study also aims to examine the contribution of physical activity to stress management, emotional well-being, self-confidence, sleep quality, social interaction, and overall quality of life among college students. It considers the challenges that may prevent students from participating regularly in physical activities, including academic workload, sedentary behaviour, excessive screen time, lack of motivation, and limited sports facilities. The study further seeks to highlight the importance of physical education and institutional support in creating opportunities for regular physical activity. Overall, the purpose is to provide a broader understanding of how an active lifestyle can support the physical, mental, emotional, and social well-being of college students.

OBJECTIVES OF THE STUDY

- To examine the level and patterns of physical activity among college students.
- To study the relationship between regular physical activity and mental well-being among college students.
- To assess the role of physical activity in managing academic and personal stress among students.
- To examine the impact of physical activity on anxiety and emotional well-being.
- To study the relationship between regular exercise and students' self-esteem and self-confidence.
- To examine the influence of physical activity on sleep quality and daily lifestyle habits.
- To study the role of sports participation in promoting social interaction and peer relationships.
- To identify the major barriers that prevent college students from participating regularly in physical activities.
- To examine the role of physical education programmes and college sports facilities in encouraging active lifestyles.

- To suggest suitable measures for promoting regular physical activity and improving mental well-being among college students.

NEED AND SIGNIFICANCE OF THE STUDY

The college period is an important stage of personal, academic, and social development. College students may experience academic workload, examination pressure, career uncertainty, changing social relationships, financial concerns, and lifestyle adjustments. At the same time, increasing sedentary behaviour, prolonged screen use, irregular sleep patterns, and reduced participation in outdoor activities may affect students' overall well-being. These conditions highlight the need to understand the role of physical activity in supporting mental health and maintaining a balanced lifestyle. Regular physical activities such as walking, running, yoga, exercise, cycling, recreational games, and sports can provide students with opportunities for relaxation, stress management, social interaction, and personal development. The significance of this study lies in examining how participation in physical activity may contribute to mental and emotional well-being among college students. Physical activity can support positive mood, self-confidence, sleep quality, concentration, discipline, and social connectedness. Understanding these relationships can help colleges develop suitable physical education and recreational programmes that encourage students to remain active. The study can also help identify barriers such as lack of time, academic workload, excessive screen use, limited facilities, and lack of motivation that may reduce participation. Physical education teachers and college administrators can use such information to create accessible, inclusive, and enjoyable opportunities for exercise and sports. Parents and students can also benefit from greater awareness of the importance of maintaining an active lifestyle. Overall, the study is significant because promoting regular physical activity can form an important part of a broader approach to supporting the physical, psychological, emotional, and social well-being of college students.

HYPOTHESIS OF THE STUDY

H_0 (Null Hypothesis): There is no statistically significant relationship between the level of physical activity and the level of mental well-being among college students.

H_1 (Alternative Hypothesis): There is a statistically significant relationship between the level of physical activity and the level of mental well-being among college students.

Directional Hypothesis: College students with higher levels of physical activity are expected to have higher levels of mental well-being than students with lower levels of physical activity.

REVIEW OF LITERATURE

Physical activity has been widely examined as an important factor associated with psychological and emotional well-being among young adults. Existing research suggests that regular physical activity may contribute to improved mood, reduced perceived stress, better emotional regulation, and greater psychological well-being. College students experience academic demands, social pressures, lifestyle changes, and irregular routines, which can influence their mental well-being. Participation in exercise, sports, walking, yoga, and other forms of physical activity has therefore received considerable attention in student well-being research. Studies have reported an association between greater physical activity and better mental health outcomes among university and college students. Research indicates that students who participate regularly in physical activity may experience lower levels of stress and anxiety and greater life satisfaction and self-esteem. Physical activity may also provide opportunities for social interaction, recreation, achievement, and development of healthy routines, which can support psychological well-being. At the same time, sedentary behaviour and insufficient physical activity have been associated in several studies with poorer mental health indicators.

The literature also indicates that the relationship between physical activity and mental well-being can be influenced by several factors, including frequency, duration, and intensity of activity. Moderate and regular participation may be particularly relevant to students' psychological well-being. Social participation through team sports and group activities may provide additional benefits through peer interaction and social support. However, existing findings do not establish that physical activity

alone causes improvements in mental well-being, because factors such as socioeconomic background, academic workload, sleep, diet, social relationships, and pre-existing psychological conditions can also influence outcomes. A number of studies have used standardized questionnaires to measure physical activity and mental well-being separately and have subsequently examined their statistical relationship. This provides a useful methodological basis for the present study. Measuring **physical activity level through a structured physical activity scale** and **mental well-being through a standardized mental well-being scale**, followed by correlation and appropriate statistical testing, can provide clearer evidence about the association between the two variables among college students. The present study therefore focuses specifically on measuring both variables quantitatively and determining whether a statistically significant relationship exists between physical activity and mental well-being.

RESEARCH METHODOLOGY

The present study, **"Physical Activity and Mental Well-being among College Students,"** adopts a quantitative descriptive-correlational research design to examine the relationship between physical activity and mental well-being among college students. The population of the study consists of students enrolled in selected colleges. A sample of **100 college students** is considered for the study, and purposive sampling is used for selecting the respondents. The study is conducted during a predetermined academic period, covering the stages of preparation, data collection, data processing, analysis, and interpretation. The selected students are included according to the predetermined eligibility criteria, and the sample represents students from different academic backgrounds and years of study. Primary data are collected through a structured questionnaire consisting of demographic information, a **Physical Activity Measure**, and a **Mental Well-being Measure**. Physical activity is assessed in terms of frequency, duration, intensity, and type of activity, and an overall Physical Activity Score is calculated for each respondent. Mental well-being is assessed through indicators such as emotional well-being, psychological well-being, stress, positive mood, self-esteem, and life satisfaction, resulting in an overall Mental Well-being Score. The collected scores are analyzed using frequency, percentage, mean, and standard deviation, while **Pearson's correlation coefficient (r)** is used to determine the statistical relationship between physical activity and mental well-being. Participation is voluntary, informed consent is obtained, confidentiality is maintained, and the collected information is used exclusively for academic research purposes.

Relationship Between Physical Activity and Mental Well-being

The relationship between physical activity and mental well-being is assessed using the individual **Physical Activity Score** and **Mental Well-being Score** of the college students included in the study. The Physical Activity Score is derived from the frequency, duration, intensity, and type of physical activity undertaken by each respondent. The Mental Well-being Score is obtained from measures of emotional well-being, psychological well-being, social well-being, stress and anxiety, self-esteem, positive mood, and life satisfaction. The students are grouped into low, moderate, and high physical-activity categories based on the predetermined scoring criteria. The corresponding Mental Well-being Scores of these groups are examined to identify differences in mental well-being according to physical activity level. Mean and standard deviation are calculated for both variables to describe their distribution within the study population.

The **correlation between Physical Activity Score and Mental Well-being Score** is examined using **Pearson's Correlation Coefficient (r)**. The coefficient indicates the direction and strength of the relationship between the two continuous variables. A positive value of *r* indicates that higher physical activity scores are associated with higher mental well-being scores, while a negative value indicates an inverse association. A value close to zero indicates little or no linear relationship. The strength of the relationship is interpreted according to the magnitude of the correlation coefficient. The **statistical significance of the relationship** is determined by testing the obtained correlation at a predetermined significance level, generally $\mathbf{p < 0.05}$. A statistically significant result indicates that the observed association is unlikely to be explained solely by random sampling variation within the study, while a

non-significant result indicates insufficient statistical evidence of a relationship. The findings are interpreted in relation to the hypothesis and research objectives.

MEASUREMENT OF PHYSICAL ACTIVITY

Physical activity among college students is measured using a structured **Physical Activity Questionnaire/Scale** designed to assess the frequency, duration, intensity, and type of physical activity performed by the respondents. Frequency is recorded according to the number of days per week on which students participate in physical activity. Duration is measured in minutes spent in physical activity during each session and is used to estimate the total weekly activity time. Intensity is assessed by categorizing activities as light, moderate, or vigorous according to the effort required. Types of physical activities and sports include walking, jogging, running, cycling, yoga, fitness exercises, swimming, outdoor games, indoor games, and other recreational activities. Weekly physical activity level is calculated by considering the frequency, duration, and intensity of activities performed during a typical week. The questionnaire records regularity and patterns of participation so that differences in students' activity levels can be systematically identified.

An overall **Physical Activity Score** is calculated from the responses obtained through the Physical Activity Questionnaire/Scale. Scores are assigned according to the reported frequency, duration, and intensity of physical activities, and the individual component scores are combined to obtain a total Physical Activity Score for each respondent. Higher scores indicate greater participation in physical activity, while lower scores indicate limited participation. Based on the predetermined scoring criteria, respondents are classified into **Low Physical Activity, Moderate Physical Activity, and High Physical Activity** categories. The classification provides a clear numerical representation of students' physical activity levels and enables comparison between different groups. The resulting Physical Activity Score is subsequently used in the statistical analysis to examine its relationship with the **Mental Well-being Score** of college students.

MEASUREMENT OF MENTAL WELL-BEING

Mental well-being among college students is measured using a structured **Mental Well-being Questionnaire/Scale** covering emotional, psychological, and social dimensions of well-being. Emotional well-being is assessed through feelings of happiness, emotional balance, confidence, and the ability to manage everyday emotions. Psychological well-being is measured through indicators such as positive functioning, coping ability, self-acceptance, personal development, and perceived control over daily life. Social well-being is assessed through interpersonal relationships, social interaction, sense of belonging, peer support, and participation in social activities. Stress and anxiety indicators include academic pressure, worry, nervousness, tension, difficulty relaxing, and perceived ability to manage stressful situations. Self-esteem is assessed through feelings of self-worth, self-confidence, acceptance of oneself, and satisfaction with personal abilities. Positive mood and life satisfaction are measured through indicators such as optimism, positive feelings, satisfaction with daily life, enjoyment of activities, and general happiness. Each respondent provides responses according to the prescribed response categories of the selected Mental Well-being Questionnaire/Scale.

An overall **Mental Well-being Score** is calculated by assigning numerical values to the responses obtained from the questionnaire. The scores from emotional well-being, psychological well-being, social well-being, stress and anxiety indicators, self-esteem, positive mood, and life satisfaction are combined according to the scoring procedure of the selected scale. Appropriate reverse scoring is applied to negatively worded items wherever required so that the final score consistently represents the level of mental well-being. A higher total score indicates a higher level of mental well-being, while a lower score indicates comparatively lower mental well-being. Based on predetermined scoring criteria, respondents are classified into **Low Mental Well-being, Moderate Mental Well-being, and High Mental Well-being** categories. The overall Mental Well-being Score is then compared with the Physical Activity Score to examine whether differences in physical activity are associated with differences in mental well-being among college students.

DATA COLLECTION TOOLS

The study uses three major data collection tools, namely the Personal/Demographic Information Schedule, Physical Activity Measure, and Mental Well-being Measure. The Personal/Demographic Information Schedule collects relevant background information of the respondents, including age, gender, academic year, course or programme, faculty or stream, place of residence, study duration, participation in extracurricular activities, sleep duration, and general lifestyle characteristics. The Physical Activity Measure records the frequency, duration, intensity, type, and regularity of physical activity performed by college students. Information regarding walking, jogging, running, cycling, yoga, fitness exercises, indoor games, outdoor games, and other sports activities is recorded. The number of active days per week and the total duration of weekly physical activity are also considered. The responses are used to calculate an overall Physical Activity Score representing the activity level of each respondent.

The Mental Well-being Measure assesses different dimensions of students' mental well-being, including emotional well-being, psychological well-being, social well-being, stress, anxiety, self-esteem, positive mood, life satisfaction, coping ability, and social connectedness. The responses are recorded using predetermined response categories and numerical scoring procedures. An overall Mental Well-being Score is calculated for each respondent, with the scores representing the individual's level of mental well-being. The respondents are classified into low, moderate, and high mental well-being categories according to the predetermined scoring criteria. The Physical Activity Score and Mental Well-being Score are then entered into the statistical analysis. Descriptive statistics such as frequency, percentage, mean, and standard deviation are used to summarize the data, while **Pearson's correlation coefficient (r)** is used to examine the statistical relationship between physical activity and mental well-being among college students.

STATISTICAL ANALYSIS

The collected data are organized, coded, tabulated, and analyzed using appropriate statistical procedures. **Frequency and percentage** are used to present the demographic characteristics of the respondents and the distribution of students according to their levels of physical activity and mental well-being. **Mean and standard deviation** are calculated to describe the central tendency and variability of the Physical Activity Scores and Mental Well-being Scores. The Physical Activity Score is obtained by combining the relevant responses concerning frequency, duration, intensity, and type of physical activity. The Mental Well-being Score is calculated from the responses covering emotional well-being, psychological well-being, social well-being, stress and anxiety, self-esteem, positive mood, and life satisfaction. The resulting scores are used as continuous variables for further statistical analysis. Respondents are also classified into low, moderate, and high physical-activity groups according to predetermined scoring criteria.

The principal statistical analysis examines the relationship between physical activity and mental well-being using **Pearson's Correlation Coefficient (r)**. The correlation coefficient indicates the direction and strength of the linear relationship between the Physical Activity Score and Mental Well-being Score. A significance test is conducted to determine whether the observed correlation is statistically significant, using an appropriate significance level such as $\mathbf{p < 0.05}$. Mental well-being scores are also compared across students classified into low, moderate, and high physical-activity groups. Where three independent groups are compared, **one-way Analysis of Variance (ANOVA)** is used to determine whether statistically significant differences exist among group means. Where only two relevant groups are compared, an appropriate **independent-samples t-test** may be applied. The statistical results are presented through tables and interpreted in relation to the research objectives and hypothesis.

DATA ANALYSIS AND INTERPRETATION

The data collected from college students were systematically coded, classified, tabulated, and analyzed to examine the relationship between physical activity and mental well-being. The demographic information of the respondents was analyzed using frequency and percentage

distributions to describe the sample in terms of age, gender, academic year, course, and other relevant characteristics. The Physical Activity Measure was analyzed on the basis of frequency, duration, intensity, type of activity, regularity, and weekly participation. Individual responses were converted into a **Physical Activity Score**, and students were classified into low, moderate, and high physical activity groups according to predetermined scoring criteria. Similarly, responses obtained through the Mental Well-being Measure were analyzed across emotional well-being, psychological well-being, social well-being, stress and anxiety, self-esteem, positive mood, life satisfaction, and coping ability. An overall **Mental Well-being Score** was calculated for each respondent, with higher scores representing better mental well-being. Frequency, percentage, mean, and standard deviation were used to summarize the distribution and central tendency of both variables.

The relationship between physical activity and mental well-being was examined statistically using the **Pearson's Correlation Coefficient (r)**. The correlation analysis compared the Physical Activity Score and Mental Well-being Score of individual respondents to determine the direction and strength of their relationship. A positive correlation would indicate that higher physical activity scores are associated with higher mental well-being scores, whereas a negative correlation would indicate an inverse relationship. The statistical significance of the correlation was examined at the **0.05 level of significance**. Mean mental well-being scores were also compared among low, moderate, and high physical activity groups to identify differences between the groups. Where three groups were compared, **one-way ANOVA** was considered appropriate, while an independent-samples **t-test** could be used when only two groups were compared. The analyzed data were presented through tables and percentages, and the statistical results were interpreted in relation to the objectives and hypotheses of the study. The analysis was intended to determine whether variations in physical activity levels were statistically associated with differences in mental well-being among college students, without assuming that correlation alone establishes a causal relationship.

RESULTS/FINDINGS

The findings of the study indicate that physical activity is an important factor associated with the mental well-being of college students. The analysis considered students' frequency, duration, intensity, type, and regularity of physical activity and their corresponding mental well-being scores. Students participating regularly in physical activities such as walking, jogging, running, cycling, yoga, fitness exercises, and indoor or outdoor sports showed comparatively better patterns of emotional, psychological, and social well-being. Physical activity was also associated with indicators such as stress management, positive mood, self-esteem, life satisfaction, and coping ability. The Physical Activity Score and Mental Well-being Score provided a systematic basis for examining individual differences among the respondents. Students with moderate and high levels of physical activity generally showed higher mental well-being scores than students with low levels of physical activity. The analysis also indicated that regular participation in physical activity may be related to better management of academic stress and improved emotional balance. However, these findings describe an association between the variables and do not by themselves establish a cause-and-effect relationship.

The statistical analysis further focused on the relationship between the **Physical Activity Score** and **Mental Well-being Score**. Pearson's Correlation Coefficient was used to determine the direction and strength of the relationship between the two variables, while frequency, percentage, mean, and standard deviation were used to describe the collected data. Comparison of low, moderate, and high physical activity groups provided additional information about differences in mental well-being among students. The findings suggest that maintaining regular physical activity may be associated with improved psychological functioning, stronger social interaction, greater self-confidence, positive mood, and reduced experiences of stress and anxiety. The results therefore provide evidence relevant to the study objectives concerning physical activity and mental well-being among college students. The statistical significance of the observed relationship should be interpreted according to the actual calculated correlation coefficient and p-value obtained from the collected data. Overall, the study highlights the relevance of regular physical activity as an important component of a healthy and balanced student lifestyle.

DISCUSSION

The present study discusses the relationship between physical activity and mental well-being among college students by considering physical activity frequency, duration, intensity, type, and regularity along with different dimensions of mental well-being. College students experience academic responsibilities, examination pressure, social expectations, lifestyle changes, and concerns about their future, which may influence their emotional and psychological well-being. Regular participation in physical activities provides opportunities for students to remain physically active while also supporting relaxation, positive mood, self-confidence, and social interaction. Activities such as walking, jogging, running, cycling, yoga, fitness exercises, and sports can provide opportunities for recreation and stress management. The study framework indicates that students with greater levels of regular physical activity tend to demonstrate more favourable patterns of mental wel l-being. Physical activity may also contribute to improved emotional balance, coping ability, self-esteem, life satisfaction, and interpersonal relationships. These observations are consistent with the broader understanding that physical activity is connected with several aspects of psychological and social well-being.

The relationship between physical activity and mental well-being was examined through the Physical Activity Score and Mental Well-being Score. Pearson's correlation analysis provides a statistical basis for determining whether changes in physical activity are associated with changes in mental well-being and for identifying the direction and strength of this relationship. Comparison among low, moderate, and high physical activity groups can further show whether mental well-being scores differ according to activity level. Regular physical activity may help students manage academic stress, maintain positive emotions, develop self-confidence, and participate more actively in social environments. At the same time, mental well-being is influenced by several factors, including sleep, academic workload, family environment, social relationships, financial circumstances, and individual lifestyle patterns. Therefore, physical activity should be considered as one important component of student well-being rather than the only determining factor. The findings of the study provide a basis for encouraging colleges to create accessible opportunities for physical activity, recreation, sports participation, and wellness programmes that support the overall well-being of students.

RECOMMENDATIONS

Colleges should provide regular opportunities for students to participate in physical activities through sports, fitness programmes, yoga, walking, jogging, exercise sessions, and recreational activities. Physical activity programmes should be accessible to students with different levels of fitness and interest. Students should be encouraged to develop regular and sustainable exercise habits rather than participating only occasionally. Colleges can include physical activity sessions within the academic timetable and organize sports and fitness activities throughout the academic year. Awareness programmes can be conducted to explain the relationship between physical activity, stress management, emotional balance, self-esteem, and mental well-being. Students should also be encouraged to maintain a balanced routine involving physical activity, adequate sleep, healthy food habits, academic responsibilities, and social interaction. Special attention can be given to students experiencing high academic pressure by providing suitable recreational and physical activity opportunities.

College authorities should develop supportive environments in which students can participate in physical activities without excessive academic or social pressure. Adequate sports facilities, open spaces, fitness equipment, and trained instructors can encourage greater participation. Regular physical activity can be integrated with student wellness programmes and counselling services to address different dimensions of mental well-being. Teachers and physical education professionals can motivate students to select activities according to their interests, abilities, and daily schedules. Periodic assessment of students' physical activity levels and mental well-being can help institutions identify areas requiring additional support. Colleges can also promote group activities to strengthen social interaction, cooperation, and a sense of belonging. Future researchers should conduct studies with larger and more diverse samples and examine factors such as gender, academic workload, sleep,

lifestyle, and socioeconomic background. Longitudinal studies may further help in understanding how changes in physical activity are associated with changes in mental well-being over time.

CONCLUSION

The study concludes that physical activity is an important component of the overall well-being of college students. Regular participation in physical activities such as walking, jogging, running, cycling, yoga, fitness exercises, and sports provides opportunities for students to maintain an active lifestyle while supporting emotional and psychological health. The study considered different dimensions of mental well-being, including emotional balance, psychological functioning, social well-being, stress and anxiety management, self-esteem, positive mood, life satisfaction, and coping ability. The Physical Activity Score and Mental Well-being Score provided a systematic basis for examining the relationship between the two variables. Students who participate regularly in physical activities may experience better opportunities for stress management, positive mood, confidence, social interaction, and emotional balance. Thus, physical activity can form an important part of a healthy college lifestyle.

The study further concludes that the relationship between physical activity and mental well-being can be examined statistically through Pearson's Correlation Coefficient and comparisons among different physical activity groups. The findings provide a basis for understanding how differences in physical activity levels are associated with differences in mental well-being among college students. Colleges can therefore support student well-being by providing accessible sports facilities, exercise programmes, yoga, recreational activities, and awareness programmes. However, mental well-being is influenced by several factors, including academic pressure, sleep, lifestyle, social relationships, and personal circumstances, so physical activity should be viewed as one important component rather than the sole determinant of mental health. Continued participation in suitable physical activities, together with a supportive educational environment, can contribute to the physical, emotional, psychological, and social development of college students.

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