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Research Article

Filipino Libang: University Student's Leisure Ecology

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ABSTRACT

This mixed-methods study defined the leisure ecology of Filipino university students through exploration of their leisure motivation, leisure satisfaction, and happiness through their leisure pursuits. Data were collected using surveys, while quantitative analysis utilized Factor Analysis to define motivation and satisfaction factors alongside a standardized happiness measure. Factor analysis revealed that the students' leisure ecology is primarily oriented toward competence, relaxation, and the cultural pursuit of *ligaya* (deep, lasting happiness). Despite high leisure motivation and leisure satisfaction being significantly correlated ($r > 0.60$), their correlation with the standardized happiness measure was low ($r = 0.20$), suggesting *ligaya* is gained through distinct, culturally embedded pathways, while significant gender differences emerged in specific motivational and satisfaction factors ($p < 0.05$). This study also identified specific cultural components such as *libang* (soulful easing through care-free amusement), *kapwa* (shared inner self), and *barkada* (chosen peer circle) as profound mechanics of this unique leisure ecology. These findings underscore the local culture's influence on leisure, giving insights for cultivating well-being among Filipino university students.

Keywords: *Leisure ecology, Leisure, Happiness, University students*

Background

Leisure, defined as time free from obligation, is fundamentally linked to human well-being, as it is important in fostering skills, reducing stress, and providing positive transformation to overall psychological and physical health. The university period is crucial for young adults, as leisure experiences during these formative years heavily influence their emotional development, academic performance, and personal maturity. Institutions

must therefore cultivate environments that support students' holistic growth through a comprehensive understanding of their specific leisure contexts. To comprehensively understand leisure in this period, this study adopts the Leisure Ecology framework.

Rooted in Ecological Systems Theory (Bronfenbrenner, 1979), this approach views leisure not as an individual choice, but as a behavior shaped by multiple, interacting

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environmental levels. Leisure Ecology specifically examines the relationships between an individual's biophysical and psychosocial attributes (the micro-system) and their surrounding cultural and environmental attributes (the macro-system), which determine engagement and outcomes.

While the importance and psychological benefits of leisure are widely accepted, most established theories of motivation and satisfaction originate from individualistic perspectives common in Western studies. Consequently, these models often fail to adequately capture the complexities of leisure experience within collectivist cultures like the Philippines, creating a significant theoretical and empirical gap regarding how unique cultural values influence the conceptualization of well-being. This failure is empirically supported by research showing that general, Western-derived categories of leisure activity (e.g., Physical, Social) are insufficient or weak predictors of subjective happiness and self-perceived health among Filipinos, underscoring the necessity of exploring culturally salient determinants (Reyes, 2016).

In the Philippines, university students face unique academic and mental health pressures. Therefore, understanding the specific ways in which core Filipino cultural values such as *kapwa* (shared inner self) and the practice of *libang* (soulful easing through carefree amusement) shape students' motivations, satisfaction, and the ultimate pursuit of *ligaya* (deep, lasting happiness) requires a culturally grounded ecological approach.

This study aims to address this critical theoretical and empirical gap by investigating the culturally embedded leisure ecology of Filipino university students. This mixed-methods approach provides the first exploration of how unique cultural determinants (i.e., *kapwa*, *libang*, and *ligaya*) form the interplay among leisure motivation, satisfaction, and happiness. By using quantitative assessment and qualitative exploration, this research seeks to move beyond Western-centric models and propose a locally relevant ecological framework for understanding leisure and well-being in a collectivist culture.

Relevant Literature

Leisure participation positively impacts students' education, well-being, and essential life skills as defined as abilities needed for effective daily life management (Guruprasad et al., 2012, Erinjeri & Lobo, 2023). Research substantiates these links: increased exercise correlates with higher life skill levels (Chen & Tsuchiya, 2016), while character and teamwork cultivated through sports positively influence student success (Mangan, 2002). Similarly, leisure that involves a sense of accomplishment, such as extracurricular and athletic pursuits, enhances academic motivation and performance (Trenberth, 2005; Fehmi et al., 2014).

Athletic leisure activities contribute positively to an individual's physical and mental progress, fostering well-being through a sense of purpose and achievement, which in turn can create happiness (Fehmi et al., 2014). Consequently, as leisure participation frequency increases, individual happiness levels tend to rise (Kaya, 2016). Furthermore, transitioning from a sedentary to an active lifestyle has been found to alleviate feelings of unhappiness over time (Wang et al., 2012).

Literature consistently indicates lower Leisure-Time Physical Activity (LTPA) among females compared to males, a disparity often attributed to earlier and more intensive male socialization into sport roles--habits that frequently persist into adulthood (Chan Sun & Azmutally, 2013). Men also demonstrate higher participation across various LTPA intensities, while women are reportedly more likely to cease exercise due to negative experiences (Müller et al., 2021). Further supporting this, males generally exhibit greater involvement in physical activities (Riddoch et al., 2007) and spend more time in environments conducive to such pursuits (Bailey et al., 2016). This gender gap in active leisure, often rooted in societal norms established in early childhood, presents potential long-term health risks for females.

Applying ecological principles within a social science framework, this study uses cultural ecology which investigates human adaptations to environments through cultural practices to understand leisure. This approach views

environments as dynamic social-ecological systems shaped by interaction, revealing patterns relevant for understanding leisure.

Four foundational issues for an anthropology of leisure have been proposed (Chick, 1998). First, the ethnography of leisure is considered crucial, exemplified by early cross-cultural studies comparing Aztec and Indian games to trace cultural influences (Tylor, 1879). Second, leisure is argued to be a valid cross-cultural concept, as underlying ideas are generally understood even if direct linguistic equivalents for 'leisure' or 'play' are lacking in some languages. Thirdly, leisure possesses adaptive qualities, functioning as a response to selective environmental conditions; for instance, active leisure and available leisure time in some South American societies were found to be consequences of energy expenditure in food production and childcare, varying with environmental demands (Wilson, 2018). Lastly, concerning leisure and cultural evolution, technological advancements have been linked to food surpluses, population growth, and subsequently, increased leisure as societies evolved from earlier subsistence patterns (Juniu, 2009).

Research outside Western cultures has frequently highlighted issues with the cross-cultural application of existing leisure theories and tools (Purrington & Hickerson, 2013), indicating a gap in literature concerning diversity and how leisure concepts manifest across cultures. Cultural and environmental contexts significantly influence individuals' leisure attitudes. Differences in research findings across studies are thus normal, attributable to cultural, political, and regional variations (Fehmi et al., 2014). This underscores the need for researchers to apply tools cautiously, respecting cultural identity throughout the process.

A prominent theme in this literature is the acculturation of leisure, particularly the notable differences between genders. Multiple studies indicate that males are often acculturated towards more active leisure pursuits from an early age compared to females. This can shape lifelong leisure attitudes, potentially leading to more sedentary lifestyles and associated health risks for females. This disparity is sometimes attributed to societal beliefs that active pursuits are not appropriate or necessary for

females. For example, a study on LTPA in Mauritius found women to be more sedentary, with participants citing old-fashioned parental beliefs that sports are 'not for girls' (Chan Sun & Azmutally, 2013).

Comparative studies indicate that Leisure Motivation (LM) and Leisure Satisfaction (LS) vary across cultures, often correlating with traditional and religious values, particularly in non-Western societies where such values strongly shape leisure attitudes. For example, while leisure motives positively impacted life skills and self-esteem in both Chinese and Japanese college students, distinct participation drivers were identified: competition/ego predominantly influenced Chinese students, whereas a mix of enjoyment and competition/ego influenced Japanese students (Chen & Tsuchiya, 2016). This cultural influence extends to subjective well-being, while happiness and satisfaction are deeply personal experiences, with culture significantly shaping the values and goals individuals consider relevant to life satisfaction (Tov & Diener, 2009). Lower reported happiness in some Pacific Rim countries reflect cultural values like humility where overt expressions of happiness might be viewed as prideful (Diener et al., 1995).

Based on these considerations of cultural and anthropological ecology in the context of leisure, this research defines Leisure Ecology as the study of relationships between an individual's biophysical, psychosocial, and cultural attributes that influence their leisure behaviour.

Leisure Motivation

Leisure Motivation (LM) is crucial for understanding why individuals choose specific leisure activities and how this relates to their ecology. The widely used Leisure Motivation Scale (LMS) was developed based on psychological theories and previous factor analysis studies. These formed the LMS subscales: Intellectual, Social, Competence/Mastery, and Stimulus Avoidance motivations (Beard & Ragheb, 1983). LM findings can indicate environmental factors influencing leisure behaviour; for example, previous research found Stimulus Avoidance was highest among university students, suggesting academic rigor leads to prioritizing rest over physical activity, aligning with low

LTPA motivation (Teuber et al., 2024). This aligns with studies showing declining university physical activity and academics limiting leisure time (Yankholmes & Lin, 2012).

Leisure Satisfaction

Leisure Satisfaction (LS) is defined as the positive perceptions or feelings derived from engaging leisure activities and choices. Understanding LS is crucial as it relates to personal values, mental health, and overall Happiness (HA). Their work involved developing the Leisure Satisfaction Scale (LSS) instrument, which categorises leisure effects into six subscales: Psychological, Educational, Social, Relaxational, Physiological, and Aesthetic (Beard & Ragheb, 1980). Leisure participation and experiences are considered antecedents of LS (Ragheb & Tate, 1993), and LS is viewed as a strong predictor of happiness and quality of life (Beard & Ragheb, 1980).

Happiness

Happiness (HA) is often considered a primary, subjective goal in life, viewed as an ultimate assessment of a person's total condition or quality of life (Shin & Johnson, 1978). HA encompasses experiencing frequent positive emotions, rarely experiencing negative

feelings, and deriving significant satisfaction from various life domains (Kaya, 2016). The Oxford Happiness Questionnaire (OHQ) is a commonly used instrument to measure subjective well-being components contributing to HA. Understanding factors of HA and its relation to LS is important for appreciating meaningful leisure. Studies exploring this link, utilizing the LSS and OHQ among university students, found a significant positive relationship between emotional intelligence dimensions and happiness, leading to the assumption that increased LS consequently increased participant happiness (Kaya, 2016).

Theoretical Framework

In a previous study by Chen, Li, and Chen (2011) that tested the cause-and-effect model of factors affecting LS among Taiwanese adolescents, the researchers created a Structural Equation Model (SEM) to explore the relationships among LM, LS, and Leisure Involvement (LI). They utilised the Leisure Involvement Scale (LIS) (McIntyre & Pigram, 1992), along with the LMS (Beard & Ragheb, 1983), LSS (Beard & Ragheb, 1980) in a cross-sectional survey to assess the SEM's viability.

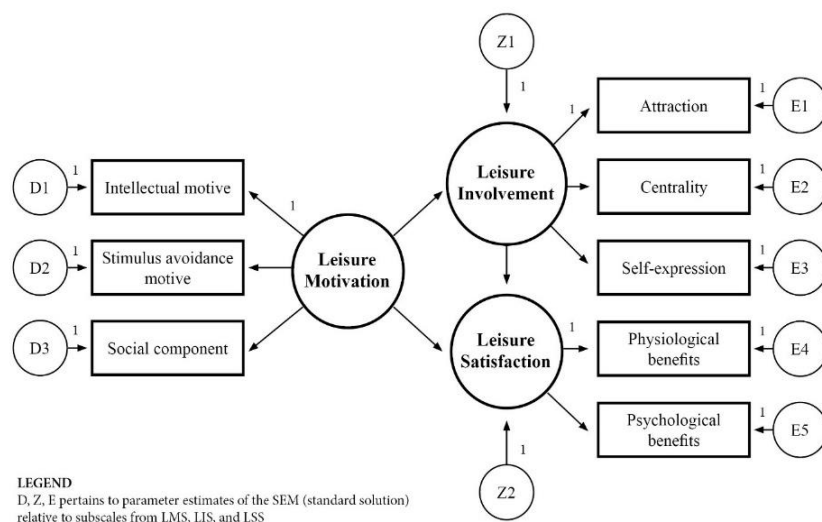


Figure 1: Theoretical framework adapted from Chen, Li, and Chen (2011)

Investigating relationships among LM, LS, and LI, one study found LM had no significant

effect on LS when LI was included, but LM significantly affected LI (Chen et al., 2011).

Based on observations that adolescent interest linked to personal satisfaction, the study deduced that LI mediates the LM-LS relationship (Chen et al., 2011). This study also cited findings that LM and LS are important for understanding people's choice of leisure activities (Beard & Ragheb, 1983). Furthermore, cited research indicates LM assists in understanding the consequences of leisure engagement (Manfredo et al., 1996), LS indicates leisure

effects, and that LI and LS may partially explain consistent individual differences between extraverted and neurotic individuals related to HA (Lu & Hu, 2005).

In another study, the relationships among well-being, leisure satisfaction, life satisfaction, and happiness were examined utilizing a proposed theoretical research model (Argan et al., 2018). The figure below shows the relationship among variables.

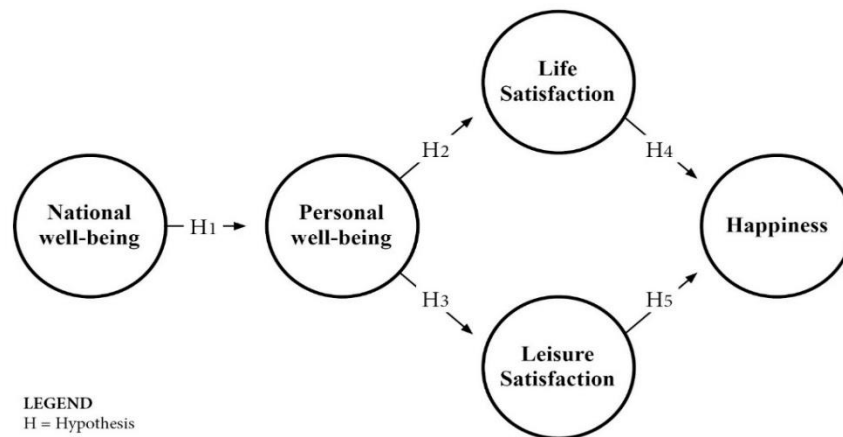


Figure 2: Conceptual model adapted from Argan, Argan & Dursun (2018)

Research indicates that happiness derived from leisure plays a key role in life satisfaction and well-being (Argan et al., 2018), echoing findings that LI positively correlates with satisfaction and well-being (Lu & Hu, 2005). Life satisfaction and leisure satisfaction also function in mediating processes between well-being and happiness. Drawing on frameworks clarifying the LS-LM relationship mediated by LI (Chen et al., 2011) and how LS relates to life satisfaction and happiness (Argan et al., 2018), this study integrates these concepts. This approach views LM as indicating leisure consequence (Manfredo et al., 1996) and LS as indicating leisure effects (Lu & Hu, 2005), clarifying their interrelationships with HA as correlated concepts integral to Leisure Ecology.

Methods

Research Design and Rationale

This study employed a Sequential Explanatory Mixed-Methods Design. This design was chosen to first use quantitative data to statistically identify and define the underlying factor

structure of leisure motivation and satisfaction among Filipino students. The subsequent qualitative phase was then used to explain and interpret those quantitative findings through the lens of culturally specific determinants (libang, kapwa, ligaya), providing contextual depth that surveys alone cannot capture.

Participants and Setting

The research was conducted at a prominent, state-funded university in Metro Manila, Philippines, chosen for its long history and diverse student population. This institution's varied cultural influences provide a valuable context for understanding leisure ecology.

Participants for the quantitative phase were recruited during the first semester of Academic Year 2019-2020 using convenience sampling from mandatory Service Physical Education (SPE) classes. This strategy ensured wide representation across academic clusters and batches. A total of 618 university students initially participated. After excluding 38 invalid questionnaires and 74 first-year students due

to limited university experience that might not fully reflect the institution's leisure ecology, the final quantitative sample comprised 410 valid responses (N=410). This sample was deemed sufficient for robust statistical analysis, including Factor Analysis. Questionnaire administration took place on campus within designated SPE class sessions.

Instruments

The study employed a multi-instrument approach to collect both quantitative and qualitative data across two sequential phases.

The quantitative phase utilized a comprehensive survey instrument composed of three standardized scales, alongside demographic items and culturally specific modifications:

- Leisure Motivation Scale (Beard & Ragheb, 1983): Used to identify the levels and underlying reasons for students' participation in leisure activities, categorized into dimensions such as Intellectual, Social, Competence/Mastery, and Stimulus Avoidance.
- Leisure Satisfaction Scale (Beard & Ragheb, 1980): Employed to assess students' perceived levels of satisfaction derived from their leisure experiences, covering aspects like Psychological, Educational, Social, Relaxational, Physiological, and Aesthetic satisfaction.
- Oxford Happiness Questionnaire (Hills & Argyle, 2002): Used to measure students' subjective well-being and perceived level of happiness.

Qualitative data were collected in two distinct phases to ensure both descriptive breadth and depth:

- Phase 1: Embedded Open-Ended Questions: The questionnaire included dedicated space for qualitative responses, collecting descriptive insights into students' current leisure pursuits, activities, and general perceptions of leisure. These insights, as supported by informal research on campus, were used to derive and justify the final descriptive categories of leisure activity reported in the results.
- Phase 2: Semi-structured Interview Protocol: A dedicated interview protocol was

designed for the qualitative subsample. The protocol aimed to elicit narratives that provide an interpretation of the quantitative factor analysis results and to detail how core cultural concepts, specifically *libang* (soulful easing) and *kapwa* (shared inner self), influence participants' leisure decisions, satisfaction, and the ultimate pursuit of *ligaya*.

Data Screening and Factor Analysis

Prior to advanced analysis, the quantitative data were screened for missing values, outliers, and assumptions of normality. Given that the study aims to move beyond standardized Western dimensions and define locally relevant constructs, Factor Analysis was the primary method used to analyze the Leisure Motivation Scale and the Leisure Satisfaction Scale.

Factor Analysis established the validity of the scales by identifying and confirming the underlying factors relevant to Filipino students. Furthermore, the internal consistency reliability of every final derived factor (subscale) was assessed using Cronbach's Alpha (α). Only factors meeting or exceeding established thresholds for internal consistency were retained for subsequent correlational and comparative analyses, including the links to the Oxford Happiness Questionnaire.

Ethical Considerations

The research protocol, including all instruments and procedures, was reviewed and approved in accordance with the ethical guidelines and policies of the university where this study was conducted. Informed consent was secured from all participants prior to their involvement, confirming their voluntary participation and the right to withdraw at any time.

All data collected were handled with strict adherence to confidentiality clauses in compliance with Republic Act 10173 - Data Privacy Act of 2012 of the Philippines. To maintain anonymity across both the quantitative surveys and qualitative interviews, the collection of participants' names was strictly optional. All data were anonymized during processing, and qualitative interview transcripts were secured to prevent any direct linkage between the reported findings and individual participants.

Interpretation of Results and Discussion

This section presents the key findings from both the quantitative and qualitative analyses, followed by an integrated discussion that defines the leisure ecology of Filipino university students.

Quantitative Analysis of University Students' Leisure Data

Descriptive statistics were used to analyse the Leisure Motivation Scale (LMS) subscales, revealing the overall ranking of motivations among university students and by gender. Competence/Mastery emerged as the top-

ranked overall motivation, followed by Stimulus Avoidance, Intellectual, and lastly Social. Mean scores for all subscales generally fell within the 'agreed' range. Comparisons between genders on the LMS subscales revealed statistically significant differences for Competence/Mastery and Stimulus Avoidance. Table 1 shows females reported significantly higher mean scores on both these subscales compared to males. Figure 3 further illustrates the comparison of gender differences across all LMS subscales, including a comparison of the LMS subscales by gender.

Table 1: Descriptive statistics on Leisure Motivation Scale subscales

| Subscales | MALE (n = 166) | | FEMALE (n = 244) | | N = 410 | | Sig. (Gender) |
|------------------------|----------------|-------------|------------------|-------------|--------------|-------------|---------------|
| | M (Rank) | SD | M (Rank) | SD | M (Rank) | SD | |
| Intellectual | 4.24a (1) | 0.90 | 4.21b (3) | 0.78 | 4.23b (3) | 0.83 | |
| Social | 3.61c (4) | 1.12 | 3.57d (4) | 1.08 | 3.59d (4) | 1.09 | |
| Competence/ Mastery | 3.97b (3) | 1.10 | 4.54c (1) | 0.69 | 4.42c (1) | 0.82 | < 0.001 |
| Stimulus Avoidance | 4.18a (2) | 1.01 | 4.44a (2) | 0.84 | 4.33a (2) | 0.92 | < 0.001 |
| Total | 4.00 | 1.07 | 4.00 | 1.07 | 4.00 | 1.04 | |

(1.0 to 1.50 = Strongly Disagree; 1.51 to 2.50 = Disagree; 2.51 to 3.5 = Neutral; 3.51 to 4.50 = Agree; 4.51 to 5.00 = Strongly Agree)

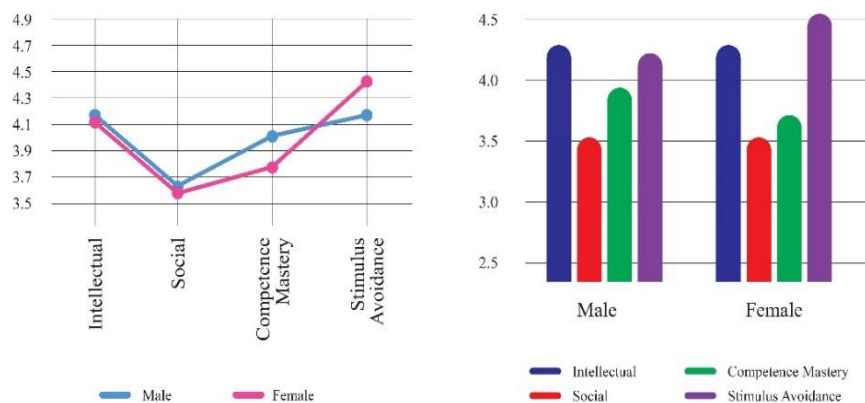


Figure 3: Comparison of Gender over Leisure Motivation subscales

Relaxational satisfaction was the highest-ranked subscale for both the overall sample and by gender. While most other subscales also received high agreement ratings, satisfaction

with the Physiological aspect of leisure was notably lower overall, falling within the 'neutral' range. Table 2 provides the descriptive statistics for each Leisure Satisfaction Scale (LSS)

subscale, including mean scores, standard deviations, rankings by gender, and overall sample, alongside significance levels for gender comparisons. Within the LSS, there were statistically significant differences observed between

genders for several subscales except for the Aesthetic subscale. Figure 4 illustrates the comparison of gender differences across all LSS subscales, including a comparison of the LSS subscales by gender.

Table 2: Descriptive statistics on Leisure Satisfaction Scale subscales

| | MALE (n = 166) | | FEMALE (n = 244) | | N = 410 | | |
|---------------|----------------|--------------|------------------|--------------|-------------|--------------|---------------|
| Subscales | M (Rank) | SD | M (Rank) | SD | M (Rank) | SD | Sig. (Gender) |
| Psychological | 4.05b (2.5) | 1.008 | 3.82c (3) | 1.001 | 3.91b (3) | 1.010 | < 0.001 |
| Educational | 4.05b (2.5) | 0.977 | 3.91b (2) | 0.893 | 3.97b (2) | 0.930 | 0.005 |
| Social | 3.65c (4) | 1.093 | 3.46d (5) | 1.094 | 3.54d (5) | 1.097 | 0.001 |
| Relaxational | 4.51a (1) | 0.773 | 4.60a (1) | 0.636 | 4.56a (1) | 0.696 | 0.016 |
| Physiological | 3.31d (5) | 1.276 | 2.89f (6) | 1.208 | 3.06e (6) | 1.253 | < 0.001 |
| Aesthetic | 3.70c (3) | 1.003 | 3.70e (4) | 0.922 | 3.70c (4) | 0.955 | |
| Total | 3.88 | 1.099 | 3.73 | 1.101 | 3.79 | 1.103 | 0.010 |

(1.0 to 1.50 = Strongly Disagree; 1.51 to 2.50 = Disagree; 2.51 to 3.5 = Neutral; 3.51 to 4.50 = Agree; 4.51 to 5.00 = Strongly Agree)

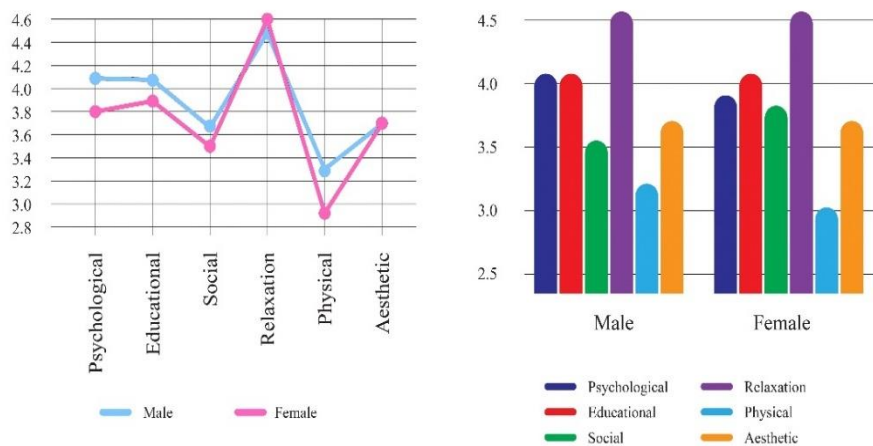


Figure 4: Comparison of Gender over Leisure Satisfaction subscales

Descriptive statistics for the Oxford Happiness Questionnaire (OHQ), including score ranges and interpretations, are presented in Table 3. The distribution of participant responses across these score ranges is also shown, indicating the general happiness levels

of the university students. Table 4 provides the descriptive statistics for individual OHQ items, including mean scores and rankings by gender and overall sample, noting items that were reverse-scored and those with significant gender differences.

Table 3: Descriptive statistics on the responses in the Happiness Questionnaire

| Score Range | Score Interpretation | Frequency | Overall Mean |
|--------------------|--|------------|--------------|
| 1 to 2 | Not happy | 4 | 1.65 |
| 2 to 3 | Somewhat unhappy | 39 | 2.68 |
| 3 to 4 | Not particularly happy or unhappy | 196 | 3.57 |
| 4 | Somewhat happy or moderately happy/satisfied | 4 | 4.00 |
| 4 to 5 | Rather happy or pretty happy | 147 | 4.39 |
| 5 to 6 | Very happy | 20 | 5.19 |
| 6 | Too happy | 0 | 0 |
| Grand Total | | 410 | 3.84 |

Table 4: Descriptive statistics on the items in the Oxford Happiness Questionnaire

| Happiness items | MALE | | | FEMALE | | | TOTAL | | |
|---|----------|-----------|------|----------|-----------|------|----------|-----------|------|
| | <i>M</i> | <i>SD</i> | Rank | <i>M</i> | <i>SD</i> | Rank | <i>M</i> | <i>SD</i> | Rank |
| 1. I don't feel particularly pleased with the way I am | 3.37 | 1.420 | 25 | 3.20 | 1.307 | 25 | 3.27 | 1.355 | 25 |
| 2. I am intensely interested in other people | 4.03** | 1.295 | 11 | 3.91 | 1.177 | 13 | 3.96 | 1.226 | 12 |
| 3. I feel that life is very rewarding | 4.35** | 1.330 | 7 | 4.32** | 1.157 | 7 | 4.33** | 1.228 | 7 |
| 4. I have very warm feelings towards almost everyone | 4.01** | 1.330 | 13 | 4.05** | 1.185 | 10 | 4.03** | 1.245 | 10 |
| 5. I rarely wake up feeling rested | 3.13 | 1.421 | 27 | 2.93* | 1.290 | 27 | 3.01 | 1.347 | 28 |
| 6. I am not particularly optimistic about the future | 3.69 | 1.610 | 22 | 3.65 | 1.547 | 19 | 3.67 | 1.571 | 20 |
| 7. I find most things amusing | 4.44** | 1.109 | 5 | 4.45** | 1.093 | 5 | 4.45** | 1.098 | 5 |
| 8. I am always committed and involved | 4.13** | 1.093 | 9 | 4.08** | 1.088 | 9 | 4.10** | 1.089 | 9 |
| 9. Life is good | 4.39** | 1.492 | 6 | 4.36** | 1.277 | 6 | 4.37** | 1.366 | 6 |
| 10. I do not think that the world is a good place | 3.87 | 1.562 | 16 | 3.95 | 1.410 | 12 | 3.92 | 1.472 | 13 |
| 11. I laugh a lot | 4.65** | 1.078 | 2 | 4.61** | 1.018 | 3 | 4.63** | 1.041 | 2 |
| 12. I am well satisfied about everything in my life | 3.84 | 1.241 | 18 | 3.88 | 1.148 | 14 | 3.86 | 1.185 | 15 |
| 13. I don't think I look attractive | 3.13 | 1.408 | 28 | 3.15 | 1.381 | 26 | 3.14 | 1.390 | 26 |
| 14. There is a NO gap between what I would like to do | 2.45* | 1.131 | 29 | 2.42* | 1.172 | 29 | 2.43* | 1.154 | 29 |

| Happiness items | MALE | | | FEMALE | | | TOTAL | | |
|---|-------------|-------------|------|-------------|--------------|------|-------------|--------------|------|
| | <i>M</i> | <i>SD</i> | Rank | <i>M</i> | <i>SD</i> | Rank | <i>M</i> | <i>SD</i> | Rank |
| and what I have done | | | | | | | | | |
| 15. I am very happy | 3.98 | 1.245 | 15 | 3.86 | 1.157 | 15 | 3.91 | 1.193 | 14 |
| 16. I find beauty in some things | 4.87** | .998 | 1 | 4.80** | .910 | 1 | 4.83** | 0.946 | 1 |
| 17. I always have a cheerful effect on others | 4.08** | 1.223 | 10 | 3.95 | 1.157 | 11 | 4.00** | 1.185 | 11 |
| 18. I can fit in everything I want to | 3.45 | 1.248 | 24 | 3.25 | 1.244 | 24 | 3.33 | 1.248 | 24 |
| 19. ^r I feel that I am not especially in control of my life | 3.54 | 1.378 | 23 | 3.39 | 1.391 | 23 | 3.45 | 1.386 | 23 |
| * 20. I feel able to take anything on | 4.02** | 1.253 | 12 | 3.70 | 1.045 | 17 | 3.83 | 1.143 | 16 |
| 21. I feel fully mentally alert | 3.75 | 1.219 | 21 | 3.52 | 1.075 | 22 | 3.61 | 1.140 | 22 |
| 22. I often experience joy and elation | 4.21** | 1.180 | 8 | 4.11** | 1.105 | 8 | 4.15** | 1.135 | 8 |
| * 23. ^r I do not find it easy to make decisions | 3.31 | 1.509 | 26 | 2.84* | 1.348 | 28 | 3.03 | 1.433 | 27 |
| 24. ^r I do not have a particular sense of meaning and purpose in my life | 3.86 | 1.542 | 17 | 3.67 | 1.460 | 18 | 3.75 | 1.495 | 19 |
| * 25. I feel I have a great deal of energy | 3.99 | 1.260 | 14 | 3.59 | 1.164 | 20 | 3.75 | 1.218 | 18 |
| 26. I usually have a good influence on events | 3.83 | 1.170 | 19 | 3.81 | 1.061 | 16 | 3.82 | 1.105 | 17 |
| 27. ^r I do not have fun with other people | 4.58** | 1.161 | 4 | 4.57** | 1.081 | 4 | 4.58** | 1.112 | 4 |
| 28. ^r I don't feel particularly healthy | 3.78 | 1.376 | 20 | 3.58 | 1.273 | 21 | 3.66 | 1.317 | 21 |
| 29. ^r I do not have particularly happy memories of the past | 4.60** | 1.409 | 3 | 4.64** | 1.403 | 2 | 4.62** | 1.404 | 3 |
| Total | 3.91 | 1.40 | | 3.80 | 1.343 | | 3.84 | 1.369 | |
| | | 4 | | | | | | | |

^r = indicates items that were originally negative statements but were modified to be positively worded; * = mean scores indicate reversed items; ** = scores falling within the 4 to 6 range; *** = statistically significant gender differences.

A summary of the top five ranked individual happiness items overall and by gender is presented in Table 5, showing high agreement across groups on items related to finding

beauty, laughter, and positive memories. Table 6 provides a summary of items falling within specific score ranges (2 to 3 and 4 to 6) by gender and overall.

Table 5: Ranking of top five items by Gender and Overall

| Rank | Male | Female | Overall |
|------|---|---|---|
| 1 | 16. I find beauty in some things | 16. I find beauty in some things | 16. I find beauty in some things |
| 2 | 11. I laugh a lot | 29. ^r I do not have particularly happy memories of the past | 11. I laugh a lot |
| 3 | 29. ^r I do not have particularly happy memories of the past | 11. I laugh a lot | 29. ^r I do not have particularly happy memories of the past |
| 4 | 27. ^r I do not have fun with other people | 27. ^r I do not have fun with other people | 27. ^r I do not have fun with other people |
| 5 | 7. I find most things amusing | 7. I find most things amusing | 7. I find most things amusing |

^r = indicates items that were originally negative statements but were modified to be positively worded

Table 6: Items within the score range 2 to 3 and 4 to 6 by Gender and Overall

| Score range | Male | Female | Overall |
|-------------|--|---|--|
| 2 to 3 | 14. ^r There is a NO gap between what I would like to do and what I have done | 5. ^r I rarely wake up feeling rested 14. ^r There is a NO gap between what I would like to do and what I have done 23. ^r I do not find it easy to make decisions | 14. ^r There is a NO gap between what I would like to do and what I have done |
| 4 to 5 | 2. I am intensely interested in other people 3. I feel that life is very rewarding 4. I have very warm feelings towards almost everyone 7. I find most things amusing 8. I am always committed and involved 9. Life is good 11. I laugh a lot 16. I find beauty in some things 17. I always have a cheerful effect on others | 3. I feel that life is very rewarding 4. I have very warm feelings towards almost everyone 7. I find most things amusing 8. I am always committed and involved 9. Life is good 11. I laugh a lot 16. I find beauty in some things 22. I often experience joy and elation 27. ^r I do not have fun with other people 29. ^r I do not have particularly happy memories of the past | 3. I feel that life is very rewarding 4. I have very warm feelings towards almost everyone 7. I find most things amusing 8. I am always committed and involved 9. Life is good 11. I laugh a lot 16. I find beauty in some things 17. I always have a cheerful effect on others 22. I often experience joy and elation |

| Score range | Male | Female | Overall |
|-------------|---|--------|---|
| | 20. I feel able to take anything on | | 27. ^r I do not have fun with other people |
| | 22. I often experience joy and elation | | 29. ^r I do not have particularly happy memories of the past |
| | 27. ^r I do not have fun with other people | | |

r = indicates items that were originally negative statements but were modified to be positively worded

Quantitative Analysis of University Students' Leisure Data

This section presents the results of the Factor Analysis to establish the validity of the motivation and satisfaction scales in the Filipino context and to identify factors that accurately reflect the local leisure ecology. The emergence of unique dimensions in the Leisure Motivation, Leisure Satisfaction, and Happiness scales substantiates the premise that current models are insufficient for defining well-being in this collectivist culture. This analysis is followed by an examination of the correlations between the three main constructs.

The Factor Analysis of the Leisure Motivation items identified six distinct factors, key elements of the student leisure ecology which largely align with the pursuit of well-being through physical engagement and social connection:

- **Physical:** Represents motivations related to the physical body, emphasizing health improvement and skill development. This factor highlights the active pursuit of somatic wellness as a primary driver for leisure engagement.
- **Social Competence:** Encompasses sentiments related to socializing, relationship building, belongingness, and community. The prominence of this factor directly

- reflects the importance of kapwa (shared inner self) and the barkada (peer circle) in shaping motivations for shared leisure experiences.
- **Release:** Captures themes of relaxation and disengagement from daily life, seeking rest both physically and mentally. This directly addresses the documented academic and mental health pressures faced by university students.
- **Curiosity:** Reflects motivations related to purposefully seeking knowledge, discovery, and self-awareness, underscoring the intrinsic desire for intellectual growth within free time.
- **Estimability:** Pertains to how self-worth is valued through improvement and gaining confidence, indicating that leisure is a domain for building social standing and perceived respect.
- **Creativity:** Represents motivations involving the expression of vision through imagination and creative self-expression, underscoring the role of leisure in personal fulfillment.

These six emergent Leisure Motivation factors, along with their corresponding items and factor loadings, are presented in Table 6.

Table 6: Factors and corresponding names generated by factor analysis of items in the Leisure Motivation questionnaire

| Physical (0.763 to 0.911) | Social Competence (0.530 to 0.8821) | Release (0.563 to 0.814) | Curiosity (0.489 to 0.761) | Estimability (0.608 to 0.683) | Creativity (0.777 to 0.778) |
|--|---|--|---|---|--|
| M22 'To keep in shape physically' | M10 'To interact with others' | M30 'To rest' | M3 'To explore new ideas' | M18 'To be good in doing them' | M8 'To use my imagination' |
| M24 'To develop physical fitness' | M9 'To build friendships with others' | M31 'To relieve stress and tension' | M6 'To discover new things' | M16 'To gain others respect' | M7 'To be creative' |
| M23 'To use my physical abilities' | M11 'To develop close friends' | M29 'To avoid the hustle and bustle of daily activities' | M1 'To learn about things around me' | M19 'To improve my skill and ability in doing them' | |
| M21 'To develop physical skills and abilities' | M12 'To meet new and different people' | M27 'To relax physically' | M2 'To satisfy my curiosity' | M17 'To challenge my abilities' | |
| M20 'To be active' | M15 'To gain a feeling of belonging' | M28 'To relax mentally' | M5 'To expand my knowledge' | | |
| | M13 'To reveal my thoughts, feelings, or physical skills to others' | M26 'Because I sometimes like to be alone' | M4 'To learn about myself' | | |
| | M14 'To be socially competent and skillful' | M25 'To slow down' | | | |
| | | M32 'To unstructured my time' | | | |

The Factor Analysis of the Leisure Satisfaction items yielded five underlying factors, which significantly refine the understanding of perceived benefits derived from leisure experiences among Filipino students. The emergence of Affiliation and Somatic as dominant factors here reinforces the centrality of social connection and physical wellness in generating satisfaction within this culture:

- Self-accomplishment: Reflects satisfaction derived from achieving goals, competence, and mastery in leisure activities. This highlights the importance of leisure as a domain for personal efficacy and growth.
- Affiliation: Represents satisfaction gained from socializing, feeling a sense of belonging, and deepening relationships through leisure. This is a critical factor that ties directly into the cultural value of *kapwa*, suggesting the highest satisfaction comes through shared experience.
- Somatic: Focuses on satisfaction related to physical fitness, health maintenance, and bodily comfort achieved through leisure. The independence of this factor underscores the tangible, physical restoration sought by students.
- Well-being: Captures satisfaction linked to overall happiness, positive mood, and a holistic mental state. This represents the broad, aspirational outcome of successful leisure engagement.
- Structural Aesthetic: Represents satisfaction derived from the environmental design, structure, and sensory appeal of the leisure setting. This emphasizes that the context and quality of the leisure space itself contribute independently to the students' experience.

These five emergent factors, along with their corresponding items and factor loadings, are presented in Table 7.

Table 7: Factors and corresponding names generated by factor analysis of items in the Leisure Satisfaction questionnaire

| Self-accomplishment (0.535 to 0.780) | Affiliation (0.693 to 0.859) | Somatic (0.815 to 0.887) | Well-being (0.679 to 0.856) | Structural Aesthetic (0.635 to 0.866) |
|---|--|---|---|---|
| S4 'I use many different skills and abilities in my leisure activities' | S9 'I have social interaction with others through leisure activities' | S18 'I do leisure activities which develop my physical fitness' | S14 'My leisure activities help relieve stress' | S24 'The areas or places where I engage in my leisure activities are well designed' |
| S3 'My leisure activities give me a sense of accomplishment' | S10 'My leisure activities have helped me to develop close relationships' | S19 'I participate in my leisure to restore me physically' | S13 'My leisure activities help me to relax' | S23 'The areas or places where I engage in my leisure activities are beautiful' |
| S2 'My leisure activities give me self-confidence' | S11 'The people I meet in my leisure activities are friendly' | S17 'My leisure activities are physically challenging' | S16 'I engage in leisure activities simply because I like doing them' | S22 'The areas or places where I engage in my leisure activities are interesting' |
| S6 'My leisure activities provide opportunities to try new things' | S12 'I associate with people in my free time who enjoy doing leisure activities' | S20 'My leisure activities help me to stay healthy' | S15 'My leisure activities contribute to my emotional well-being' | S21 'The areas or places where I engage in my leisure activities are fresh and clean' |
| S5 'My leisure activities increase my knowledge about things around me' | S8 'My leisure activities help me to learn about other people' | | | |
| S7 'My leisure activities help me to learn about myself' | | | | |
| S1 'My leisure activities are very interesting to me' | | | | |

The Factor Analysis of the Oxford Happiness Questionnaire (OHQ) items yielded six distinct underlying dimensions of happiness experienced by the students, underscoring that subjective well-being is a multifaceted construct in this context. The emergence of Kinship and Social Happiness directly supports the theoretical premise that happiness for Filipino students is heavily influenced by relational and communal bonds, consistent with the cultural value of *kapwa*.

- **Contentment:** Reflects satisfaction with one's current life situation, general peacefulness, and a sense of having one's needs

met. This represents a foundational, passive aspect of well-being.

- **Enablement:** Represents the subjective feeling of being capable, empowered, and possessing the energy and freedom to pursue one's activities and goals. This links happiness to the student's sense of efficacy and agency.
- **Purposeful Happiness:** Captures happiness derived from having meaning, clear goals, and a strong sense of direction in life. This points to the eudaemonic or purpose-driven aspects of well-being.

- **Authenticity and Vigour:** Characterized by feeling true to oneself (authenticity) combined with high vitality and physical energy. This reflects happiness tied to genuine self-expression and physical health.
- **Kinship:** Reflects happiness strongly derived from close, familial, and communal bonds, emphasizing the warmth of belongingness. This factor is crucial in linking happiness to the cultural priority of close relational ties.
- **Social Happiness:** Pertains to happiness experienced through public interaction, shared enjoyment, and external social validation. This underscores the outward-facing, communal nature of well-being in the Filipino context.

Table 8 provides a comprehensive list of these five emergent factors, including their corresponding items and factor loadings.

Table 8: Factors and corresponding names generated by factor analysis of items in the Happiness questionnaire

| Contentment (0.500 to 0.705) | Enablement (0.545 to 0.692) | Purposeful Happiness (0.462 to 0.732) | Authenticity and Vigor (0.533 to 0.738) | Kinship (0.420 to 0.719) | Social Happiness (0.546 to 0.742) |
|---|---|--|---|---|---|
| H22 'I often experience joy and elation' | H20 'I feel able to take anything on' | H10 'I do not think that the world is a good place' | H14 'There is a gap between what I would like to do and what I have done' | H2 'I am intensely interested in other people' | H27 'I do not have fun with other people' |
| H15 'I am very happy' | H21 'I feel fully mentally alert' | H24 'I do not have a particular sense of meaning and purpose in my life' | H13 'I don't think I look attractive' | H4 'I have very warm feelings towards' | H29 'I do not have particularly happy memories of the past' |
| H12 'I am well satisfied about everything in my life' | H18 'I can fit in everything I want to' | H9 'Life is good' | H1 'I don't feel particularly pleased with the way I am' | H17 'I always have a cheerful effect on others' | |
| H11 'I laugh a lot' | H23 'I do not find it easy to make decisions' | H6 'I am not particularly optimistic about the future' | H5 'I rarely wake up feeling rested' | H8 'I am always committed and involved' | |
| H25 'I feel I have a great deal of energy' | H26 'I usually have a good influence on events' | H3 'I feel that life is very rewarding' | H28 'I don't feel particularly healthy' | H7 'I find most things amusing' | |
| H16 'I find beauty in some things' | | H19 'I feel that I am not especially in control of my life' | | | |

Correlations and Factor Analysis

Correlational analysis revealed a moderately high correlation between overall LM and LS. Conversely, the OHQ showed a low overall correlation with both LM and LS. Notably, this low overall relationship was primarily driven by positive associations between HA and the

more passive satisfaction dimensions of Stimulus Avoidance and Relaxational satisfaction. Table 9 details the correlation matrix for the three main constructs, while Table 10 presents the complete correlation matrix among all subscales.

Table 9: Correlation matrix on the three questionnaires

| | | Leisure Motivation | Leisure Satisfaction | Happiness |
|---|---------------------|---------------------------|-----------------------------|------------------|
| Leisure Motivation <i>M</i> = 4.00 <i>SD</i> = 0.489 | Pearson Correlation | 1 | 0.680 | 0.294 |
| | Sig. (2-tailed) | - | 0.000 | 0.000 |
| | <i>N</i> | 410 | 410 | 410 |
| Leisure Satisfaction <i>M</i> = 3.79 <i>SD</i> = 0.581 | Pearson Correlation | 0.680 | 1 | 0.454 |
| | Sig. (2-tailed) | 0.000 | - | 0.000 |
| | <i>N</i> | 410 | 410 | 410 |
| Happiness <i>M</i> = 3.84 <i>SD</i> = 0.686 | Pearson Correlation | 0.294 | 0.454 | 1 |
| | Sig. (2-tailed) | 0.000 | 0.000 | - |
| | <i>N</i> | 410 | 410 | 410 |

0.00 to 0.19 = Negligible; 0.20 to 0.39 = Low Correlation; 0.40 to 0.59 = Moderate Correlation; 0.60 to 0.79 = Moderately High Correlation; 0.80 to 1.00 = High Correlation)

Table 10: Correlation matrix on subscales in the three questionnaires

| | | Stimulus Avoidance | Relaxation | Happiness |
|---------------------------|---------------------|---------------------------|-------------------|------------------|
| Stimulus Avoidance | Pearson Correlation | 1 | 0.638 | -0.115 |
| | Sig. (2-tailed) | - | 0.000 | 0.019 |
| Relaxational | Pearson Correlation | 0.638 | 1 | 0.116 |
| | Sig. (2-tailed) | 0.000 | - | 0.019 |
| Happiness | Pearson Correlation | -0.115 | 0.116* | 1 |
| | Sig. (2-tailed) | 0.019 | 0.019 | - |

(0.00 to 0.19 = Negligible; 0.20 to 0.39 = Low Correlation; 0.40 to 0.59 = Moderate Correlation; 0.60 to 0.79 = Moderately High Correlation; 0.80 to 1.00 = High Correlation)

Qualitative Findings of Leisure Narratives

The qualitative data provided the necessary narrative and cultural context essential for interpreting the quantitative factor structures. Analysis of student narratives first categorized their Leisure Pursuits (e.g., Entertainment, Personal, Sports & Fitness) and identified their Leisure Realms (with residential and private settings being the most frequent). Regarding the social context, while individual time was often reported, a dominant preference for friends highlighted the strong Affiliation orientation of student leisure. Furthermore, Leisure Aspirations largely centred on Personal and Sports & Fitness activities, indicating a focus on self-improvement.

Most critically, the meanings of leisure were attributed using descriptive words in Tagalog and other regional languages. This deep semantic analysis revealed central, culturally-relevant themes of rest, ease, and calm (directly supporting the concept of libang or soulful easing), alongside themes of personal growth and social interaction (supports the concept of kapwa). This qualitative interpretation provides the essential link for understanding the quantitative findings, particularly the low correlation between standardized measures of happiness and leisure, by pointing to distinct, culturally valued pathways to well-being.

Table 11: Students' Leisure Pursuits by category and ranking

| MALE STUDENTS | | | FEMALE STUDENTS | | |
|------------------------------|------|-----------|------------------------------|------|-----------|
| Category (No. Of Activities) | Rank | Frequency | Category (No. Of Activities) | Rank | Frequency |
| Entertainment (9) | 1 | 327 | Entertainment (10) | 1 | 577 |
| Personal (23) | 2 | 165 | Personal (21) | 2 | 250 |
| Sports & Fitness (15) | 3 | 85 | Sports & Fitness (16) | 3.5 | 89 |
| Academic (6) | 4 | 77 | Gastronomic (4) | 3.5 | 89 |
| Gastronomic (3) | 5 | 45 | Interpersonal (5) | 4 | 48 |
| Interpersonal (4) | 6 | 32 | Academic (8) | 5 | 44 |

Table 12: List of activities under each defined category of leisure pursuit

| Description | Activities of Males | Activities of Females |
|---|---|--|
| Entertainment: all forms of activities that relate to entertaining the individual through forms of media, gadgets or books | Entertainment related (Movie / Series / TV) ($n=109$), Internet browsing and social media ($n=64$), Reading / Audiobook listening ($n=63$), Gaming (PC/Console/Mobile) ($n=58$), Music listening ($n=21$), Phone use ($n=8$), Play (Chess / Board games / Cards) ($n=2$), News ($n=1$), Gadget use ($n=1$) | Entertainment related (Movie / Series / TV) ($n=244$), Reading / Audiobook listening ($n=120$), Internet browsing and social media ($n=119$), Music listening ($n=39$), Gaming (PC/Console/Phone) ($n=32$), Phone use ($n=12$), Play (Chess / Board games / Cards) ($n=6$), Gadget use ($n=2$), Karaoke ($n=2$), Watching volleyball games ($n=1$) |
| Personal: all activities in relation to hobby, interest, learning, improvement and care of the self | Sleep / Nap ($n=62$), Graphic arts / Crafts ($n=20$), Playing instruments ($n=13$), Language Acquisition ($n=5$), Watch Educational Videos ($n=5$), Self-care / Chores / Other responsibilities ($n=5$), Rest ($n=4$), Practice (non-specific) ($n=4$), Programming / Coding ($n=4$), Creative writing ($n=3$), Hobbies ($n=3$), Driving ($n=2$), Travel ($n=2$), Thinking ($n=2$), Daydream / Stillness ($n=2$), Editing ($n=1$), Beatboxing ($n=1$), Meditate ($n=1$), Work ($n=1$), Tinker (<i>Kumalikot</i>) ($n=1$), Time spent with pets ($n=1$), Religion related ($n=1$), Diary ($n=1$) | Sleeping and napping ($n=142$), Graphic arts/ Crafts ($n=33$), Playing instruments ($n=11$), Watching educational videos / Listening to podcasts ($n=8$), Time spent with pets / feeding ($n=8$), Daydreaming / Stillness ($n=7$), Creative writing ($n=7$), Other responsibilities and self-care ($n=7$), Shopping ($n=6$), Travel ($n=6$), Singing ($n=5$), Play ($n=5$), Diary Writing ($n=3$), Rest ($n=2$), Editing videos ($n=1$), Taking Pictures ($n=1$), Knitting ($n=1$), Sitting ($n=1$), Meditate/reflection ($n=1$), Gardening ($n=1$), Organizing schedule ($n=1$), Scribbling ($n=1$) |
| Sports and Fitness: all activities in relation to sports, exercise and physical activity | Exercise / Workout / Gym ($n=29$), Walking ($n=17$), Dance ($n=8$), Basketball ($n=7$), Bicycling ($n=5$), Jogging ($n=4$), Volleyball ($n=4$), Martial arts ($n=3$), Badminton ($n=2$), Sports ($n=1$), Bowling ($n=1$), Floorball ($n=1$), Tennis ($n=1$), Weight lifting ($n=1$), Outdoor activities ($n=1$) | Walking ($n=25$), Exercise/Workout/Gym ($n=18$), Dance ($n=15$), Sports ($n=6$), Jogging ($n=6$), Badminton ($n=3$), Outdoor activity ($n=3$), Zumba ($n=3$), Swim ($n=2$), Volleyball ($n=2$), Bicycling ($n=1$), Stretching ($n=1$), Aikido ($n=1$), Kyudo ($n=1$), Table tennis ($n=1$), Yoga ($n=1$) |

| Description | Activities of Males | Activities of Females |
|--|--|--|
| Academic: all activities in relation to school | Acads / Study (n=22), Homework (n=6), Readings (n=5), Club / Student organization / Council work (n=3), Research (n=2) | Studying (n=23), Homework (n=6), Academics (n=5), Reading academic literature (n=3), Research (n=3), Writing Notes (n=2), Club/Student organization / Council work (n=1), Thesis writing (n=1) |
| Gastronomic: all activities relating to gastro-nomic pursuits | Dining (n=43), Alcohol consumption (n= 1), Milk tea / Cafe related (n=1). | Dining (n=80), Cook / Bake (n=5), Drinking alcohol (n=2), Milk tea / Cafe related (n=2) |
| Interpersonal: all activities that pertain to spending time doing things with other people | Going out / Mallng / Party (n=12), Hangout / Bonding / <i>Tambay</i> (n=9), Chat/Talk to people (n=9), Couple's activity (Dating / Chat / Sex) (n=2) | Going out / Mallng / Party (n=16), Hangout / Bonding / <i>Tambay</i> (n=14), Chat online / Talk to people (n=14), Socials (n=2), Play with niece / siblings (n=2) |

Table 13: Summary of categories and corresponding groups

| Categories | Frequency | Groups (Freq.) |
|--|-----------|--|
| Individual: by oneself (1) | 1272 | Alone (1,272) |
| Friends: all social circles attributed to friendship. The researcher does not dismiss the notion of having friends in the school or extracurricular setting, but this category focuses on social groups considered as friends or companions but not tied to a specific interest or activity (5) | 408 | Friends (n=367), Romantic partner (n=24), Boardmates / Dorm mates / Roommates (n=12), Online friends (n=3), High school friends (n=2) |
| Family: includes relationships within the home space and familial familiarity even outside the traditional notions of what family is which are pets (2) | 218 | Family (n=215), pets (n=3) |
| School Community: social connections in relation to the school setting (7) | 85 | Blockmates (n=21), Orgmates (n= 31), Classmates / Schoolmates (n=14), Coach/Teammates (n=13), Collegemates / Coursemates / Labmates (n=4), Tablemates (n=1), <i>Senpai</i> (n=1) |
| Others: all other social relations other than previously mentioned (8) | 20 | Anybody / Anyone (n=7), Other (n=4), Varied/Depends (n=2), Strangers (n= 2), Churchmates (n=2), Neighbor (n=1), Immediate peers (n=1), Same music taste (n=1) |
| Total: 2017 | | |

Table 14: Leisure Aspirations categories

| Leisure Aspirations Categories | Frequency | Activities |
|---|-----------|---|
| Personal: all aspired activities that relate to personal choices and preference. | 783 | Travel (<i>n</i> =152), Shopping (<i>n</i> =30), <i>Gimik</i> / Go around (<i>n</i> =18), Mall (<i>n</i> =11), Art / Craft (<i>n</i> =28), Drawing and write (<i>n</i> =24), Cooking (<i>n</i> =21), Learn a language (<i>n</i> =67), Learn (play) an instrument (<i>n</i> =63), Sleep / Nap (<i>n</i> =51) |
| Sports and Fitness: all activities in relation to sports, exercise and physiological activity. | 628 | Workout / Exercise (<i>n</i> =160), Sports (<i>n</i> =71), Dance (<i>n</i> =61), Basketball (<i>n</i> = 48), Swimming (<i>n</i> =46) Jogging / Run (<i>n</i> =39) |
| Entertainment: all activities that are forms of entertainment that involve passive engagement for the individual. | 178 | Read (<i>n</i> =69), Movie / Watch in the cinema (<i>n</i> =56), Video games (<i>n</i> =30) |
| Interpersonal: all activities that relate to socializing. | 76 | Friends (<i>n</i> =36), Spend time with family (<i>n</i> =21), Date / Make new friends (<i>n</i> =5) |
| Academic: all activities that relate to schoolwork, academic requirements or are academic in nature. | 48 | Study hard / Advance study (<i>n</i> =27), (Join) a student organization (<i>n</i> =5), Library / School readings / Thesis (<i>n</i> =2) |
| Gastronomic: all activities that relate to food and drinks. Drinking may have similar themes as a social activity but is included here to highlight the act or activity of drinking. | 25 | Eat (<i>n</i> =23), Drink coffee/milk tea (<i>n</i> =2) |

Table 15: Leisure Word Attribution categories

| Leisure Word Attribution Categories | Frequency | Key Words |
|--|-----------|---|
| Leisure as Relaxation: includes words associating leisure with relaxation. These terms often equate leisure with rest or describe it using concepts suggesting passivity and slowness. | 535 | Rest / <i>Pahinga</i> [Tagalog] (<i>n</i> = 364), Relax (<i>n</i> = 61), Calm down / <i>Kalma</i> [Tagalog] (<i>n</i> = 27), Chill (<i>n</i> =25), Sleep / <i>Tulog</i> [Tagalog] (<i>n</i> =18), Afternoon nap / <i>Siesta</i> [Tagalog] (<i>n</i> =14), Unwind / <i>Pahuway</i> [Bisaya] and Breath / <i>Hinga</i> [Hiligaynon] (<i>n</i> =10) |
| Leisure as Emotions: encompasses themes related to emotions experienced during leisure. Three key themes observed are happiness, general positive feelings, and descriptions involving lively adjectives. | 505 | Happy / Joy / <i>Saya</i> / <i>Tuwa</i> [Tagalog] (<i>n</i> = 369), Feeling of ease / <i>Ginhawa</i> [Tagalog] (<i>n</i> =30), De-stress / <i>Alis stress</i> [Tagalog] (<i>n</i> =27), Cool / Cozy / <i>Hayahay</i> [Bisaya] and Comfortable / <i>Komportableng buhay</i> [Tagalog] (<i>n</i> =18), Dynamic (<i>n</i> =13) |
| Leisure and Time: pertains to how time relates to leisure, considering aspects like how time passes during leisure, whether activities are time-consuming, and the fundamental concept of leisure as free time. | 166 | Pass time / <i>Lipas oras</i> [Tagalog] (<i>n</i> = 68), Free time / <i>Bakanteng oras</i> or <i>libreng oras</i> [Tagalog] (<i>n</i> =44), Doing nothing / <i>Walang ginagawa</i> [Tagalog] (<i>n</i> = 11), Easy / No thinking / <i>Madali</i> [Tagalog] (<i>n</i> =11) |

| Leisure Word Attribution Categories | Frequency | Key Words |
|--|-----------|---|
| Leisure and Hobby: leisure as time to pursue activities based on personal interest. This perspective emphasizes engaging in specific, chosen activities during free time. | 125 | Entertain / <i>Libang</i> [Tagalog] (n=100), To be engrossed with something / <i>Pinagkakaabalahan</i> [Tagalog] (n=12) |
| Leisure is Engaging: involves either active or passive engagement that produces enjoyment. This type of leisure is often described with words like entertaining and <i>nakakaaliw</i> . It positions the individual either as an observer or as someone actively experiencing and gaining joy. | 65 | Entertaining / Amusing / <i>Aliw</i> / <i>Nakakaaliw</i> / <i>Pag-aaliw</i> [Tagalog] (n= 22), Enjoy (n= 20) |
| Leisure and Spaces: pertains to words that focus on doing activities in relation to spaces. | 51 | Travel leisurely / To go outside / <i>Gala</i> / <i>Labas</i> / <i>Lakwatsa</i> [Tagalog] (n=28), Hangout / <i>Tambay</i> [Tagalog] (n=13) |
| Leisure is Active: leisure that involves physical activity, such as play, exercise, or movement. This perspective emphasizes active participation associated with liveliness and the use of energy. | 48 | Play / <i>Laro</i> [Tagalog] (n= 35), Exercise / <i>Ehersisyo</i> [Tagalog] (n=4), To move / <i>Galaw</i> / <i>Kilos</i> [Tagalog] (n=3) |
| Leisure as Activity: leisure viewed simply as an activity or something to do. This perspective often uses neutral terms to describe the action itself, such as recreation, task, activity, or <i>gawain</i> . | 43 | Task / <i>Gawain</i> [Tagalog] (n=14), Activity / <i>Aktibidad</i> [Tagalog] (n=13), Recreation (n= 11) |
| Leisure as Interest: referring to something aligned with an individual's interests, undertaken voluntarily and not forced. Consequently, leisure is also viewed as something that is desired or wanted. | 40 | Like to do / <i>Hilig</i> [Tagalog] (n=19), Like / <i>Gusto</i> [Tagalog] (n= 12), Interest (n=5) |
| Leisure as Social: focuses on the individual's relationship with others, viewing leisure as an opportunity to be with them and do activities together. | 27 | Friends / <i>Kaibigan</i> / <i>Barkada</i> [Tagalog] (n= 13), Family (n= 4), Chatting with someone / <i>Pakikipagkwentuhan</i> / [Tagalog] (n= 4), Sharing stories (to someone) / Play with someone / <i>Laro</i> [Tagalog] (n=4) |
| Solitary Leisure and Individuality: leisure as an opportunity for the individual to be themselves and to be by themselves. Within this category, the individual is empowered to have control over their time and what they do. The researcher chose to place <i>sariling oras</i> , me time, and alone time in this category, rather than in the time-based category, because of its focus on the | 22 | Own time / Time for self / <i>Sariling oras</i> [Tagalog] (n=15), Me time / Alone time (n=3), No pretense / Show real me (n=2) |

| Leisure Word Attribution Categories | Frequency | Key Words |
|--|-----------|--|
| self-aspect—specifically, the ownership of time rather than the measurement of time. This category also includes seeing leisure as an opportunity to focus on the self. | | |
| Leisure as a Need: something beneficial and thus essential for the individual. Consequently, the individual perceives leisure as important, perhaps even as a right, recognizing that they gain something valuable from it. | 22 | Something beneficial / <i>Nakabubuti</i> [Tagalog] (<i>n</i> =7), Meaningful / Useful / <i>Makabuluhan</i> [Tagalog] / <i>May Pakinabang</i> [Tagalog] (<i>n</i> =4), Need / Something that is needed / Human right / <i>Kailangan</i> [Tagalog] / <i>Kinakailangan</i> [Tagalog] (<i>n</i> =3) |
| Leisure as Introspection: opportunity for self-reflection and introspection, connected to emotional well-being and the processes to achieve it. | 22 | Reflection / Pondering / Mental and emotional activity / <i>Muni-muni</i> [Tagalog] / <i>Tahimik</i> [Tagalog] (<i>n</i> =8), To forget / <i>Paglimot</i> [Tagalog] / <i>Pagpapahiyang</i> / Reconnection / Go back within / <i>Balik-loob</i> [Tagalog] / Introspection / Sometimes linked to going back to (one's) religion / Reflection / Stop / <i>Tigil</i> [Tagalog] (<i>n</i> =1) |
| Leisure as Luxury: leisure viewed as costly or an excess. This costliness can make leisure seem unattainable, or it can refer to leisure being literally expensive. | 18 | Luxury / Whim / <i>Luh</i> [Tagalog] (<i>n</i> =7), Cost(ly) expenditure / <i>Gastos</i> [Tagalog] (<i>n</i> =6), Car / <i>Kotse</i> [Tagalog] / <i>Mansyon</i> [Tagalog] (<i>n</i> =4), Rich / <i>Yaman</i> [Tagalog] (<i>n</i> =1) |
| Activities in Leisure: activities that an individual engages in during leisure; associating leisure directly with these chosen free-time pursuits. | 15 | Art and music / Creative time / <i>Malikhaing oras</i> [Tagalog] (<i>n</i> =7), Take a stroll / <i>Lagaw</i> [Hiligaynon] (<i>n</i> =4), Window shopping (<i>n</i> =2) |
| Leisure as Learning: leisure as connected to study, knowledge, and skill acquisition. It posits that learning extends beyond schoolwork and responsibility, representing an expansion or experience achieved through leisure. | 13 | Discover / Exploration (<i>n</i> =5), Learn many things / <i>Maraming natutunan</i> [Tagalog] (<i>n</i> =5), Ability / <i>Kakayahan</i> [Tagalog] (<i>n</i> =2), Library / Knowledge / <i>Kaalamanan</i> [Tagalog] (<i>n</i> =1) |
| Leisure as Vacation: leisure associated with concepts like weekends, holidays, or suspension of work and school. | 13 | No classes / <i>Walang pasok</i> [Tagalog] (<i>n</i> =9), Weekend (<i>n</i> =2), Vacation / <i>Bakasyon</i> [Tagalog] (<i>n</i> =1), Holiday / Vacation / <i>Paliwaliwa</i> [Hiligaynon] (<i>n</i> =1) |
| Leisure as Gastronomic Culture: pertaining to food and beverage consumption, both socially and generally. | 10 | Eating (<i>n</i> =4), Banquet / <i>Salo-salo</i> [Tagalog] (<i>n</i> =2), Eating together (<i>n</i> =2), Excessive alcohol drinking / <i>Walwal</i> [Tagalog] (<i>n</i> =2) |
| Leisure and Achievement: leisure as something rewarding. This may also express leisure as an opportunity to have fulfilling experiences. | 9 | Award / <i>Gantimpala</i> [Tagalog] / Reward / <i>Pabuya</i> [Tagalog] (<i>n</i> =4), Fulfilling (<i>n</i> =3), Growth (<i>n</i> =2) |

| Leisure Word Attribution Categories | Frequency | Key Words |
|--|-----------|---|
| Leisure as Divergence: leisure as an opportunity to divert from the usual or from routine and experience something new. Leisure is characterized by impermanence, as this experience may not be available all the time. | 8 | Sometimes / <i>Minsan</i> [Tagalog] / Not routine ($n=3$), Diversion / <i>Dibersyo</i> [Tagalog] / Distraction ($n=2$), Something different / <i>Kakaiba</i> [Tagalog] ($n=2$), Something new / <i>Panibago</i> [Tagalog] ($n=1$) |
| Negative Connotations on Leisure: leisure as a waste of time and energy, or as something unnecessary. Furthermore, leisure is often perceived as unavailable due to a lack of time. | 7 | Nonessential / <i>Hindi kailangan</i> [Tagalog] ($n=3$), Waste of time / <i>Aksayang oras</i> [Tagalog] ($n=2$), Waste(ful) / <i>Kasayangan</i> [Tagalog] ($n=1$), Hard to make time for / <i>Mahirap gawan ng oras</i> [Tagalog] ($n=1$) |
| Leisure and Routine: leisure as something usually done. Consequently, there is a familiarity within the individual with leisure activities and the experience they provide. | 2 | Regularly done / <i>Madalas ginagawa</i> [Tagalog] ($n=1$), Habit / <i>Nakasanayan</i> [Tagalog] ($n=1$) |

Table 16: Selected Philippine regional language terms and their English translations

| Regional Language | Word | Meaning |
|---------------------|-------------------------------------|--|
| Cebuano | <i>buang</i> | crazy in a good way (slang way to express elation) |
| | <i>hayahay</i> | cool, comfortable, cozy |
| | <i>kalinaw / kalingawan</i> | peace of mind |
| | <i>lipay / kalipayan</i> | euphoria, happiness, exhilaration |
| | <i>lingaw</i> | fun |
| | <i>pa pil</i> | to join |
| | <i>pahuway</i> | unwind |
| Hiligaynon | <i>hampang</i> | play |
| | <i>lagao / lagaw / lagaw-la-gaw</i> | take a stroll |
| | <i>pahuway</i> | breath |
| | <i>paliwaliwa</i> | holiday, vacation |
| | <i>pasadya</i> | custom, made to order or with intent |
| | <i>patawhay</i> | to be quiet |
| Bicolano | <i>karawat</i> | to play, game |
| Dabawenyo | <i>dayaw</i> | good / valuable / superior / beautiful |
| Ilocano | <i>kasadyaman</i> | happiness |
| Waray | <i>pahuway</i> | relax |
| Pangasinense | <i>painawa</i> | take time to rest |

The Leisure Ecology of Filipino University Students

The integrated analysis of quantitative and qualitative data reveals that the leisure ecology of Filipino university students is fundamentally organized around Competence/Mastery, Relaxational, and a deeper, culturally-defined

state of inner happiness, termed *ligaya*. Students are driven by curiosity and the challenge of skill mastery (Curiosity, Estimability), while satisfaction is derived from personal efficacy (Self-accomplishment) and psychological (Well-being, Somatic).

The finding of a low overall correlation between the standardized Oxford Happiness Questionnaire and both Leisure Motivation and Leisure Satisfaction is the most critical empirical insight of this study. This low correlation provides quantitative proof that Western-centric, standardized scales are inadequate for fully capturing the nuances of well-being in a collectivist culture. It substantiates the premise that the holistic pursuit of *ligaya* is achieved through distinct, culturally embedded pathways that exist beyond simple activity satisfaction.

This deeper happiness is profoundly shaped by three culturally specific determinants:

- **Libang (Soulful Easing):** This concept, defined by narratives of rest, calm, and ease, explains the positive link between overall Happiness and the passive satisfaction factors (Stimulus Avoidance and Relaxational). It shows that *ligaya* is maintained by the necessary disengagement and mental unwinding required to cope with academic pressures.
- **Kapwa (Shared Inner Self):** The prominence of Social Competence, Affiliation, and Kinship factors across all three constructs confirms that relational well-being is paramount. Leisure is primarily the shared experience of *kapwa* and belongingness, making collective efficacy and social acceptance central to happiness.
- **Barkada (Chosen Peer Circle):** The central role of friends in leisure narratives and high loading of social factors highlight that *barkada* is the primary psychosocial mechanism through which *kapwa* is enacted. This group facilitates the shared enjoyment and external validation necessary for social happiness.

For Filipino university students, leisure is not merely an activity for self-fulfillment but a complex interplay of personal needs, cultural values, and crucial psychosocial interactions that ultimately foster *ligaya*. This research offers a robust, locally relevant ecological framework that significantly contributes to Leisure Studies by demonstrating the empirical

necessity of integrating cultural concepts when assessing well-being in collectivist contexts.

Conclusion

This study concludes that the leisure ecology of Filipino university students is distinctly characterized by a pursuit of competence, relaxation, and a culturally nuanced form of profound happiness, referred to as *ligaya*.

While leisure motivation and satisfaction correlate moderately, their low correlation with standardized happiness measures highlights that *ligaya* is often achieved through pathways that extend beyond conventional leisure satisfaction. This deeper sense of well-being is significantly shaped by culturally specific determinants, including *libang* (soulful easing), *kapwa* (shared inner self and social connection), and *barkada* (chosen peer groups).

The importance and relevance of these findings are substantial. They underscore that understanding leisure in non-Western contexts requires acknowledging and integrating indigenous cultural values and psychosocial dynamics, rather than solely relying on Western-centric frameworks. For Filipino university students, leisure is not merely a recreational activity but a vital mechanism for personal growth, emotional regulation, and the cultivation of meaningful social bonds. This research provides critical insights for academic institutions, emphasizing their role in fostering environments that support holistic student well-being by recognizing and nurturing these culturally embedded leisure practices. Ultimately, a deeper appreciation of this unique leisure ecology can inform the development of more culturally sensitive interventions and programs aimed at enhancing students' overall happiness and resilience.

Drawing on the work of Seligman (2017), who proposed the 'Happiness Equation' (Happiness = Set individual range + Circumstances of life + Voluntary controllable factors), it is understood that an individual's happiness levels are influenced by a unique combination of genes, life circumstances, and experiences. Awareness of these factors can empower individuals to choose motivations conducive to their well-being, better understand their

sources of satisfaction, and exert a degree of control over their happiness. Building upon these insights and inspired by both Seligman and Alain de Botton's lecture on emotional ed-

ucation, the researcher proposes a new equation, presented in Figure 6, that integrates elements from this study with their foundational ideas:

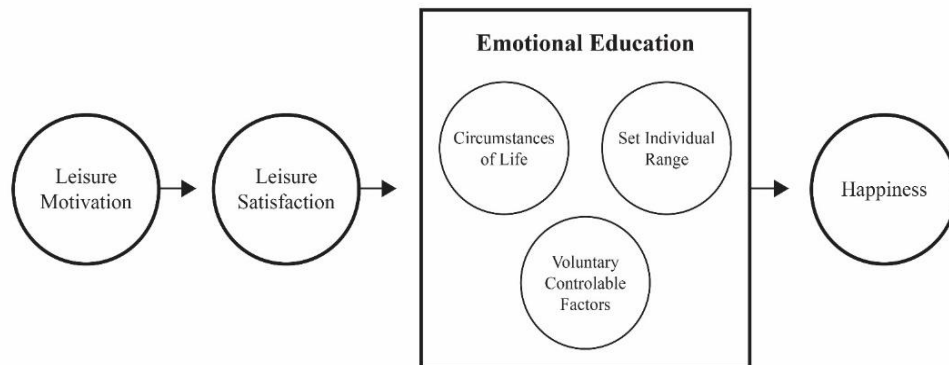


Figure 5. Proposed Framework: Leisure, Emotional Education, and Happiness equation

Leisure Motivation leads to an understanding of Leisure Satisfaction. To truly discern Happiness, this understanding of satisfaction should then be considered within the framework of Seligman's equation and the principles of Emotional Education. Individuals must be educated in their emotional functioning beyond merely recognizing that they experience certain feelings in specific situations. Achieving emotional wellness is not something that can be instantly wished for or acquired purely intuitively; it requires discernment and effort. Institutions of culture and knowledge, such as academic institutions, should therefore offer guidance not only in core academic pursuits and formally recognized activities but also actively foster emotional intelligence to assist students in understanding their personal meaning of happiness.

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