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Kinetic Wellness Approach on the Physical Health and Performance Among Senior High School Physical Education Students

Trixia Ress Barrie S. Cañete[1], Freddie S. Javiña[2]
[1, 2]Laguna State Polytechnic University, Philippines
Email address: canetetrixia@gmail.com / freddie.javina@lspu.edu.ph

Abstract — *The main purpose of this study is to describe the current levels of Kinetic Wellness, Physical Health and Performance among Senior High School students and to determine the significant relationship between such variables.*

A descriptive research design was employed with 129 Grade 12 students from the General Academic and Technical-Vocational-Livelihood strands, selected through purposive sampling. Data were gathered using a self-made questionnaire, Physical fitness Test records, written examination scores, and practical skills assessments.

The students' perceived very high levels of Kinetic Wellness across all four dimensions (physical, mental, social, and emotional), indicating that Physical Education effectively supports holistic development. Students demonstrated outstanding performance in both written and practical assessments, with no significant differences found between academic strands. Significant positive correlations were observed between Kinetic Wellness dimensions and physical health indicators such as fitness, energy, and sleep quality. Regression analyses showed that the Kinetic Wellness dimensions did not significantly predict written or practical test performance, suggesting that wellness and academic achievement operate through distinct mechanisms.

After completing the research, considering the facts and statistical data presented, the researcher hereby concludes that the hypothesis "There is no significant relationship between Kinetic Wellness dimensions and the Physical health of the group of respondents" is hereby rejected. And "There is no significant difference between the performance among Senior High School students in Physical Education" is hereby accepted.

Based on the findings and conclusions, the researcher recommends to mobilize Project MOVE-K to help educators maximize wellness benefits while addressing student stress and sleep quality concerns.

Keywords— *Kinetic Wellness Approach, physical health, student performance, Physical Education, Senior High School.*

I. Introduction

The Senior High School years signifies a critical period in adolescent development, a time when lifestyle patterns established often shape long-term health outcomes and academic paths. In the Philippine context, Physical Education serves as the primary vehicle for promoting physical activity among students. The K to 12 PE curriculum envisions developing physically literate individuals who value movement and its contributions to a healthy life (Department of Education, 2016). Yet, contemporary adolescents face what has been described as a triad of public health challenges: widespread nutritional deficiencies, pervasive physical inactivity, and rising mental health concerns (Cagas, et.al, 2022; Egalin, 2025; Magluyan & San Jose, 2025).

Recent national data paints a concerning picture. The 2025 DOST-FNRI National Nutrition Survey reveals that rice constitutes fifty-eight percent of total energy intake among Filipino adolescents, leading to deficiencies in iron, calcium, and essential vitamins (Egalin, 2025). Physical inactivity is equally alarming, with only fifteen percent of Filipino youth meeting recommended activity levels (Cagas et al., 2022). These biological challenges are compounded by behavioral patterns shaped by digital immersion, where ninety-seven percent of adolescents engage in weekly social media use, often at the expense of active recreation (Rogayan & Padre, 2025).

Despite existing policies designed to promote physical activity, a significant implementation gap persists (Palad et al. 2023). Traditional sport-based models of Physical Education may not adequately address the holistic needs of today's learners. This study explored the adoption of the Kinetic Wellness Approach, a framework grounded in Engel's biopsychosocial Model and Bandura's Social Cognitive Theory. The approach posits that well-being emerges from the dynamic integration of physical, mental, social, and emotional dimensions (Butler et al., 2025).

For these, the researcher aimed to determine whether the Grade 12 Senior High School students' experiences of the Kinetic Wellness Approach is related to their physical health and academic performance in Physical Education.

II. Methodology

This study employed a descriptive research design to describe the levels of Kinetic Wellness, physical health, and performance among Senior High School students, and to examine the relationship between these variables. The design was appropriate as it allowed for data collection in a natural classroom setting without researcher manipulation (Clarete et al., 2023)

Respondents consisted of 129 Grade 12 students from a secondary school in Majayjay, Laguna, enrolled during School Year 2025-2026. Students came from four sections across the General Academic Strand (GAS) and Technical-Vocational-Livelihood (TVL) strand. Purposive sampling was used to select participants who were readily accessible and willing to take part in the study (Tajik et al., 2024). Ethical clearance

Trixia Ress Barrie S. Cañete and Freddie S. Javiña, "Kinetic Wellness Approach on the Physical Health and Performance Among Senior High School Physical Education Students," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 8, Issue 10, pp. 190-195, 2026.

was obtained from the SDO Laguna and school head and an informed consent was secured from all participants and their guardians.

Data collection employed multiple instruments. A self-made questionnaire consisting of three parts gathered demographic information, perceptions of the Kinetic Wellness Approach across four dimensions using a five-point frequency scale, and self-reported physical health indicators including perceived stress, energy levels, and sleep quality. Objective measures included Physical Fitness Test records obtained from school files, written periodical examinations cores, and a practical skills assessment where students performed the Alternate Hand-Wall Toss Test to evaluate coordination.

Statistical analyses included weighted means and standard deviations to describe variable levels, independent sample t-tests to compare groups, Pearson correlation coefficients to examine relationships between variables, and regression analysis to determine the effect of the Kinetic Wellness Approach on student performance. All analyses were conducted at 0.05 significance level.

III. Result and Discussion

Level of Kinetic Wellness Among Students

Table 1 presents the level of Kinetic Wellness among students in terms of physical aspects. Both GAS and TVL students demonstrated very high levels of physical wellness. Students expressed strong agreement that their physical strength improved through Physical Education classes and that they feel confident participating in various physical activities. The weighted mean for GAS students was 4.45 (SD=0.620, while TVL students obtained 4.49 (SD=0.58), both interpreted as very high.

Table 2 presents the level of Kinetic Wellness in terms of mental aspects. Students reported that their Physical Education classes challenged them to think strategically about game tactics and rules, and that the knowledge gained could be applied to everyday life. The weighted mean for GAS students was 4.37 (SD=0.60), while TVL students obtained 4.50 (SD=0.56) both interpreted as very high.

TABLE I. Level of Kinetic Wellness among students in terms of Physical

STATEMENT	GAS			TVL		
	M	SD	Remarks	M	SD	Remarks
My teacher… provides activities during our PE classes that improve my physical strength	4.37	0.56	Always	4.44	0.54	Always
encourage us to successfully perform the skills and exercises taught in my PE class	4.43	0.60	Always	4.54	0.50	Always
helps me improve my confidence in my ability to participate in physical activities	4.52	0.60	Always	4.56	0.54	Always
delivers us with energizing activities in PE class	4.23	0.75	Always	4.24	0.61	Always
emphasizes that regular physical activity is important to my overall well-being	4.72	0.48	Always	4.65	0.65	Always
Weighted Mean	4.45			4.49		
SD	0.62			0.58		
Verbal Interpretation	**Very High**			**Very High**		

TABLE II. Level of Kinetic Wellness among students in terms of Mental

STATEMENT	GAS			TVL		
	M	SD	Remarks	M	SD	Remarks
My teacher… challenges me to think strategically in class through game tactics, rules, etc.	4.23	0.61	Always	4.41	0.53	Always
offers us activities that improves our focus and concentration	4.28	0.56	Always	4.41	0.63	Always
makes my PE class as a good way to take a break from my other academic subjects	4.48	0.62	Always	4.57	0.50	Always
helps me feel a sense of accomplishment after learning a new skill in PE	4.39	0.61	Always	4.50	0.57	Always
teaches lessons that I can apply to my daily life	4.46	0.58	Always	4.59	0.57	Always
Weighted Mean	4.37			4.50		
SD	0.60			0.56		
Verbal Interpretation	**Very High**			**Very High**		

TABLE III. Level of Kinetic Wellness among students in terms of Social

STATEMENT	GAS			TVL		
	M	SD	Remarks	M	SD	Remarks
My teacher… helps me build positive relationships with my classmates	4.35	0.63	Always	4.30	0.72	Always
makes me comfortable working with others as part of a team during PE activities	4.39	0.66	Always	4.41	0.69	Always
encourages me to communicate effectively with my peers during group activities and sports	4.40	0.64	Always	4.26	0.65	Always
helps me feel a sense of belonging and friendship during my PE class	4.35	0.60	Always	4.26	0.59	Always
teaches me to respect and support my classmates regardless of their skill level	4.69	0.4	Always	4.5	0.57	Always
Weighted Mean	4.43			4.36		
SD	0.62			0.65		
Verbal Interpretation	**Very High**			**Very High**		

Table 3 shows presents the level of Kinetic Wellness in terms of social aspects. Students reported that Physical Education helped them build positive relationships, work effectively in teams, and communicate with peers during group activities. Notably, students expressed strong commitment to respecting and supporting classmates regardless of skill level. The weighted mean for GAS students

Trixia Ress Barrie S. Cañete and Freddie S. Javiña, "Kinetic Wellness Approach on the Physical Health and Performance Among Senior High School Physical Education Students," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 8, Issue 10, pp. 190-195, 2026.

was 4.43 (SD=0.62), while TVL students obtained 4.36 (SD=0.65), both interpreted as very high.

Table 4 presents the level of Kinetic Wellness in terms of emotional aspects. Students generally enjoyed attending Physical Education classes and reported improved mood after participation. However, both groups rated the statement regarding managing feelings of frustration when making mistakes at a slightly lower level, suggesting emotional regulation remains an area for development. The weighted mean for GAS students was 4.39 (SD=0.65), while TVL students obtained 4.28 (Sd=0.71), both interpreted as very high.

Level of Students' Physical Health

Table 5 presents the level of physical health in terms of fitness. Both groups reported very high levels, with students expressing confidence in meeting daily physical demands and satisfaction with their stamina and endurance. The weighted mean for FAS students was 4.46 (SD=0.59), while TVL students obtained 4.34 (SD=0.65), both interpreted as very high.

Table 6 presents the level of physical health in terms of stress. Students reported high levels of perceived stress related to academic demands and situations outside their control. The weighted mean for Gas students was 3.76 (SD=0.81), while TVL students obtained 3.83 (SD=0.86), both interpreted as high.

TABLE IV. Level of Kinetic Wellness in terms of Emotional dimensions

STATEMENT	GAS			TVL		
	M	SD	Remarks	M	SD	Remarks
My teacher… provides helps improve my overall mood through participation in PE class	4.45	0.62	Always	4.28	0.76	Always
teaches me how to manage feelings of frustration when I make a mistake during PE activities	4.17	0.72	Often	4.00	0.70	Often
helps me feel less stressed or anxious after participating in my PE class	4.24	0.63	Always	4.24	0.64	Always
makes PE classes enjoyable for me to attend	4.68	0.50	Always	4.52	0.64	Always
helps me feel more content in myself because of my participation in my PE classes	4.39	0.66	Always	4.35	0.70	Always
Weighted Mean	4.39			4.28		
SD	0.65			0.71		
Verbal Interpretation	**Very High**			**Very High**		

TABLE V. Level of students' Physical Health in terms of Fitness

STATEMENT	GAS			TVL		
	M	SD	Remarks	M	SD	Remarks
I feel that my overall physical fitness has improved in the past month.	4.37	0.51	Often	4.35	0.70	Often
I can perform physical activities (e.g., running, jumping, lifting) without feeling easily exhausted.	4.28	0.65	Often	3.98	0.69	Often
I am satisfied with my current level of stamina and endurance.	4.55	0.55	Often	4.35	0.52	Often
I feel that my body is in good physical condition.	4.43	0.64	Often	4.61	0.49	Often
I believe I am fit enough to meet the physical demands of my daily activities.	4.69	0.52	Often	4.43	0.66	Often
Weighted Mean	4.46			4.34		
SD	0.59			0.65		
Verbal Interpretation	**Very High**			**Very High**		

TABLE VI. Level of Students' Physical health in Terms of Stress

STATEMENT	GAS			TVL		
	M	SD	Remarks	M	SD	Remarks
I have been upset because of something that happened unexpectedly.	3.68	0.81	Often	3.81	0.83	Often
I have felt nervous and stressed because of my schoolwork.	3.88	0.75	Often	3.87	0.87	Often
I feel I could not adapt with all the things I have to do.	3.73	0.74	Often	3.78	0.88	Often
I have been angered because of the that were outside of my control.	3.88	0.84	Often	3.96	0.78	Often
I have felt that difficulties are piling up so high that I could not overcome them.	3.63	0.91	Often	3.72	0.94	Often
Weighted Mean	3.76			3.83		
SD	0.81			0.86		
Verbal Interpretation	**High**			**High**		

TABLE VII. Level of students' Physical Health in terms of coordination

STATEMENT	GAS			TVL		
	M	SD	R	M	SD	R
I feel that my hand-eye coordination has improved.	4.40	0.64	Often	4.39	0.60	Often
I am able to perform movements that require balance and control like dancing, sports drills.	4.12	0.68	Often	4.00	0.61	Often
I can smoothly combine different movements during physical activities.	4.24	0.65	Often	4.30	0.54	Often
I feel confident in my ability to coordinate my body during P.E. activities.	4.65	0.53	Often	4.59	0.50	Often
I rarely feel clumsy or uncoordinated when learning new physical skills.	4.29	0.71	Often	4.11	0.79	Often
Weighted Mean	4.34			4.28		
SD	0.67			0.65		
Verbal Interpretation	**Very High**			**Very High**		

Trixia Ress Barrie S. Cañete and Freddie S. Javiña, "Kinetic Wellness Approach on the Physical Health and Performance Among Senior High School Physical Education Students," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 8, Issue 10, pp. 190-195, 2026.

Table 7 presents the level of physical health in terms of coordination. Both groups reported very high levels, with students expressing confidence in their ability to coordinate movements during physical activities. The weighted mean for GAS students was 4.34 (SD=0.67), while TVL students obtained 4.28 (SD=0.65), both interpreted as very high.

Table 8 presents the level of physical health in terms of energy. Both groups reported high levels, with weighted means of 3.99 (SD=0.75) for GAS and energized after Physical Education classes, though occasional tiredness and motivational challenges were noted.

Table 9 presents the level of physical health in terms of sleep quality. Both groups reported high levels, with weighted means of 3.97 (SD=0.82) for GAS and 3.93 (SD=0.76) for TVL. Students reported sleeping restfully and feeling generally rested, though some daytime drowsiness was acknowledged.

Level of Students' Performance

Table 10 shows the level of students' performance as measured through written test scores. Most students from both strands obtained scores within the very satisfactory and outstanding levels. The weighted mean for GAS students was 40.61 (SD=5.81), while TVL students obtained 39.59 (SD=5.35), both interpreted as outstanding.

TABLE VIII. Level of students' Physical Health in terms of Energy

STATEMENT	GAS			TVL		
	M	SD	Remarks	M	SD	Remarks
I have felt energetic and lively throughout the day.	4.01	0.71	Often	4.24	0.61	Often
I have felt too tired to do my daily activities.	3.69	0.80	Often	3.80	0.59	Often
I feel more energized for my next subjects after my P.E. class.	4.04	0.69	Often	4.06	0.79	Often
I have felt physically capable and strong.	4.20	0.64	Often	4.15	0.74	Often
I have struggled to find the motivation to be physically active.	4.01	0.81	Often	4.20	0.74	Often
Weighted Mean	3.99			4.09		
SD	0.75			0.71		
Verbal Interpretation	**High**			**High**		

TABLE IX. Level of students' Physical Health in terms of Sleep Quality

STATEMENT	GAS			TVL		
	M	SD	Remarks	M	SD	Remarks
I have had trouble falling asleep.	3.79	0.95	Often	3.93	0.77	Often
I have slept restfully throughout the night.	4.01	0.71	Often	4.07	0.61	Often
I feel well-rested and refreshed when I woke up in the morning.	4.01	0.76	Often	3.89	0.84	Often
I have felt drowsy or sleepy in during my daytime classes.	3.96	0.89	Often	3.85	0.79	Often
I have gotten enough sleep to feel able to handle my daily tasks.	4.09	0.77	Often	3.93	0.80	Often
Weighted Mean	3.97			3.93		
SD	0.82			0.76		
Verbal Interpretation	**High**			**High**		

TABLE X. Level of students' performance in their PE class as to Written test

Written Exam	GAS		TVL		Remarks
	f	%	f	%	
41-50	33	44.00%	21	38.89%	Outstanding
31-40	41	54.67%	29	53.70%	Very Satisfactory
21-30	1	1.33%	4	7.41%	Satisfactory
11-20	0	0.00%	0	0.00%	Fairly Satisfactory
1-10	0	0.00%	0	0.00%	Did Not Meet Expectations
Total	**75**	**100%**	**54**	**100%**	
Weighted Mean	**40.61**		**39.59**		
SD	**5.81**		**5.35**		
Verbal Interpretation	**Outstanding**		**Outstanding**		

TABLE XI. Level of students' performance in their PE class to Practical test

Practical Test	GAS		TVL		Remarks
	f	%	f	%	
90-100	75	55.45%	54	55.45%	Outstanding
85-89	0	15.64%	0	15.64%	Very Satisfactory
80-84	0	11.37%	0	11.37%	Satisfactory
75-79	0	9.00%	0	9.00%	Fairly Satisfactory
Below 75	0	8.53%	0	8.53%	Did Not Meet Expectations
Total	**75**	**100%**	**54**	**100%**	
Weighted Mean	**97.92**		**97.35**		
SD	**2.79**		**3.17**		
Verbal Interpretation	**Outstanding**		**Outstanding**		

Table 11 presents the level of students' performance as measured through practical test scores. Students from both strands demonstrated high performance, with most achieving the outstanding level. The weighted mean for GAS students

Trixia Ress Barrie S. Cañete and Freddie S. Javiña, "Kinetic Wellness Approach on the Physical Health and Performance Among Senior High School Physical Education Students," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 8, Issue 10, pp. 190-195, 2026.

was 97.92 (SD=2.79), while TVL students obtained 97.35 (SD=3.17), both interpreted as outstanding.

Table XII. t-Test results comparing the Physical Health of the group of respondents

Group	n	Mean	SD	t-cal	t-crit	df	p	Decision
GAS	75	4.11	0.24	0.23	1.98	102	0.82	Accept
TVL	54	4.09	0.29					

Table 12 presents the t-test results comparing the physical health of GAS and TVL students. The computed t-value of 0.23 was lower than the critical t-value of 1.98, with a probability value of p=0.82, which is higher than the 0.05 level of significance. This indicates no statistically significant difference in physical health between the two groups.

TABLE XIII. t-Test results comparing the student written test

Group	n	Mean	SD	t-cal	t-crit	df	p	Decision
GAS	75	40.61	5.81	1.03	1.98	119	0.15	Accept
TVL	54	39.59	5.35					

Table 13 presents the t-test results comparing written test performance. The computed t-value of 1.03 was lower than the critical t-value of 1.98, with a probability value of p=0.15, indicating no statistically significant difference between two groups.

Table 14 presents the t-test results comparing practical test performance. The computed t-value of 1.06 was lower than the critical t-value of 1.98, with a probability value of p=0.29, indicating no statistically significant difference between the two groups.

TABLE XIV. t-Test results comparing the student practical test

Group	n	Mean	SD	t-cal	t-crit	df	p	Decision
GAS	75	97.92	2.79	1.06	1.98	105	0.29	Accept
TVL	54	97.35	3.17					

Relationship between Kinetic Wellness Approach and Physical Health

Table15 presents the correlation analysis between Kinetic Wellness dimensions and physical health indicators. Several significant positive relationships were observed. The physical dimension showed significant positive relationships with fitness ($r = 0.213$, $p = 0.015$), stress ($r = 0.247$, $p = 0.005$), energy ($r = 0.394$, $p < 0.001$), and sleep quality ($r = 0.324$, $p < 0.001$). The social dimension showed significant positive correlations with fitness ($r = 0.354$, $p < 0.001$), energy ($r = 0.370$, $p < 0.001$), and sleep quality ($r = 0.278$, $p = 0.001$). The emotional dimension exhibited significant positive correlations with fitness ($r = 0.591$, $p < 0.001$), energy ($r = 0.373$, $p < 0.001$), and sleep quality ($r = 0.398$, $p < 0.001$). No significant relationships found between any Kinetic Wellness dimension and coordination.

TABLE XV. Significant relationship between the Kinetic Wellness Approach and the students' Physical Health

Kinetic Wellness Approach		Physical Health				
		Fitness	Stress	Coordination	Energy	Sleep Quality
Physical	Pearson Correlation	.213*	.247**	-0.044	.394**	.324**
	Sig. (2-tailed)	0.015	0.005	0.620	<0.001	<0.001
	N	129	129	129	129	129
Mental	Pearson Correlation	.306**	0.152	0.005	.296**	.324**
	Sig. (2-tailed)	<0.001	0.087	0.959	0.001	<0.001
	N	129	129	129	129	129
Social	Pearson Correlation	.354**	0.082	0.027	.370**	.278**
	Sig. (2-tailed)	<0.001	0.353	0.759	<0.001	0.001
	N	129	129	129	129	129
Emotional	Pearson Correlation	.591**	0.165	-0.084	.373**	.398**
	Sig. (2-tailed)	<0.001	0.062	0.345	<0.001	<0.001
	N	129	129	129	129	129

TABLE XVI. Regression analysis between the Kinetic Wellness Approach and the students' written performance

a. Dependent Variable: WRITTEN_OVERALL

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	165.271	4	41.318	1.320	.266b
	Residual	3880.264	124	31.292		
	Total	4045.535	128			
a. Dependent Variable: PERFORMANCE_OVERALL						
b. Predictors: (Constant), Emotional, Physical, Social, Mental						

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	45.283	7.131		6.350	.000
	Physical	.522	1.624	.035	.321	.749
	Mental	-3.332	1.886	-.218	-1.767	.080
	Social	-.615	1.565	-.046	-.393	.695
	Emotional	2.306	1.427	.180	1.616	.109

The Table 16 shows the regression analysis examining the effect of Kinetic Wellness dimensions on written test performance. The model was not statistically significant, with an F-value of 1.320 and p = 0.266. None of the individual dimensions significantly predicted written performance.

TABLE XVII. Regression Analysis between the Kinetic Wellness Approach and the students' practical test

a. Dependent Variable: PRACTICAL_OVERALL

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	58.226	4	14.556	1.703	.153[b]
	Residual	1059.743	124	8.546		
	Total	1117.969	128			
a. Dependent Variable: PERFORMANCE_OVERALL						
b. Predictors: (Constant), Emotional, Physical, Social, Mental						

Trixia Ress Barrie S. Cañete and Freddie S. Javiña, "Kinetic Wellness Approach on the Physical Health and Performance Among Senior High School Physical Education Students," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 8, Issue 10, pp. 190-195, 2026.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	91.973	3.727		24.680	.000
	Physical	.197	.849	.025	.232	.817
	Mental	-.987	.986	-.123	-1.001	.319
	Social	1.020	.818	.146	1.247	.215
	Emotional	1.083	.746	.161	1.452	.149

The Table 17 presents the regression analysis examining the effect of Kinetic Wellness dimensions on practical test performance. The model was not statistically significant, with an F-value of 1.703 and p = 0.153. None of the individual dimensions significantly predicted practical performance.

IV. Conclusion

"There is no significant relationship between Kinetic Wellness dimensions and the Physical health of the group of respondents" is hereby rejected. And "There is no significant difference between the performance among Senior High School students in Physical Education" is hereby accepted.

V. Recommendation

Based on the drawn conclusions, the following recommendations were given: (1) The researcher recommended that school administrators to utilize findings of this study for curriculum enhancement and resource allocation and consider strengthening integration of Kinetic Wellness Approach across all grade levels. (2) The researcher recommended that teachers emphasize the holistic benefits of physical activity and implement the proposed Project MOVE-K. (3) The researcher recommended that students actively recognize and maximize the holistic benefits of the PE classes and to maintain physical activity outside school hours. (4) Future researchers may make use of this study to enhance their readings of corresponding work, which could support the current research initiative's conclusions even more.

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