

36532

by Turnitin Unesa22

Submission date: 26-Mar-2025 10:53AM (UTC+0700)

Submission ID: 2625504560

File name: 36532.pdf (330.8K)

Word count: 4286

Character count: 24063

Correlation Between Physical Activity and Student Life Satisfaction: A Study on Junior High School Students

Muhammad Labib Siena Ar Rasyid¹, Himawan Wismanadi¹, Noortje Anita Kumaat¹, Afif Rusdiawan¹, Nisa Hamidah Nur Azizah¹

¹ Universitas Negeri Surabaya, Jl. Raya Kampus Unesa, Lidah Wetan, Kec. Lakarsantri, Surabaya, Jawa Timur 60213, Indonesia

Correspondence: muhammadrasyid@unesa.ac.id

(Received: 06 Dec 2024 | Revised: 10 Jan 2025 | Accepted: 21 Jan 2025)

ABSTRACT

Background: Evidence shows that the level of physical activity of adolescents in the world is still very lacking, while physical activity itself has a holistic effect, both physically and mentally, including on one's life satisfaction. The purpose of this study was to determine the relationship between physical activity and student life satisfaction.

Methods: Correlational research was used in this study. A total of 58 students of Jogoroto 1 Junior High School (JHS) consisting of 29 boys and 29 girls. SLSS and IPAQ-SF instruments were used in this study and data analysis techniques used descriptive statistics and Spearman's rho rank correlation test.

Results: The correlation test results showed a positive correlation coefficient and significance less than 0.05 between physical activity and students' life satisfaction, both in terms of METs value ($r=0.875$, $p=0.000<0.05$) and physical activity category ($r=0.929$, $p=0.000<0.05$).

Conclusions: There is a significant correlation between physical activity and student's life satisfaction. The higher the level of physical activity, the higher the level of student's life satisfaction.

Keywords: physical activity; student life satisfaction; junior high school students

1. Background

Young adolescents have many opportunities to plan for the future during education. Having a happy life, useful to others, far from worry is the dream of many people. The main thing that a person must have to be happy is life satisfaction. Life satisfaction can be expressed when positive feelings are more dominant than negative feelings. Satisfaction and happiness are two different things, happiness is obtained from daily activities in life according to what is adhered to in its principles (Schafer et al., 2013; Sran et al., 2021). Life satisfaction itself has many meanings, but the literature compiled by Gold (2013) defines life satisfaction as "a cognitive evaluation of well-being based on actual achievements with desired conditions" and having long-term goals in one's life.

Current world conditions show that around 80% of adolescents do not meet the WHO's minimum recommendations for activity (World Health Organization, 2024). In Indonesia, data shows that around 65% of children and youth have a low frequency of physical activity, and as many as 77.12% of children aged 10-15 years show a low level of physical fitness (Mutohir et al., 2023). Physical activity is defined as body movement (involving skeletal muscles) that expends energy, which if done regularly can provide physical and mental benefits (World Health Organization, 2022).

Physical activity is a movement carried out by the body that expends energy and can automatically cause physical and biological changes. Regular exercise can improve cardiovascular fitness, ideally, a person should

do it for 30 minutes a day for moderate-intensity physical activity (Sran et al., 2021; WHO, 2018; World Health Organization, 2024). Research shows that there is a link between physical activity carried out by students and fitness, psychological well-being or mental health, and academic achievement (Guddal et al., 2019; Redondo-Flórez et al., 2022; Wu, 2022; Zhai et al., 2022). Thus, students who lack physical activity are more likely to have poor physical fitness, mental health, and academic achievement. Therefore, to get life satisfaction for students, it can be done by doing physical activity regularly.

There is research that shows link between physical activity and a person's life satisfaction. Individuals who routinely do physical exercise three times a week feel more satisfied with their lives than people who are not physically active (Brođani et al., 2015). This research shows that physical activity strengthens the relationship between life satisfaction and a person's mental well-being (Zayed et al., 2018). This also has the potential to apply to adolescents who are studying at the secondary education level or junior high school. Students in school have challenges in dealing with academic stress (Bohman et al., 2024), and academic stress can also have an impact on students' life satisfaction (Sari, 2019). The higher the academic stress experienced by students, the lower the level of life satisfaction (Dureja & Sharma, 2024). From previous research, on the subject of college students, it appears that life satisfaction is negatively correlated with student academic stress (Rathakrishnan et al., 2022). On the other hand, to reduce the academic stress experienced by students, an active lifestyle is needed. If students have an active lifestyle, the better the level of life satisfaction experienced by students (An et al., 2020).

From the description that has been explained above and several references that have been mentioned, only a few have studied the correlation between physical activity and life satisfaction on adolescents who are studying at the junior high school level, especially in East Java, Indonesia. Therefore, this study aims to investigate this using the Student's Life Satisfaction Scale (SLSS) and IPAQ instruments. Bagian Latar Belakang harus menjelaskan latar belakang penelitian, tujuannya, ringkasan literatur yang ada dan mengapa penelitian ini diperlukan atau kontribusinya ke lapangan.

2. Methods

A quantitative approach was used in this study, with the type of research being correlational research. This study used participants from State Junior High School (SMPN) 1 Jogoroto, Jombang Regency. The purposive sampling technique was used to determine the research sample with the criteria of third-grade students with a minimum age of 15 years and willing to participate in the study voluntarily. A total of 58 students were selected as research subjects consisting of 29 boys and 29 girls.

The research instruments used were the Student's Life Satisfaction Scale (SLSS) to measure students' life satisfaction (Huebner et al., 2022; Jiang & Huebner, 2017) and the International Physical Activity Questionnaire Short Form version (IPAQ-SF) to measure physical activity levels (IPAQ, 2005). This study used descriptive statistical analysis techniques and Spearman's rho rank correlation test. Descriptive statistical tests used the mean and standard deviation (SD) values, and Spearman's rho rank correlation test was used because the distribution of research data was not normally distributed ($p < 0.05$). The SPSS Version 25 and Microsoft Excel 2016 applications were used to help the process of analyzing research data.

3. Result

The first process of data analysis was to conduct descriptive statistical tests on the research variables, including the characteristics of the research subjects (age, height, and weight), the level of physical activity, and the level of life satisfaction of the students. The results of the descriptive statistical test can be seen in the table below.

Table 1. Descriptive Statistical Test Results

Variabel	Participants (Mean ± SD)
----------	--------------------------

	Boy (n=29)	Girl (n=29)	Total (N=58)
Body Weight (Kg)	57.87 ± 16.28	49.27 ± 10.97	53.57 ± 14.43
Height (cm)	163.97 ± 6.11	153.07 ± 5.74	158.52 ± 8.05
Body Mass Index (Kg/m ²)	21.50 ± 5.80	20.96 ± 4.00	21.23 ± 4.97
Age (years)	15.28 ± 0.45	15.00 ± 0.00	15.14 ± 0.35
Physical Activity Levels (METs)	2055.90 ± 2050.19	2415.07 ± 1453.27	2235.48 ± 1770.61

The results of descriptive statistical analysis also present the distribution of physical activity levels in students which are divided into three levels: low, moderate, and high, which can be seen in the graph below.

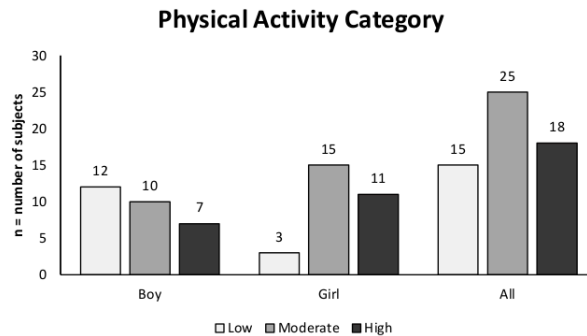


Fig 1. Physical Activity Category Chart

From the graph above, it can be seen that the majority of students have a moderate level of physical activity. Then, Spearman rho rank correlation analysis was conducted to see the correlation between physical activity and student life satisfaction in terms of METs lift and physical activity level category. The results of the analysis can be seen in the table below.

Table 2. Spearman Rho Rank Correlation Test Results

Variable	Rank spearman's rho	
	r	Sig. (2-tailed)
METs – Student Life Satisfaction	0.875	0.000*
PA Category – Student Life Satisfaction	0.929	0.000*

* there is a significant correlation ($p < 0.05$)

4. Discussion

This study discusses the correlation between physical activity and life satisfaction in junior high school students using IPAQ. Where gender differences in physical activity experience a significant correlation. The graph shows that physical activity in junior high school students is at a moderate level. Previous research has also found that the magnitude of gender differences in physical activity is moderate. The reason for gender differences is due to different physical activity motivations (Komarudin et al., 2023; Melin et al., 2003). Previous research shows that life satisfaction is affected by excessive stress. In addition, previous research found that there is a correlation

between stress and life satisfaction that is very closely correlated and causes different sleep quality (Extremera et al., 2009; F. Wang & Boros, 2019).

In this study, the Spearman test showed a correlation between physical activity and the level of life satisfaction. Based on the data obtained, the sig value. $0.000 < 0.05$, which means that there is a significant correlation between physical activity and life satisfaction of junior high school students. Life satisfaction comes from the truth that someone has done their best to achieve something that has become the initial goal. The results obtained in this study are in line with other studies that show a strong relationship between physical activity and one's life satisfaction (Maher et al., 2015b; Skalacka & Błońska, 2023; Urchaga et al., 2020). A person will feel more satisfied with their life if they are more regular in exercising (Hermawansyah et al., 2021; Pierannunzio et al., 2022). Research conducted on 2345 healthy subjects, showed that physical activity has a significant relationship with life satisfaction and happiness in various age categories, both in youth, middle-aged, and older adults (An et al., 2020).

Physical activity has an important role to play in helping people combat negative emotions, reduce levels of depression, and reduce levels of suicidal behavior with the aim of improving life satisfaction. This vital role cannot be separated from the evidence that low life satisfaction is one of the factors that lead to negative emotional conditions (Bastian et al., 2014; Y. Wang & Peng, 2017). According to previous research conducted on student subjects in college, students who are active in physical exercise have high life satisfaction (Zhou et al., 2023). From the results of previous research, it strengthens the theory that there is a strong link between physical activity and life satisfaction in students, including students in junior high school. If a person has positive satisfaction in their life, either only in certain components or overall in their life, then it can be an important factor in achieving life goals (Maher et al., 2015a; Slavinski et al., 2021).

There are many obstacles, difficulties, conflicts, and negative changes that young adolescents face that will make their satisfaction in life decrease. Some factors that can affect life satisfaction include health, work, family, friends, and financial situation (Inan & Koç, 2021). Social support is also a protective factor in increasing life satisfaction by reducing perceived stress (Jhang, 2019). Research conducted by Meyer et al. (2021) physical activity has a function to reduce the impact of stress on life satisfaction if they get the motivation to do physical activity from their inner drive (intrinsic motivation).

Academic stress for students has attracted considerable attention. It can cause decreased life satisfaction affecting sleep quality and leading to health problems (F. Wang & Boros, 2019). Previous research provides additional evidence that life satisfaction is also related to high academic achievement, to achieve high academics, health becomes the basis for students to pursue this achievement (Renshaw & Cohen, 2014). Students who have high fitness tend to be able to map out goals and avoid excessive stress (O'Sullivan, 2011; Ojeda et al., 2011). Physical activity has various benefits for brain health and can improve academic abilities for students (Papasideris et al., 2021). Several studies have stated that physical activity has a positive effect on cardiorespiratory fitness (Rodriguez et al., 2020). Physical activity has been found to improve academic achievement including extracurricular activities (Li & Zhang, 2022). Thus, it is known that children as students are at risk of experiencing academic stress, but this can be prevented if children have a physically active lifestyle. This is supported by the fact that physical activity is highly recommended for students as it has many holistic benefits, including physical and mental health aspects, as well as academic performance.

The limitation of this study is that the participants in this study are the minimum number of research subjects because the research subjects used are only junior high school students in one school. The instrument used to measure the level of physical activity still uses a self-report questionnaire, it is recommended for future research to use accelerometers (Sasaki et al., 2016). Another limitation of the current study is that it has not examined

gender differences in the correlation between physical activity and life satisfaction among students. So, in the future, it is expected to increase the number of research participants and compare them between genders, both men and women.

5. Kesimpulan dan Saran

According to the results and discussions that have been carried out in this study, the conclusion is that physical activity has a significant correlation with student's life satisfaction with a positive correlation direction. The higher the level of physical activity, the higher the level of life satisfaction of the students. The results of this study are a good reference, both for teachers, headmasters, and other stakeholders. So that students become more understanding and aware to live actively in order to have good life satisfaction. As is known, this research is still very limited in terms of research subjects, so it is recommended for future research to increase the research population.

6. Acknowledgements

The researcher would like to thank the volunteers from the Directorate of Unesa Science Center, Universitas Negeri Surabaya for assisting in the data collection process.

7. References

- An, H. Y., Chen, W., Wang, C. W., Yang, H. F., Huang, W. T., & Fan, S. Y. (2020). The Relationships between Physical Activity and Life Satisfaction and Happiness among Young, Middle-Aged, and Older Adults. *International Journal of Environmental Research and Public Health*, 17(13), 4817. <https://doi.org/10.3390/IJERPH17134817>
- Bastian, B., Kuppens, P., De Roover, K. D., & Diener, E. (2014). Is valuing positive emotion associated with life satisfaction? *Emotion*, 14(4), 639–645. <https://doi.org/10.1037/A0036466>
- Bohman, A., Eger, M. A., Hjerm, M., & Mitchell, J. (2024). COVID-19-induced academic stress and its impact on life satisfaction and optimism. A panel study of Swedish university students between 2020 and 2022. *European Journal of Higher Education*, 14(3), 429–450. <https://doi.org/10.1080/21568235.2023.2209707>
- Brođani, J., Spišiak, M., & Paška, L. (2015). The interaction of physical activity and quality of life of adolescents. *Journal of Physical Education and Sport*, 15(3), 518–524. <https://doi.org/10.7752/JPES.2015.03078>
- Dureja, Y., & Sharma, R. (2024). Academic Stress, General Health and Life Satisfaction among College Students. *The International Journal of Indian Psychology*, 12(2), 2138–2151. <https://doi.org/10.25215/1202.184>
- Extremera, N., Durán, A., & Rey, L. (2009). The moderating effect of trait meta-mood and perceived stress on life satisfaction. *Personality and Individual Differences*, 47(2), 116–121. <https://doi.org/10.1016/J.PAID.2009.02.007>
- Gold, C. (2013). The meaning of life. *Nordic Journal of Music Therapy*, 22(1), 1–2. <https://doi.org/10.1080/08098131.2013.766451>
- Guddal, M. H., Stensland, S. Ø., Småstuen, M. C., Johnsen, M. B., Zwart, J. A., & Storheim, K. (2019). Physical activity and sport participation among adolescents: associations with mental health in different age groups. Results from the Young-HUNT study: a cross-sectional survey. *BMJ Open*, 9(9), e028555. <https://doi.org/10.1136/BMJOPEN-2018-028555>
- Hermawansyah, A., Sumaryanto, Ariestika, E., & Hita, I. P. A. D. (2021). Sport and well-being: Frequency of physical activity and life satisfaction. *Journal Sport Area*, 6(3), 377–384.

- [https://doi.org/10.25299/SPORTAREA.2021.VOL6\(3\).6583](https://doi.org/10.25299/SPORTAREA.2021.VOL6(3).6583)
- Huebner, E. S., Ostafińska-Molik, B., & Gawel, A. (2022). Students' Life Satisfaction Scale (SLSS): Psychometric Properties with a Sample of Polish Adolescents. *Applied Research in Quality of Life*, 17(4), 2191–2209. <https://doi.org/10.1007/S11482-021-10030-Y/TABLES/13>
- İnan, H., & Koç, M. (2021). The Relationship Between Life Satisfaction of the School of Physical Education and Sports Students and Their Levels of Sports Engagement. *Journal of Educational Issues*, 7(2), 1–17. <https://doi.org/10.5296/JEI.V7I2.18756>
- IPAQ. (2005). *IPAQ scoring protocol*.
- Jhang, F. H. (2019). Life satisfaction trajectories of junior high school students in poverty: Exploring the role of self-efficacy and social support. *Journal of Adolescence*, 75(1), 85–97. <https://doi.org/10.1016/J.ADOLESCENCE.2019.07.011>
- Jiang, X., & Huebner, E. S. (2017). Students' Life Satisfaction Scale: Analysis of Factorial Invariance Across Gender. *Journal of Well-Being Assessment*, 1(1), 25–34. <https://doi.org/10.1007/S41543-017-0002-9>
- Komarudin, García-Jiménez, J. V., Saryono, Meikahani, R., Iswanto, A., Perdana, S., & Pamungkas, G. (2023). The relationship between physical activity and academic performance on elementary school students. *Jurnal Cakrawala Pendidikan*, 42(1), 90–99. <https://doi.org/10.21831/cp.v42i1.58068>
- Li, L., & Zhang, L. (2022). The Relationship between Physical Activity and Academic Achievement in Multimodal Environment Using Computational Analysis. *Computational Intelligence and Neuroscience*, 2022(1), 9418004. <https://doi.org/10.1155/2022/9418004>
- Maher, J. P., Pincus, A. L., Ram, N., & Conroy, D. E. (2015a). Daily physical activity and life satisfaction across adulthood. *Developmental Psychology*, 51(10), 1407–1419. <https://doi.org/10.1037/DEV0000037>
- Maher, J. P., Pincus, A. L., Ram, N., & Conroy, D. E. (2015b). Daily Physical Activity and Life Satisfaction across Adulthood. *Developmental Psychology*, 51(10), 1407. <https://doi.org/10.1037/DEV0000037>
- Melin, R., Fugl-Meyer, K. S., & Fugl-Meyer, A. R. (2003). Life satisfaction in 18- to 64-year-old Swedes: in relation to education, employment situation, health and physical activity. *Journal of Rehabilitation Medicine*, 35(2), 84–90. <https://doi.org/10.1080/165019703006119>
- Meyer, S., Grob, A., & Gerber, M. (2021). No fun, no gain: The stress-buffering effect of physical activity on life satisfaction depends on adolescents' intrinsic motivation. *Psychology of Sport and Exercise*, 56, 102004. <https://doi.org/10.1016/J.PSYCHSPORT.2021.102004>
- Mutohir, T. C., Lutan, R., Maksum, A., Kristiyanto, A., & Akbar, R. (2023). *Laporan Indeks Pembangunan Olahraga Tahun 2023 Kebugaran Jasmani dan Generasi Emas 2045*.
- O'Sullivan, G. (2011). The Relationship Between Hope, Eustress, Self-Efficacy, and Life Satisfaction Among Undergraduates. *Social Indicators Research*, 101(1), 155–172. <https://doi.org/10.1007/S11205-010-9662-Z/TABLES/8>
- Ojeda, L., Flores, L. Y., & Navarro, R. L. (2011). Social cognitive predictors of Mexican American college students' academic and life satisfaction. *Journal of Counseling Psychology*, 58(1), 61–71. <https://doi.org/10.1037/A0021687>
- Papasideris, M., Leatherdale, S. T., Battista, K., & Hall, P. A. (2021). An examination of the prospective association between physical activity and academic achievement in youth at the population level. *PLOS ONE*, 16(6), e0253142. <https://doi.org/10.1371/JOURNAL.PONE.0253142>
- Pierannunzio, D., Spinelli, A., Berchiolla, P., Borraccino, A., Charrier, L., Dalmasso, P., Lazzeri, G., Vieno, A., Ciardullo, S., & Nardone, P. (2022). Physical Activity among Italian Adolescents: Association with Life

- Satisfaction, Self-Rated Health and Peer Relationships. *International Journal of Environmental Research and Public Health*, 19(8), 4799. <https://doi.org/10.3390/IJERPH19084799>
- Rathakrishnan, B., Singh, S. S. B., Yahaya, A., Kamaluddin, M. R., Ibrahim, F., & Rahman, Z. A. (2022). Academic stress and life satisfaction as social sustainability among university students. *International Journal of Evaluation and Research in Education (IJERE)*, 11(4), 1778–1786. <https://doi.org/10.11591/IJERE.V11I4.22682>
- Redondo-Flórez, L., Ramos-Campo, D. J., & Clemente-Suárez, V. J. (2022). Relationship between Physical Fitness and Academic Performance in University Students. *International Journal of Environmental Research and Public Health*, 19(22), 14750. <https://doi.org/10.3390/IJERPH192214750>
- Renshaw, T. L., & Cohen, A. S. (2014). Life Satisfaction as a Distinguishing Indicator of College Student Functioning: Further Validation of the Two-Continua Model of Mental Health. *Social Indicators Research*, 117(1), 319–334. <https://doi.org/10.1007/S11205-013-0342-7/TABLES/6>
- Rodriguez, C. C., de Camargo, E. M., Rodriguez-Añez, C. R., & Reis, R. S. (2020). PHYSICAL ACTIVITY, PHYSICAL FITNESS AND ACADEMIC ACHIEVEMENT IN ADOLESCENTS: A SYSTEMATIC REVIEW. *Revista Brasileira de Medicina Do Esporte*, 26(5), 441–448. https://doi.org/10.1590/1517-8692202026052019_0048
- Sari, N. T. I. (2019). Student School Satisfaction and Academic Stress. *3rd Asean Conference On Psychology, Counseling & Humanities*, 57–61.
- Sasaki, J. E., Da Silva, K. S., Da Costa, B. G. G., & John, D. (2016). Measurement of Physical Activity Using Accelerometers. In *Computer-Assisted and Web-Based Innovations in Psychology, Special Education, and Health* (pp. 33–60). Academic Press. <https://doi.org/10.1016/B978-0-12-802075-3.00002-4>
- Schafer, M. H., Mustillo, S. A., & Ferraro, K. F. (2013). Age and the tenses of life satisfaction. *The Journals of Gerontology. Series B, Psychological Sciences and Social Sciences*, 68(4), 571–579. <https://doi.org/10.1093/GERONB/GBT038>
- Skalacka, K., & Błońska, K. (2023). Physical Leisure Activities and Life Satisfaction in Older Adults. *Activities, Adaptation & Aging*, 47(3), 379–396. <https://doi.org/10.1080/01924788.2022.2148416>
- Slavinski, T., Bjelica, D., Pavlović, D., & Vukmirović, V. (2021). Academic Performance and Physical Activities as Positive Factors for Life Satisfaction among University Students. *Sustainability* 2021, Vol. 13, Page 497, 13(2), 497. <https://doi.org/10.3390/SU13020497>
- Sran, S. K., Vats, P., & Wadhawan, P. (2021). Effect of exercise on life satisfaction and happiness. *Indian Journal of Health & Wellbeing*, 12(1), 79–82. <https://doi.org/10.13140/RG.2.2.24062.25924>
- Urchaga, J. D., Guevara, R. M., Cabaco, A. S., & Moral-García, J. E. (2020). Life Satisfaction, Physical Activity and Quality of Life Associated with the Health of School-Age Adolescents. *Sustainability* 2020, Vol. 12, Page 9486, 12(22), 9486. <https://doi.org/10.3390/SU12229486>
- Wang, F., & Boros, S. (2019). The relationship between physical activity, stress, life satisfaction and sleep quality. *Journal of Physical Education and Sport*, 19, 227–234. <https://doi.org/10.7752/JPES.2019.S1034>
- Wang, Y., & Peng, J. (2017). Work–Family Conflict and Depression in Chinese Professional Women: the Mediating Roles of Job Satisfaction and Life Satisfaction. *International Journal of Mental Health and Addiction*, 15(2), 394–406. <https://doi.org/10.1007/S11469-017-9736-0/TABLES/3>
- WHO. (2018). *Global Action Plan on Physical Activity*. World Health Organization.
- World Health Organization. (2022, October). *Physical activity*. WHO.
- World Health Organization. (2024). *Physical activity*. WHO.

- Wu, J. (2022). Effects of Physical Exercise on Physical Fitness and Mental Health of Obese Students. *Journal of Environmental and Public Health*, 2022. <https://doi.org/10.1155/2022/2347205>
- Zayed, K. N., Ahmed, M. D., Van Niekerk, R. L., & Ho, W. K. Y. (2018). The mediating role of exercise behaviour on satisfaction with life, mental well-being and BMI among university employees. *Cogent Psychology*, 5. <https://doi.org/10.1080/23311908.2018.1430716>
- Zhai, X., Ye, M., Gu, Q., Huang, T., Wang, K., Chen, Z., & Fan, X. (2022). The relationship between physical fitness and academic performance among Chinese college students. *Journal of American College Health*, 70(2), 395–403. <https://doi.org/10.1080/07448481.2020.1751643>
- Zhou, G. Y., Yang, B., Li, H., Feng, Q. S., & Chen, W. Y. (2023). The influence of physical exercise on college students' life satisfaction: The chain mediating role of self-control and psychological distress. *Frontiers in Psychology*, 14, 1071615. <https://doi.org/10.3389/FPSYG.2023.1071615/BIBTEX>

ORIGINALITY REPORT

18%

SIMILARITY INDEX

16%

INTERNET SOURCES

14%

PUBLICATIONS

%

STUDENT PAPERS

PRIMARY SOURCES

1	www.mdpi.com Internet Source	4%
2	www.frontiersin.org Internet Source	2%
3	tmfv.com.ua Internet Source	1%
4	erl.ucc.edu.gh:8080 Internet Source	1%
5	Zehua Zuo, Shulin Li, Shuyuan Liu, Qian Wang. "Life satisfaction and parental support among secondary school students in Urumqi: the mediation of physical activity", PeerJ, 2022 Publication	1%
6	journal.unesa.ac.id Internet Source	1%
7	link.springer.com Internet Source	1%
8	www.researchgate.net Internet Source	1%
9	conference.unisport.hr Internet Source	1%
10	asianresassoc.org Internet Source	1%
11	hsr-journal.com Internet Source	1%

12 Syamsul Arifin, Salis Yuniardi, Diah Karmiyati, Iswinarti, Nida Hasanati, Tulus Winarsunu, Cahyaning Suryaningrum. "Families Mental Health and Challenges in the 21st Century", Routledge, 2023
Publication 1 %

13 www.ijsp-online.com
Internet Source 1 %

14 dergipark.org.tr
Internet Source 1 %

15 garuda.kemdikbud.go.id
Internet Source 1 %

16 www.atlantis-press.com
Internet Source 1 %

17 Narmin K. Abdulla, Reyad R. Obaid, Mariam N. Qureshi, Amna A. Asraiti et al. "Relationship between hedonic hunger and subjectively assessed sleep quality and perceived stress among university students: A cross-sectional study", Heliyon, 2023
Publication 1 %

Exclude quotes Off
Exclude bibliography On

Exclude matches < 1 %