



Sheffield Hallam University: Sport, Physical Activity & Wellbeing

Results from the 'Sport & Physical Activity Survey' from Sheffield Hallam Students' Union

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Introduction

This report presents the results from the Sheffield Hallam Students' Union (SHSU) Sport and Physical Activity survey, which was open from 21 January to 26 February. Throughout the survey, respondents were asked questions regarding their previous and current participation in sport and physical activity, a few questions related to their wellbeing, and their awareness of current sport and physical activity offers at Hallam. Respondents were provided with the following definition ("*any bodily movement that results in energy expenditure, this could include: brisk walking, jumping rope, dancing, lifting weight, climbing, yoga or any type of casual or organised sport such as football, running, swimming, etc*") and were linked to the [World Health Organization \(2019\)](#) to provide additional context. This definition enabled students who might not normally consider themselves as active in sport or physical activity, or students that take part in activity which may or may not be traditionally thought of as sport (e.g. brisk walking, lifting weight, yoga). This type of activity undoubtedly has health benefits and was therefore included.

The data was analysed in the first instance using excel and additional analysis was done to better understand demographic differences in respondent wellbeing, particularly as it pertains to students that currently take part in sport and physical activity whilst at university and students that do not. This additional analysis was done in SPSS and was purely exploratory, using a nonparametric, Mann-Whitney U Test, and logistical regression analysis where appropriate.

In addition, this report draws comparisons with previously conducted research on student sport and physical activity from the British Active Student Survey (2018), as well as previous research and national data on wellbeing and life satisfaction.

Students were invited to complete the survey via an email from SHSU and were additionally encouraged through social media promoted by the 2018/19 SHSU Sport & Physical Activity Officer. The invitation emails were sent in a staggered approach for undergraduate students to ensure that this survey did not disrupt the completion of the National Student Survey. The survey received 1615 responses through an open survey link which was promoted to all students attending Sheffield Hallam University. However, as the survey was an open link, students could complete the survey more than once; the duplication of individual responses was mitigated through removing duplicate responses based on respondents entering to win the prize draw and using the same email address. This resulted in 1538 individual responses and this report presents the analysis from those students.

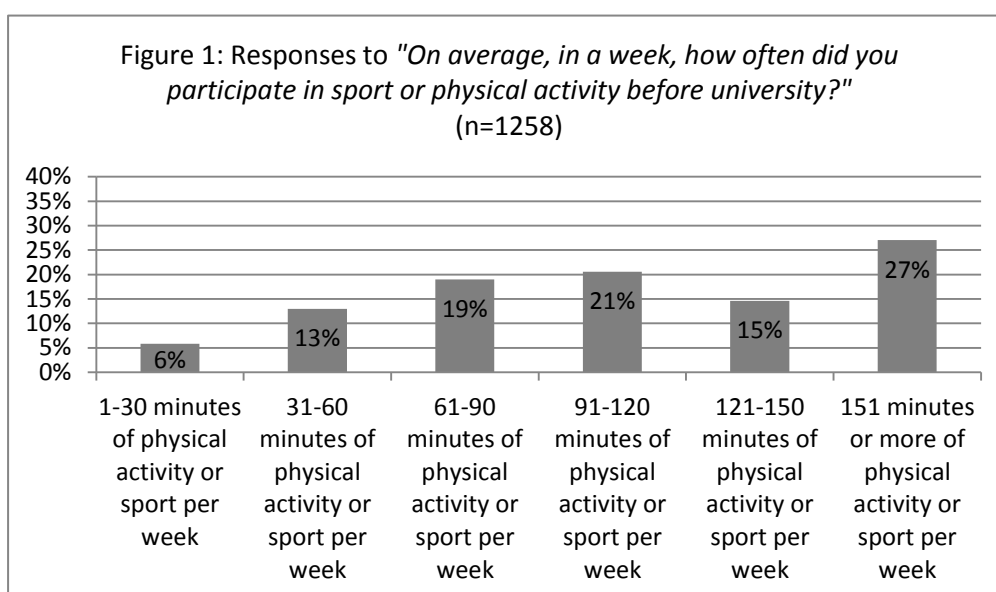
Sport and Physical Activity before University

Respondents were asked to indicate if they participated in sport or physical activity prior to university. Of the 1538 respondents, 82% (n=1258) had taken part in some form of activity and 40% of those had attended a gym (see Table 1).

Activity	Count	%
Gym	504	40%
Walking	311	25%
Football	307	24%
Swimming	305	24%
Running	265	21%
Fitness classes	263	21%
Dancing	247	20%
Netball	227	18%
Badminton	193	15%
Cycling	152	12%

Table 1: top 10 responses to "What type of sport or physical activity did you participate in before university?", selecting all that apply

When respondents were asked why they participated in sport or physical activity before university (selecting all that apply), most respondents took part for enjoyment (80%), for their physical health or fitness (75%), as a way to socialise with friends or family (52%) and/or to improve focus or mental health (34%). In addition, respondents were asked to indicate how many minutes per week they took part in sport or physical activity before university. Only 27% took part in 151 minutes or more per week, the recommended weekly amount by the Department of Health and Social Care (2011) and the World Health Organization (2019). This percentage of Hallam students meeting the recommended guidelines is less than (27% SHU and 52.7% BASS) than what was found in national research on university student sport and physical activity (BUCS, 2018). Figure 1 displays SHU amount of activity for those that did participate in sport or physical activity prior to university.



Sport and Physical Activity at University

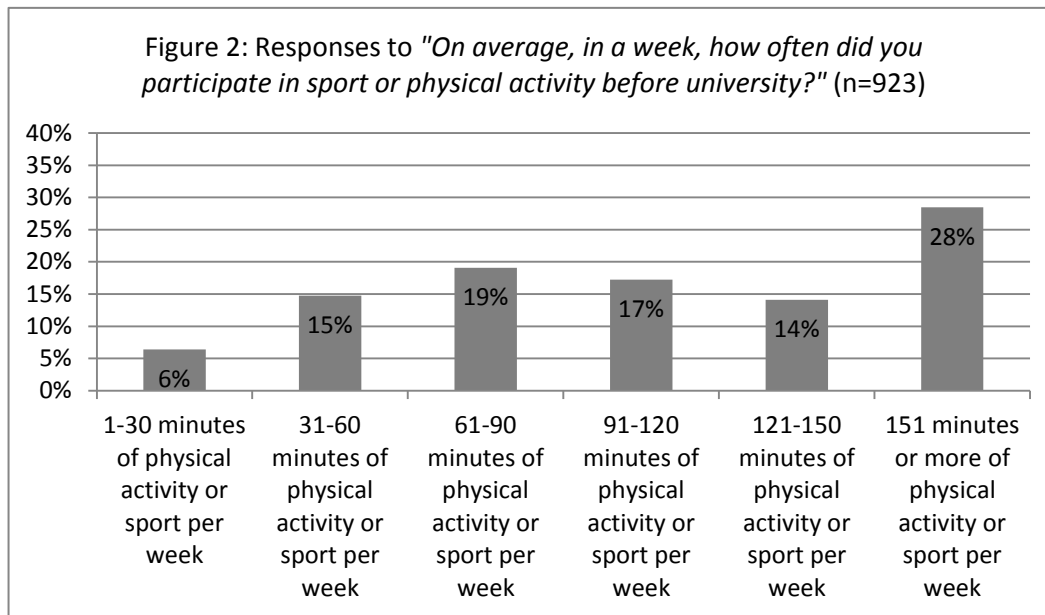
Respondents were asked to indicate if they currently participate in sport or physical activity whilst at university. In comparison to the students that took part in sport or physical activity prior to university, there is a 22% decrease; sixty percent (n=923) of all respondents currently take part in sport or physical activity, compared to 82% of respondents having taken part in some form of activity or sport prior to university.

Respondents that are currently active were asked to indicate what form of activity they take part in now, with over half of respondents (54%) indicating that they go to the gym (see Table 2). Although respondents also take part in walking, fitness classes, and running, the first indication that respondents take form in organised or social sport is Football, with 11% of currently active respondents indicating this.

Activity	Count	%
Gym	496	54%
Walking	186	20%
Fitness classes	149	16%
Running	136	15%
Football	101	11%
Swimming	79	9%
Tai chi or similar	73	8%
Yoga	73	8%
Netball	65	7%
Dancing	44	5%

Table 2: top 10 responses to "What sport or physical activity do you participate in now?", selecting all that apply

When respondents were asked why they personally take part in sport or physical activity currently, most take part for physical health/ fitness (84%), for enjoyment (67%), to socialise with friends or family (50%), and/or to improve focus or mental health (49%). As asked previously, respondents were again prompted to indicate how many minutes per week, on average, they take part in sport or physical activity whilst at University; twenty-eight percent take part in sport or physical activity at least 151 minutes or more per week (see Figure 2), which is a slight 1% increase from respondents that were active prior to university. However, it is important to note that the overall number of students that take are currently active has decreased (1258 students were active before university and 923 students are currently active at university) and this slight increase in students engaging in 150 minutes or more per week could be due to already active students remaining as active as they had been previously, thus slightly inflating these percentages.



Of the 923 students that indicated they are currently active, 55% take part in their sport or activity through the university with students indicating they are a Team Hallam member (n=257), SHU recreational sport club member (n=80), social sports session participant (n=129), and/or sports league participant (n=36). Where students do not take part in activity as part of the university or some of their activity is external, most indicated that they use an external gym, go for runs outside, or through local clubs.

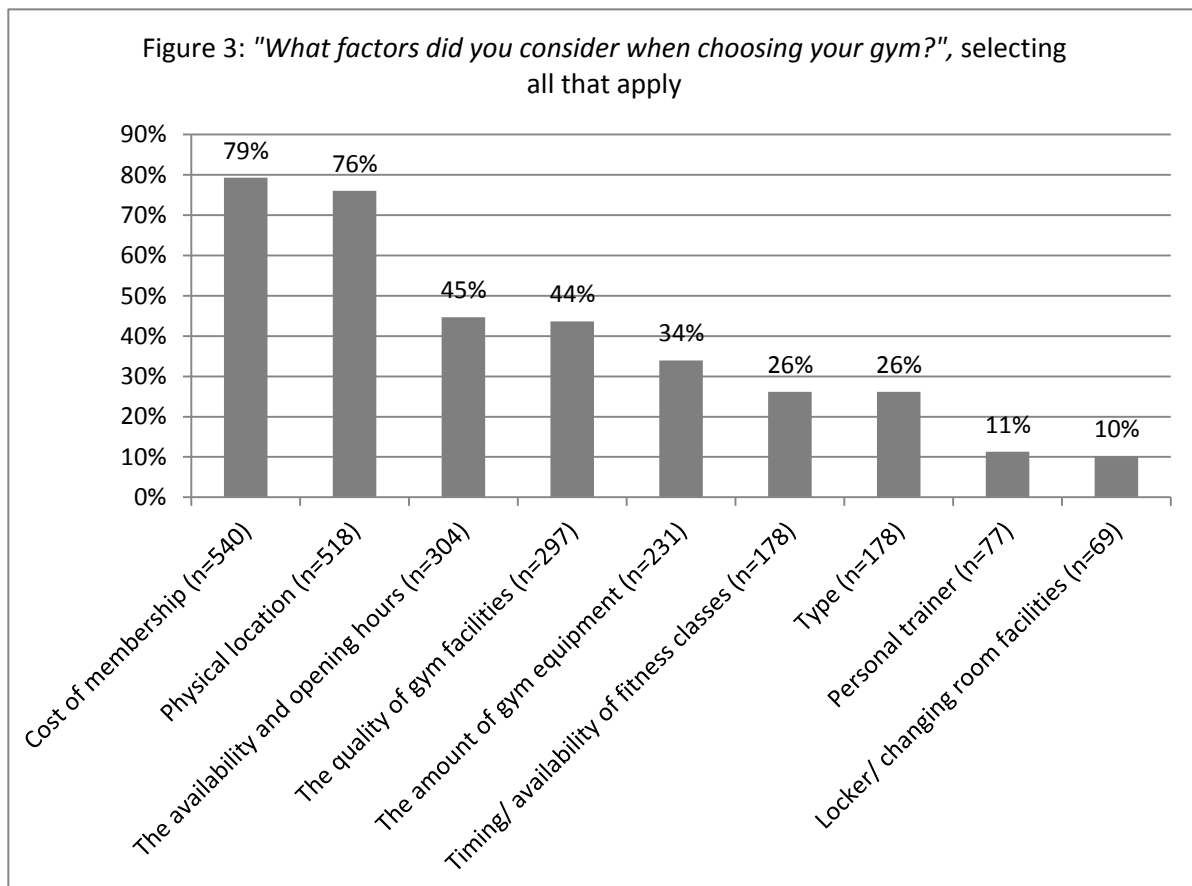
Though these respondents currently engage in sport and physical activity, 66% (n=608) would like to take part more than they currently do. When asked if there are any barriers to increasing their activity, half of respondents cited a lack of time. Some other reasons respondents are unable to participate more than they currently do include: academic commitments (44%), too expensive/financial reasons (40%), and/or timetabling (26%). Table 3 displays barriers to increased participation in students that currently engage in sport or physical activity.

Barrier	Count	%
Lack of time	380	50%
Academic commitments	336	44%
Too expensive/financial reasons	308	40%
Timetabling	197	26%
Too busy with paid employment/ volunteering	185	24%
Personal commitments	141	19%
Cost of travel	133	17%
Ability of travel	131	17%
There are no barriers	57	7%

Table 3: Barriers to taking part in sport or physical activity more, of respondents that engage in sport and physical activity at university, selecting all that apply (n=761)

Gym Use

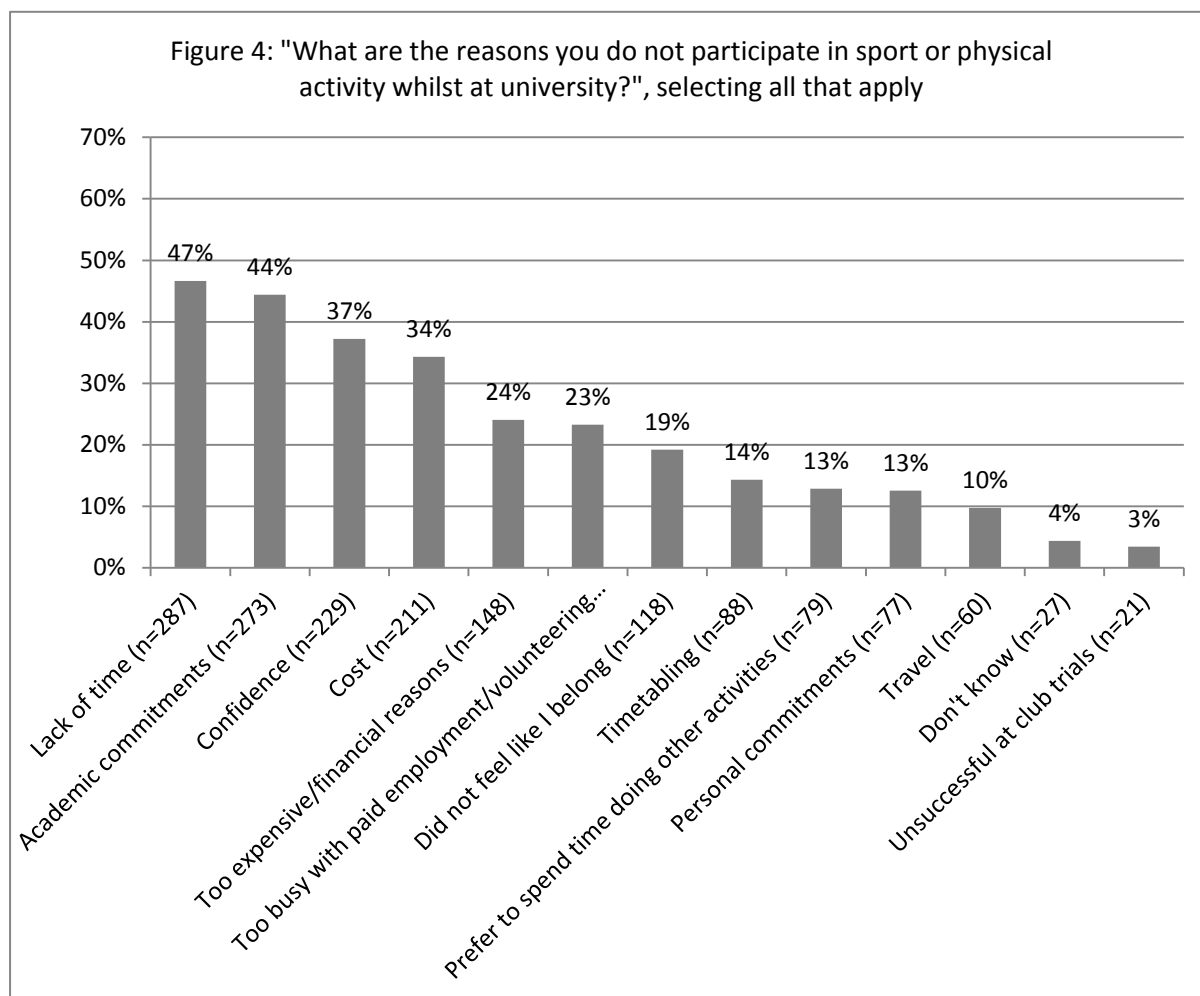
Currently active students were also asked if they also go to a gym, with 681 (74%) respondents indicating that they do. Most respondents go to Hallam Active gym (n=266), Pure Gym (n=149), or another gym (including their accommodation or other local gyms). Unsurprisingly, most students considered the cost of their gym when choosing it (79%) and/or physical location (76%). Some students also indicated that they considered the availability and openings hours (45%), quality of the gym facilities (44%), and the amount of gym equipment available (34%), see Figure 3.



Lastly, all respondents were asked about their awareness of the Hallam Active gym. Only 30% of all respondents are aware of the Hallam Active gym and have used it, while 13% are not aware of the gym at all. However, the majority of respondents, 57%, were aware of the gym but had not used it.

No Sport & Physical Activity at University

When respondents were asked if they participate in sport or physical activity whilst at university, 40% (n=615) of respondents indicated that they do not. These respondents were also asked why they do not participate in sport and physical activity, with nearly half (47%) indicating that they do not have enough time. Respondents also said their academic commitments (44%, n=273), their confidence (37%, n=229), and the cost (34%, n=211) were factors which inhibited them from taking part.



Nearly 20% of respondents said that they did not take part in sport or physical activity because they did not feel like they belonged. When asked what would motivate them to get involved, some cited they would like additional opportunities to engage in sport or physical activity with friends. Some respondents suggested the Students' Union should host more sport-related 'Give It A Go's' or for the University to offer more 'taster' or introductory sessions. Though mentioned above, many students commented that the cost of taking part in sport or physical activity was too expensive, particularly when students wanted to join sport societies. Some also mentioned that they would appreciate less expensive or further reduced gym options.

"Beginner level things that aren't dauntingly aimed at the sports kids. Also needs to be affordable, some of the societies end up costing students thousands in uniform and subs."

When respondents that do not currently take part in sport or physical activity were asked if they would like to be more involved, the majority (60%) indicated that they would like to take part. There were also some comments from students indicating they felt uncomfortable or lacked confidence to either engage in sport or take part in physical activity through the gym or organised sessions.

"Making sessions more accessible - eg being clear you don't have to be good at it/in shape because it's a self-consciousness that stops me"

Particularly for the Students' Union, introducing more sport-related, free 'Give It A Go' or taster sessions, or adding the option for students to attend a class for free when they bring along a friend, could help to mitigate some of these intimidating or discouraging experiences for non-active SHU students.

Wellbeing and Life Satisfaction

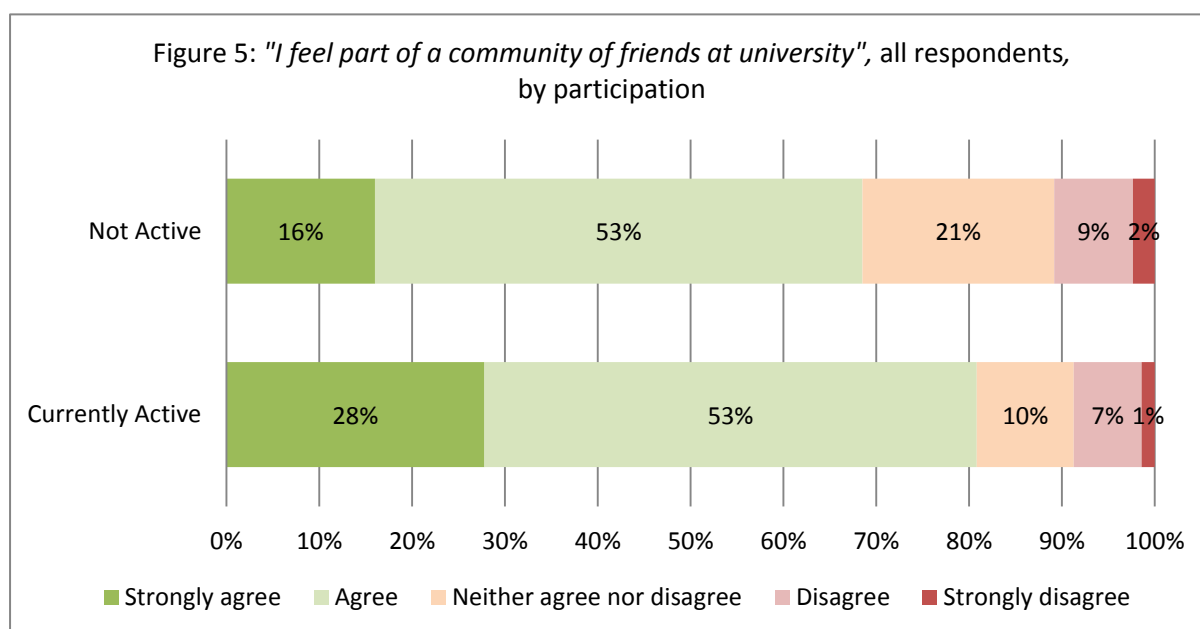
All respondents were asked questions about their wellbeing. The first part of this section will explore likert-scale based questions on wellbeing, with the later section focussing on life satisfaction.

Wellbeing

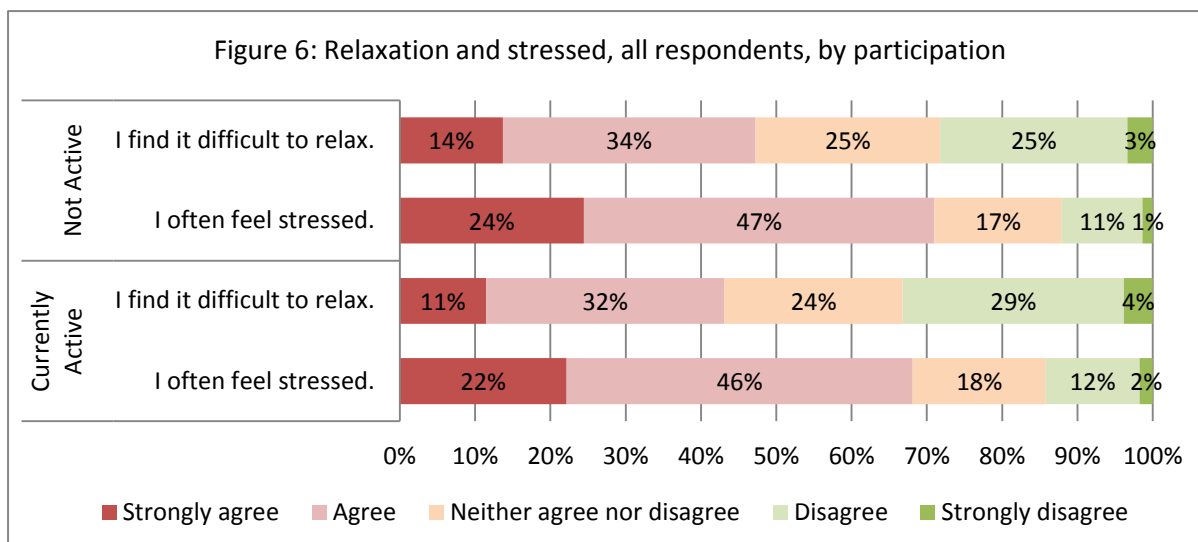
Respondents were asked three questions related to their wellbeing:

- I feel part of a community of friends at university.
- I find it difficult to relax.
- I often feel stressed.

Of the students that take part in sport and physical activity (currently active), 81% agree that they feel part of a community of friends at university. Compared to students that do not take part in sport and physical activity (not active), where only 69% agree that they feel part of a community, and this was a statistically significant difference ($U=226365$, $p<0.001$).



There are slight differences, though not statistically significant, between respondents that are currently active at university and those that are not and their feelings of stress or their ability to relax, see Figure 6. Nearly half (48%) of those who do not take part in sport or physical activity, while 43% of those that do take part, find it difficult to relax. In addition, 71% of respondents that do not take part in sport or physical activity, and 68% of those that do, often feel stressed. Please note, the questions on stress and relaxation are negative and thus lower percentages of those that agree is better.



Demographic differences in wellbeing

There were significant differences found between different student groups and their wellbeing regardless of being currently active or not, analysed using Mann Whitney U Test. Respondents that identify as female are significantly more likely to report often feeling stressed ($U=163087$, $p<0.000$) as well as significantly more likely to find it difficult to relax ($U=181657$, $p<0.000$). White students are also significantly more likely to often feel stressed, compared to BME students ($U=103034$, $p<0.000$). Students that do not commute into university are more likely to feel part of a community of friends at university ($U=172533$, $p<0.000$).

In addition, each age category (18-21, 22-25, 26-29, 30-40, and 41 and over) was compared to explore any differences in wellbeing. There was no significant difference in any of the questions between younger age categories (18-21, 22-25, 26-29) and each other. However, there were significant differences being the wellbeing of individuals aged 18-21 and aged 30-40 and 41 and over. Students aged 18-21 were more likely to feel part of a community of friends at university than students aged 30-40 ($U=21244$, $p<0.000$) and students aged 41 and over ($U=11434$, $p<0.000$). There was also a statistically significant difference between students aged 22-25 ($U=3228$, $p<0.000$) and those aged 41 and over.

When wellbeing was analysed between academic levels, respondents studying foundation-level courses were significantly more likely to find it difficult to relax compared to both undergraduate ($U=12543$, $p=0.001$) and postgraduate taught students ($U=1923$, $p=0.001$). Undergraduate students are also significantly more likely to feel part of a community of friends at university ($U=102780$, $p<0.000$) and more likely to feel stressed ($U=101003$, $p<0.000$) compared to postgraduate taught students. This research found no significant differences between wellbeing of postgraduate taught and postgraduate research students.

Academic achievement

Respondents were also asked to indicate what their predicated result is at the end of this academic year, with the majority of respondents (59%) predicting they will receive an upper second class (2.1). Figure 7 illustrates respondents expected academic achievement. Though slightly different measures, the BUCS (2018) research asked a similar question on student expected attainment at the

end of their undergraduate study. More students in the BUCS (2018) research expected to receive 1st (37.6%) than did respondents in this survey (21%), with slightly more SHU respondents expecting to achieve a 2.1 than a 1st.

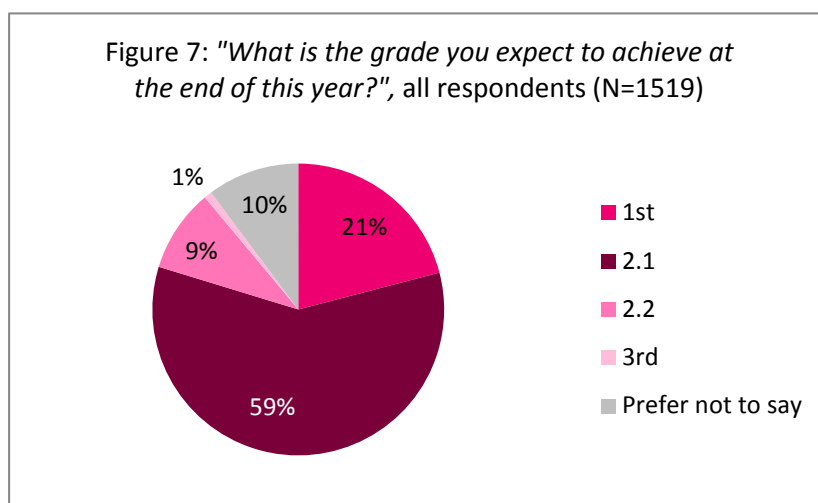


Table 4 highlights the differences in predicted academic achievement by respondents that are currently active and those who are not. Students that are currently active are slightly more likely (76%) to predict that they will achieve a 'good honours' degree (1st or 2.1) than those who are not currently active (82%), though these differences are not significant.

Predicted Achievement	Currently Active	Not Active
1st	22%	19%
2.1	60%	57%
2.2	8%	11%
3rd	1%	1%
Prefer not to say	9%	12%

Table 4: predicted academic achievement of respondents that are currently active and those who are not at university.

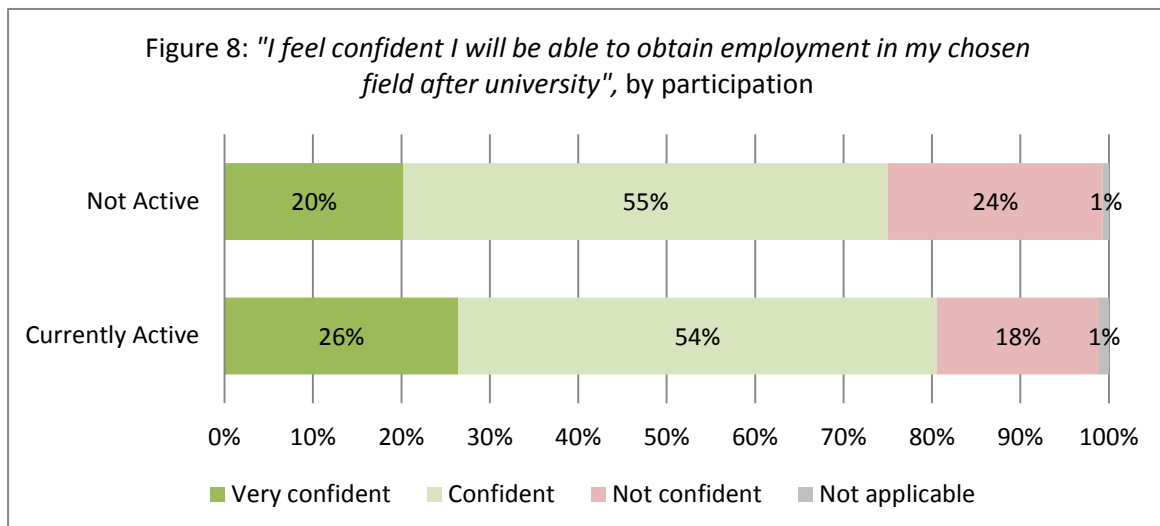
In addition, a Mann Whitney U-Test found that there are some significant differences between student wellbeing and predicted grade outcomes; respondents who indicated they will have a 'good honours' grade were significantly more likely to report that they feel part of a community of friends at university ($U=76039, p<0.000$) and less likely to feel stressed ($U=77482, p<0.000$).

Confidence and employability

With regards to future employment, respondents were asked to indicate how confident they felt they will be able to obtain employment in their chosen field after university. The majority of respondents felt confident or very confident 78% that they would be able to obtain employment in their chosen field after university (24% very confident, 54% confident), while 21% felt not confident. Though slightly different measures (BUCS (2018) asked respondents how confident they feel finding

employment 6 months after graduation), respondents to this survey were 17% more confident in their ability to obtain employment, with 61% of BUCS respondents feeling fairly or very confident they would be employed.

Confidence and employability was also analysed by students that are currently active (take part in sport and physical activity at university) and those who are not active (do not take part). Six percent more students that take part in sport or physical activity at university felt very confident in their ability to obtain employment, compared to students that do not take part, though this was not a statistically significant difference (see Figure 8).



When wellbeing was analysed by confidence levels, respondents that are 'confident' in their ability to obtain employment after university (collated very confident and confident) are significantly more likely to feel part of a community of friends at university ($U=142147$, $p<0.001$), less likely to feel stressed ($U=145547$, $p<0.001$), and less likely to find it difficult to relax ($U=145088$, $p<0.001$).

Life Satisfaction

Respondents were asked how satisfied they are with their life nowadays and, on a scale from 0 (extremely unsatisfied) to 10 (extremely satisfied). Nearly half of respondents (47%) indicated a 7 or 8 on the scale, in which they are highly satisfied, see Figure 9. When student life satisfaction scores are averaged, Sheffield Hallam respondents have an average score of 6.4, whilst previous research found that average life satisfaction was closer to 7 (BUCS, 2018).

When this data is compared to national-level satisfaction data, considerably more respondents to this survey indicate low to medium levels of satisfaction than the national population (ONS, 2016). Only 13.8% of SHU respondents are very highly satisfied with their life nowadays, compared to 27.48% of the UK national population (see Table 5).

Satisfaction Rating	ONS	SHU
Low 0-4	5.42%	19.68%
Medium 5-6	15.95%	19.22%
High 7-8	51.15%	47.29%
Very high 9-10	27.48%	13.80%

Table 5: life satisfaction comparing respondents to the 'SHSU Sport & Physical Activity Survey' and data from the Office for National Statistics (2016).

These questions on life satisfaction were also analysed by respondents that take part (currently active) and those who do not take part (not active) in sport or physical activity at university. Respondents that are currently active were much more likely than those who do not to indicate that they are highly or very highly satisfied with their life nowadays (see Figure 10). Again, when comparing SHU respondents to national data regarding satisfaction, those that are not currently active at university are 18% less likely to feel very high levels of satisfaction, see Table 6.

Satisfaction Rating	ONS	SHU - currently active	SHU - not currently active
Low 0-4	5.42%	15.12%	26.62%
Medium 5-6	15.95%	17.20%	22.30%
High 7-8	51.15%	51.04%	41.60%
Very high 9-10	27.48%	16.65%	9.48%

Table 6: life satisfaction comparing data from the Office for National Statistics (2016) and respondents from the 'SHSU Sport & Physical Activity Survey', by current activity level at university

Figure 9: "Overall, how satisfied are you with your life nowadays", all respondents (n=1514)

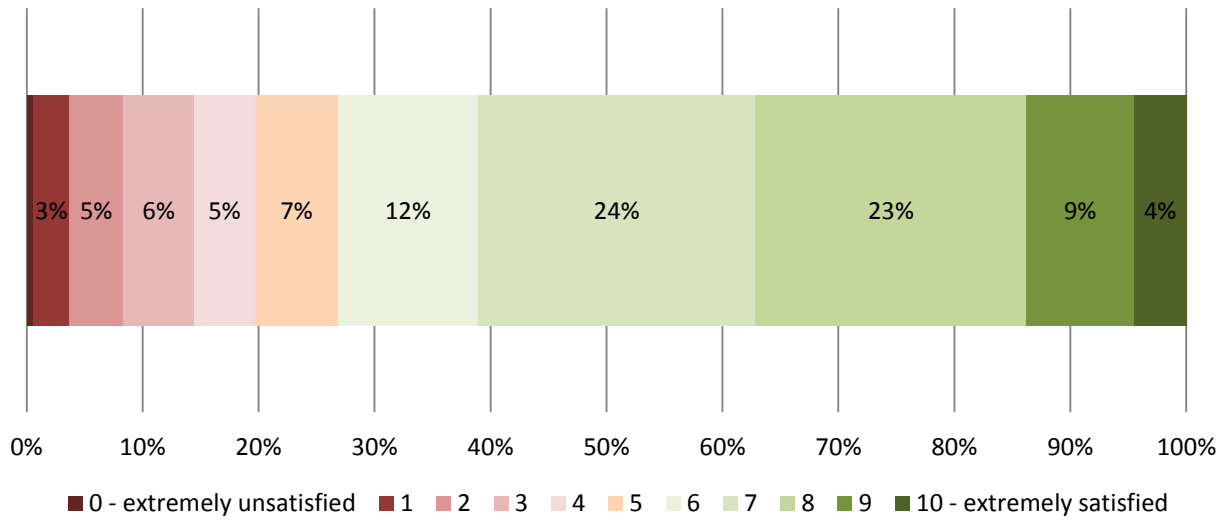
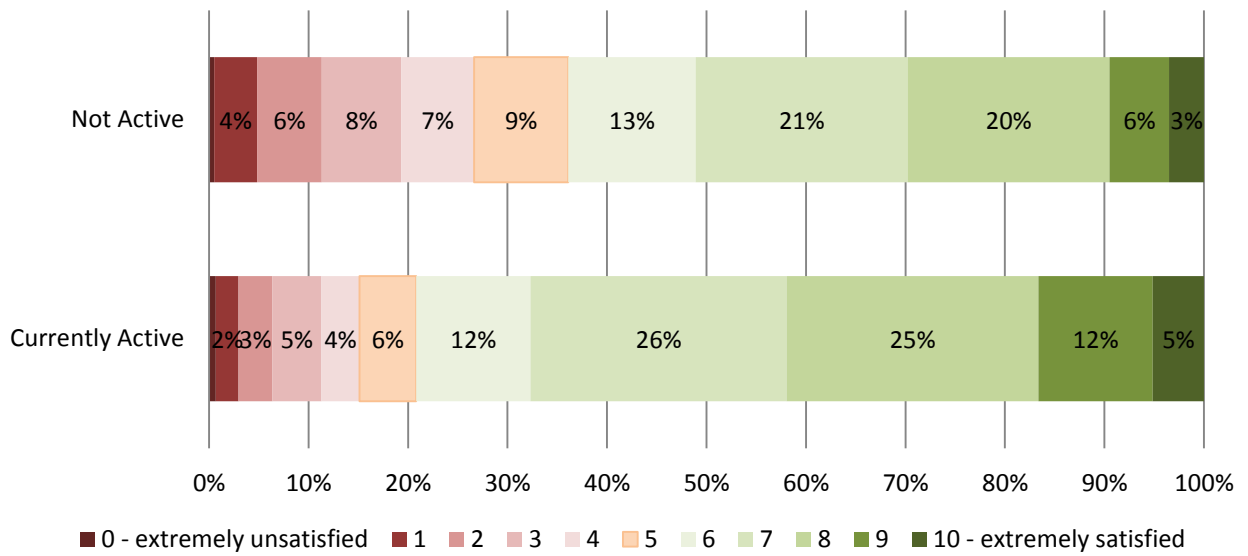


Figure 10: "Overall, how satisfied are you with your life nowadays", by activity level



Demographic differences in life satisfaction

Life satisfaction was also analysed by demographics, with significantly different levels of satisfaction by whether or not students take part in sport or physical activity, by gender, and by predicted academic achievement. Using simple logistic regression, life satisfaction was found to be a significant predictor of taking part in sport or physical activity (Wald=43.075, $p<0.001$). That is, those that do take part in sport or physical activity are more satisfied and this is a significant difference.

Additionally, life satisfaction was also a significant predictor of gender (collated into male and female categories), where male respondents are more likely to be satisfied with their life nowadays, regardless if they take part in sport and physical activity or not (Wald=15.813, $p<0.001$). Lastly, life satisfaction is a significant predictor of expected academic achievement (collated into 'good honours' (1st/2.1) and 'other degree outcomes' (2.2/3rd)), and those with 'good honours' are much more likely to be satisfied with their life nowadays (Wald=20.74, $p<0.001$). As a note, ethnicity was also analysed by variances in life satisfaction, but there was no significant difference found.

Awareness of Sport Opportunities

Only 21% of respondents (n=319) have ever had their course mention sporting opportunities to them, as the majority (71%, n=1085) had not had sporting opportunities mentioned on their course. Respondents were also asked about their awareness of the Sport and Physical Activity Officer role at the Students' Union, with 39% of respondents indicated they are not aware of the officer role or the role they undertake. However, 21% of respondents are aware of the Officer role and the work they undertake and a quarter (26%, n=403), are aware of the Officer role, but unaware of the work that they do, see Table 7.

Awareness	Count	%
Yes, I am aware of the Officer role and their work	321	21%
I am aware of the Officer role, but unsure about what work they do	403	26%
I am not aware of the Officer role, but I am aware of work the Students' Union does	221	14%
No, I am not aware of the Officer role or the work they undertake	593	39%

Table 7: awareness of the SHSU Sport & Physical Activity Officer role, all respondents (n=1538).

Respondents were also asked about their attendance at any type of Varsity event, with the majority (63%, n=973) having never attended Varsity. However, 37% of respondents had attended Varsity and 10% of respondents had competed in Varsity.

Lastly, respondents were asked they if they were aware of the Sports Fair, which occurs during SHSU Welcome Week, with 62% (n=960) indicating that they were aware of the fair. Of those that were aware of the fair, only 38% did not attend the fair, whilst 62% did attend.

Conclusion & Recommendations

For Sheffield Hallam respondents to this survey, there was a 22% decrease in activity level of students prior to university and during university. For the university environment, in which students are feeling more pressured, more stressed, and with the current climate on mental health in the higher education sector, continuing to take part in some form of physical activity is important for all students. Previous research has found that taking part in physical activity can decrease the burden of mental health problems and can, for some, act as a way to de-stress (Schuch et al. 2018).

However, 66% of students that currently take part in some form of physical activity or sport would like to increase their participation, yet they currently face barriers which inhibit them being more active. Over half of these students felt that they did not have enough time to be more active, though the majority of respondents (65%) are only active between 31 and 150 minutes (up to 2 and half hours) per week. Just under half of currently active students that want to increase their activity level (40%) felt that they were unable to take part due to sport or physical activity being too expensive.

In addition, nearly half of respondents (47%) that are not currently active also felt that they were not active at all because they did not have enough time. Although students do lead busy lives, especially if they have a full or part-time job alongside their studies, are involved in different projects and opportunities across the university, communicating the importance of sport and physical activity to students is crucial. A joint campaign between the Students' Union and the University which is embedded throughout the academic year and that encourages students to take part in different social sport opportunities but also educates about increasing physical fitness in free, simple ways, could benefit all students.

Some non-active students that indicated that they felt they did not belong, either because the culture of sport at Hallam felt inaccessible to them or the intimidating-nature of taking part in a new sport, activity, or going to the gym when they had never previously. Creating a sporting culture which is more inclusive to students from various student groups could help to mitigate this feeling, but could also increase the amount of activity of non-active students, particularly as non-active students were less likely to feel that they had a community of friends at university, but were more likely to feel stressed and find it difficult to relax. As a Students' Union, offering more activity-related 'Give It A Go's' could create an opportunity for non-active students to increase their activity level, especially if these opportunities are free or at a reduced rate.

Demographics

Faculty	Faculty	%
Health & Wellbeing	448	29%
Science, Technology & Arts	308	20%
Sheffield Business School	267	17%
Social Science & Humanities	505	33%
Unknown/ Chose not to specify	10	1%
Grand Total	1538	100%

Department	Count	%
Academy of Sport & Physical Activity	144	9%
Allied Health Professions	130	8%
Art & Design	96	6%
Biosciences & Chemistry	63	4%
Computing	54	4%
Education, Childhood & Inclusion	79	5%
Engineering & Mathematics	85	6%
Finance, Accounting & Business Systems	75	5%
Humanities	60	4%
Law & Criminology	105	7%
Management	147	10%
Media Arts & Communications	73	5%
Nursing & Midwifery	99	6%
Psychology, Sociology & Politics	134	9%
Service Sector Management	45	3%
Social Work, Social Care & Community Services	12	1%
Teacher Education	60	4%
The Natural & Built Environment	67	4%
Unknown/ Chose not to specify	10	1%
Grand Total	1538	100%

Level of study	Count	%
Foundation	33	2%
Other	14	1%
Postgraduate Research	44	3%
Postgraduate Taught	198	13%
Undergraduate	1239	81%
Unknown/chose not to specify	10	1%
Grand Total	1538	100%

Gender	Count	%
Choose not to specify	13	1%
Man	423	28%
Non-binary	13	1%
Other	2	0%
Woman	1073	70%
Unknown/ Blank	14	1%
Grand Total	1538	100%

Age	Count	%
18-21	1085	71%
22-25	280	18%
26-29	71	5%
30-40	58	4%
41 and over	36	2%
Unknown/ Blank	8	1%
Grand Total	1538	100%

Ethnicity	Count	%
Arab	6	0%
Asian (Chinese)	19	1%
Asian (Indian, Bangladeshi, Pakistani)	74	5%
Black African/ Caribbean/ Black British	38	2%
Choose not to specify	13	1%
Multiple Ethnicities	46	3%
Other	21	1%
White	1310	85%
Unknown/ Blank	11	1%
Grand Total	1538	100%

Do you travel or commute into university from your own or your family home?	Count	%
No	1163	76%
Yes	358	23%
Unknown/ Blank	17	1%
Grand Total	1538	100%

Comparison Demographics

Faculty	Respondent Count	Respondent %	Total Pop	Total Pop %	Difference
Health & Wellbeing	448	29%	11103	30%	-1%
Science, Technology & Arts	308	20%	7863	21%	-1%
Sheffield Business School	267	17%	7095	19%	-2%
Social Science & Humanities	505	33%	11123	30%	+3%
Unknown/ Chose not to specify	10	1%	0	0%	+1%
Grand Total	1538	100%	37184	100%	

Level of study	Respondent Count	Respondent %	Total Pop	Total Pop %	Difference
Foundation	33	2%	362	1%	+1%
Other	14	1%	0	0%	+1%
Postgraduate Research	44	3%	707	2%	+1%
Postgraduate Taught	198	13%	7402	20%	-7%
Undergraduate	1239	81%	28713	77%	+3%
Unknown/chose not to specify	10	1%	0	0%	+1%
Grand Total	1538	100%	37184	100%	

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