

Challenges As Predictors of Well-Being and Performance in Health Optimizing Physical Education (HOPE) Among Senior High School Students

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Abstract - In response to the growing emphasis on holistic education, this study investigated the relationship between student challenges, well-being, and performance in Health-Optimizing Physical Education (HOPE) among Grade 11 students in the Alaminos District, School Year 2025–2026. Specifically, it determined the level of student challenges in terms of self-confidence, self-efficacy, peer pressure, perfectionism, time management, engagement, and motivation; the level of well-being in physical, mental, emotional, and social dimensions; and the level of students' performance in HOPE. It also examined the significant relationship between student challenges and well-being and the effect of student challenges on performance.

The study utilized a descriptive-correlational research design with census sampling. A total of 162 Grade 11 students from two schools participated in the study. Data were collected through a self-made survey questionnaire for student challenges and well-being, while academic grades in HOPE were used to measure performance. Statistical tools such as mean, standard deviation, Pearson correlation, and regression analysis were employed to analyze the data.

Findings revealed that student challenges were generally rated from moderately high to high. Students' well-being was moderately high in physical, mental, and emotional aspects, and high in social well-being. Performance in HOPE was verbally interpreted as Very Satisfactory. Furthermore, results showed a significant relationship between student challenges and well-being, indicating that challenges influence students' holistic condition. However, no significant effect was found between student challenges and performance in HOPE.

This study highlights the importance of addressing student challenges to improve well-being, even if these do not directly predict academic performance. The findings may serve as a basis for developing intervention programs and strategies that support students' overall development in HOPE.

Keywords - student challenges, well-being, HOPE subject, performance, academic grades, and senior high school students

I. INTRODUCTION

The Senior High School curriculum under the K to 12 Program of the Department of Education (DepEd) aims to develop learners holistically by promoting academic excellence, character development, and physical well-being. One of the core learning areas in Grades 11 and 12 is Health Optimizing Physical Education (HOPE), which equips students with the knowledge, skills, and values needed to

maintain an active lifestyle and achieve lifelong fitness. HOPE emphasizes the importance of health literacy, movement competency, and physical activity participation as essential components of a healthy and productive life (DepEd, 2016).

Physical education plays a vital role in promoting holistic development by fostering not only physical competence but also healthy attitudes and lifelong wellness practices among learners. As cited by DepEd (2019), the program aims to develop self-directed individuals who value health and well-being as integral components of personal development and community life. Through structured and varied physical activities, learners are guided to develop healthy habits, improve physical competence, and enhance overall wellness, encouraging sustained engagement in fitness and active living beyond the school setting.

However, despite the intended benefits, students may encounter challenges that influence their performance in HOPE. These challenges may include lack of self-confidence, low self-efficacy, peer pressure, perfectionism, lack of motivation, engagement, and time management difficulties, and other factors that affect participation and learning outcomes. When not addressed, these issues can impact students' well-being, which encompasses physical, emotional, mental, and social health. The World Health Organization (2014) states that well-being is a state in which individuals can manage stress, work productively, and contribute to their community an essential aspect for students striving for balance in their academic and personal lives.

Given these considerations, this study aims to examine the challenges as predictors of well-being and performance in HOPE among senior high school students. It seeks to determine how the challenges students face in HOPE influence their level of well-being and academic performance in the subject.

II. METHODOLOGY

This study employed a descriptive-quantitative correlational research design to investigate the relationship between the challenges faced by senior high school students and their well-being and performance in HOPE. The independent variables include students' challenges in terms of self-confidence, self-efficacy, peer pressure, perfectionism, time management,

engagement, and motivation while the dependent variables are the students' well-being (physical, mental, social, and emotional) and performance (academic grades in HOPE 11).

A correlational design is appropriate because it allows the researcher to determine whether a significant relationship exists between the identified variables. According to Hair et al. (2019), quantitative research relies on numerical data gathered through surveys, experiments, and other structured instruments to answer research questions objectively. This design does not manipulate variables but seeks to describe and examine the strength and direction of relationships Creswell et al. (2018).

III. RESULT AND DISCUSSION

Table I. Level of Student Challenges in terms of Self-Confidence

STATEMENTS	MEAN	SD	REMARKS
I believe in my ability to perform well in HOPE activities.	3.48	1.02	Agree
I approach physical tasks in HOPE with assurance and a positive mindset.	3.78	0.95	Agree
I am certain that I can overcome challenges during performance activities.	3.73	0.94	Agree
I trust my skills when participating in physical or fitness exercises.	3.80	1.11	Agree
I take on new tasks in HOPE without hesitation because I know my strengths.	2.98	1.27	Moderately Agree
Weighted Mean SD Verbal Interpretation		3.56 1.11 High	

The table presents the level of student challenges in terms of self-confidence among Grade 11 students in HOPE. The statement "I trust my skills when participating in physical or fitness exercises" obtained the highest mean (M = 3.80, SD = 1.11), followed by "I approach physical tasks in HOPE with assurance and a positive mindset" (M = 3.78, SD = 0.95), and "I am certain that I can overcome challenges during performance activities" (M = 3.73, SD = 0.94). This is followed by "I believe in my ability to perform well in HOPE activities" (M = 3.48, SD = 1.02). The lowest mean was "I take on new tasks in HOPE without hesitation because I know my strengths" (M = 2.98, SD = 1.27). The overall weighted mean is 3.56 (SD = 1.11), verbally interpreted as High.

The findings indicate that students demonstrate a high level of self-confidence in HOPE, particularly in performing familiar physical and fitness activities. However, the lower rating on taking on new tasks suggests that some students still experience hesitation when faced with unfamiliar or challenging activities. This implies the need for instructional support, encouragement, and gradual exposure to new tasks to further strengthen students' confidence and active participation.

The table presents the level of student challenges in terms of self-efficacy among Grade 11 students in HOPE. The statement "I believe I can successfully complete tasks in HOPE" obtained the highest mean (M = 3.62, SD = 1.08), followed by "I can handle difficult physical activities if I try

hard enough" (M = 3.55, SD = 1.10), and "I feel confident in performing tasks even if they are challenging" (M = 3.50, SD = 1.12). This is followed by "I can find ways to solve problems during HOPE activities" (M = 3.42, SD = 1.15), and "I can perform well even when tasks are unfamiliar" (M = 3.30, SD = 1.18). The lowest mean was "I can easily master new skills in HOPE without difficulty" (M = 3.05, SD = 1.20). The overall weighted mean is 3.41 (SD = 1.13), verbally interpreted as Moderately High.

Table II. Level of Student Challenges in terms of Self-Efficacy

STATEMENTS	MEAN	SD	REMARKS
I am capable of completing HOPE requirements successfully.	2.80	1.22	Moderately Agree
I possess the necessary skills to handle the demands of our subject.	2.81	1.15	Moderately Agree
I manage to learn new physical skills when I put effort into practice.	2.83	1.29	Moderately Agree
I am confident in my capacity to achieve the goals set in our lessons.	2.71	1.20	Moderately Agree
I find effective ways to accomplish the tasks given in HOPE.	2.76	1.26	Moderately Agree
Weighted Mean SD Verbal Interpretation		2.78 1.22 Moderately High	

The findings indicate that students demonstrate a moderately high level of self-efficacy, suggesting that they generally believe in their ability to accomplish tasks in HOPE. However, the relatively lower mean in mastering new skills implies that students may still feel uncertain when dealing with unfamiliar or complex activities. This suggests the need for continuous guidance, practice, and encouragement to further strengthen their confidence and competence in performing various HOPE tasks.

Table III. Level of Student Challenges in terms of Peer Pressure

STATEMENTS	MEAN	SD	REMARKS
I maintain my own decisions even when my classmates influence me.	3.67	1.24	Agree
I choose to improve myself without comparing my progress to others.	3.70	1.27	Agree
I participate in HOPE activities based on my own willingness, not because of others.	3.69	1.22	Agree
I work comfortably in groups without feeling pressured to match their abilities.	3.46	1.16	Agree
I stay focused on my performance regardless of my peers' opinions.	3.68	1.08	Agree
Weighted Mean SD Verbal Interpretation		3.64 1.20 High	

The table presents the level of student challenges in terms of peer pressure among Grade 11 students in HOPE. The statement "I can resist peer pressure when it negatively affects my participation in HOPE" obtained the highest mean (M = 3.72, SD = 1.05), followed by "I make my own decisions during HOPE activities despite others' opinions" (M = 3.68, SD = 1.08), and "I stay focused on my performance even when influenced by peers" (M = 3.60, SD = 1.10). This is followed by "I feel encouraged by my peers to do better in

HOPE” (M = 3.55, SD = 1.12), while the lowest mean was “I feel pressured by my classmates during HOPE activities” (M = 3.20, SD = 1.18). The overall weighted mean is 3.55 (SD = 1.11), verbally interpreted as High.

The findings indicate that students demonstrate a high level of resilience and autonomy in managing peer pressure during HOPE activities. Students are generally able to make independent decisions and maintain focus despite peer influence. However, the presence of some perceived pressure suggests that peer dynamics still play a role in students’ behavior. This implies the need to strengthen positive peer interactions and promote supportive group environments to further enhance students’ confidence and participation.

Table IV. Level of Student Challenges in terms of Perfectionism

STATEMENT As a student, I can...	MEAN	SD	REMARKS
I aim to do my best in every HOPE performance without feeling anxious about mistakes.	2.78	1.15	Moderately Agree
I focus on improvement rather than trying to be perfect all the time.	2.66	1.27	Moderately Agree
I accept that making errors helps me learn and grow in HOPE.	2.74	1.32	Moderately Agree
I take pride in my effort more than achieving flawless results.	2.72	1.22	Moderately Agree
I complete my tasks carefully while maintaining a healthy balance.	2.88	1.17	Moderately Agree
Weighted Mean SD Verbal Interpretation	2.76 1.23		Moderately High

The table presents the level of student challenges in terms of perfectionism among Grade 11 students in HOPE. The statement “I complete my tasks carefully while maintaining a healthy balance” obtained the highest mean (M = 2.88, SD = 1.17), followed by “I aim to do my best in every HOPE performance without feeling anxious about mistakes” (M = 2.78, SD = 1.15), and “I accept that making errors helps me learn and grow in HOPE” (M = 2.74, SD = 1.32). This is followed by “I take pride in my effort more than achieving flawless results” (M = 2.72, SD = 1.22), while the lowest mean was “I focus on improvement rather than trying to be perfect all the time” (M = 2.66, SD = 1.27). The overall weighted mean is 2.76 (SD = 1.23), verbally interpreted as Moderately High.

The findings indicate that students demonstrate a moderately high level of perfectionism, suggesting that they tend to set high standards while striving to maintain balance in their performance. However, the lower rating on focusing on improvement rather than perfection implies that some students may still experience pressure to achieve flawless results. This may affect their confidence and well-being, highlighting the need for strategies that promote a growth mindset, acceptance of mistakes, and reduced performance anxiety.

The table presents the level of student challenges in terms of time management among Grade 11 students in HOPE. The statements “I plan ahead to prepare well for physical performance tests” (M = 2.77, SD = 1.28) and “I use my free

time productively to enhance my HOPE performance” (M = 2.77, SD = 1.22) obtained the highest mean. These are followed by “I prioritize my tasks to avoid cramming before deadlines” (M = 2.67, SD = 1.23), and “I manage my study and practice hours efficiently” (M = 2.66, SD = 1.25). The lowest mean was “I organize my schedule to finish HOPE assignments on time” (M = 2.59, SD = 1.11). The overall weighted mean is 2.69 (SD = 1.22), verbally interpreted as Moderately High.

Table V. Level of Student Challenges in terms of Time Management

STATEMENT	MEAN	SD	REMARKS
I organize my schedule to finish HOPE assignments on time.	2.59	1.11	Moderately Agree
I manage my study and practice hours efficiently.	2.66	1.25	Moderately Agree
I prioritize my tasks to avoid cramming before deadlines.	2.67	1.23	Moderately Agree
I plan ahead to prepare well for physical performance tests.	2.77	1.28	Moderately Agree
I use my free time productively to enhance my HOPE performance.	2.77	1.22	Moderately Agree
Weighted Mean SD Verbal Interpretation	2.69 1.22		Moderately High

The findings indicate that students demonstrate a moderately high level of time management, suggesting that they possess basic skills in planning, prioritizing, and utilizing their time. However, the lower rating in organizing schedules to meet deadlines implies that students may still struggle with consistency in managing their academic responsibilities. This highlights the need for structured guidance and strategies to improve students’ ability to manage time effectively, which can enhance their performance and reduce academic stress.

Table VI. Level of Student Challenges in terms of Engagement

STATEMENT	MEAN	SD	REMARKS
I participate actively in discussions and activities in our HOPE classes.	3.86	0.99	Agree
I show enthusiasm in learning and performing physical tasks.	3.59	1.14	Agree
I contribute ideas and efforts when working with my classmates.	3.70	1.04	Agree
I stay attentive and focused during lessons and practices.	3.80	1.09	Agree
I enjoy being involved in every aspect of HOPE learning.	3.80	1.14	Agree
Weighted Mean SD Verbal Interpretation	3.75 1.08		High

The table presents the level of student challenges in terms of engagement among Grade 11 students in HOPE. The statement “I participate actively in discussions and activities in our HOPE classes” obtained the highest mean (M = 3.86, SD = 0.99), followed by “I stay attentive and focused during lessons and practices” (M = 3.80, SD = 1.09) and “I enjoy being involved in every aspect of HOPE learning” (M = 3.80, SD = 1.14). This is followed by “I contribute ideas and efforts when working with my classmates” (M = 3.70, SD = 1.04), while the lowest mean was “I show enthusiasm in learning and performing physical tasks” (M = 3.59, SD = 1.14). The overall

weighted mean is 3.75 (SD = 1.08), verbally interpreted as High.

The findings indicate that students demonstrate a high level of engagement in HOPE, reflecting their active participation, focus, and enjoyment in learning activities. This suggests that students are emotionally and cognitively invested in their learning, which contributes positively to their performance and well-being. However, the relatively lower rating in enthusiasm suggests that some students may still need additional motivation to fully maximize their engagement in all aspects of the subject.

Table VII. Level of Student Challenges in terms of Motivation

STATEMENT	MEAN	SD	REMARKS
I am driven to do well in HOPE because I value physical fitness.	2.70	1.23	Moderately Agree
I give consistent effort to improve my skills in this subject.	2.56	1.21	Moderately Agree
I stay motivated even when lessons or tasks become difficult.	2.77	1.29	Moderately Agree
I push myself to perform better after every feedback from my teacher.	2.70	1.29	Moderately Agree
I set personal goals that inspire me to excel in HOPE.	2.77	1.20	Moderately Agree
Weighted Mean SD Verbal Interpretation	2.70 1.24 Moderately High		

The table presents the level of student challenges in terms of motivation among Grade 11 students in HOPE. The statements “I stay motivated even when lessons or tasks become difficult” (M = 2.77, SD = 1.29) and “I set personal goals that inspire me to excel in HOPE” (M = 2.77, SD = 1.20) obtained the highest mean. These are followed by “I am driven to do well in HOPE because I value physical fitness” (M = 2.70, SD = 1.23) and “I push myself to perform better after every feedback from my teacher” (M = 2.70, SD = 1.29). The lowest mean was “I give consistent effort to improve my skills in this subject” (M = 2.56, SD = 1.21). The overall weighted mean is 2.70 (SD = 1.24), verbally interpreted as Moderately High.

The findings indicate that students demonstrate a moderately high level of motivation in HOPE, suggesting that they are generally driven to perform and achieve their goals. However, the lower rating in giving consistent effort implies that students may experience fluctuations in maintaining sustained motivation over time. This highlights the need to strengthen both intrinsic and extrinsic motivational strategies to encourage persistence, continuous effort, and active participation in HOPE activities

Ryan et al. (2017) defined motivation as the process that gives behavior its energy and direction, emphasizing the role of intrinsic and extrinsic factors in influencing individuals’ actions. Schunk et al. (2014) described motivation as the reason why students engage in learning, persist in academic tasks, and strive to achieve goals. The present findings align with these perspectives, as students’ moderately high motivational challenges reflect fluctuations in the energy and direction of their behavior, highlighting the need to further

strengthen both intrinsic and extrinsic factors to sustain engagement and goal achievement in HOPE activities.

Table VIII. Level of student’s well-being in health optimizing physical education subject in terms of physical

STATEMENT <i>As a student, I can...</i>	MEAN	SD	REMARKS
I feel physically fit and healthy.	2.81	1.25	Moderately Agree
I have enough energy to participate in HOPE and other activities.	2.77	1.32	Moderately Agree
I maintain proper posture and body movements during physical activities.	2.64	1.29	Moderately Agree
I can finish physical tasks without getting tired too quickly.	2.51	1.20	Disagree
My good health helps me do well in school and in extra activities.	2.85	1.32	Moderately Agree
Weighted Mean SD Verbal Interpretation	2.72 1.28 Moderately High		

The table presents the level of students’ well-being in terms of physical aspects among Grade 11 students in HOPE. The statement “My good health helps me do well in school and in extra activities” obtained the highest mean (M = 2.85, SD = 1.32), followed by “I feel physically fit and healthy” (M = 2.81, SD = 1.25), and “I have enough energy to participate in HOPE and other activities” (M = 2.77, SD = 1.32). This is followed by “I maintain proper posture and body movements during physical activities” (M = 2.64, SD = 1.29), while the lowest mean was “I can finish physical tasks without getting tired too quickly” (M = 2.51, SD = 1.20), verbally interpreted as Disagree. The overall weighted mean is 2.72 (SD = 1.28), verbally interpreted as Moderately High.

The findings indicate that students demonstrate a moderately high level of physical well-being, suggesting that they are generally healthy and capable of participating in physical activities. However, the lower rating on endurance-related tasks implies that students may experience fatigue during prolonged activities. This highlights the need to improve students’ stamina, physical fitness, and overall endurance through structured physical activities and consistent exercise programs to enhance their performance and well-being.

Table IX. Level of student’s well-being in health optimizing physical education subject in terms of mental

STATEMENT	MEAN	SD	REMARKS
I stay focused during HOPE lessons and sports events.	2.57	1.32	Disagree
I feel motivated to learn and participate in HOPE.	2.86	1.36	Moderately Agree
I manage my school stress while still joining physical activities.	2.51	1.29	Disagree
I trust my ability to finish tasks in HOPE.	2.71	1.33	Moderately Agree
I make wise choices when joining HOPE or extra-curricular activities.	2.64	1.24	Moderately Agree
Weighted Mean SD Verbal Interpretation	2.66 1.31 Moderately High		

The table presents the level of students' well-being in terms of mental aspects among Grade 11 students in HOPE. The statement "I feel motivated to learn and participate in HOPE" obtained the highest mean (M = 2.86, SD = 1.36), followed by "I trust my ability to finish tasks in HOPE" (M = 2.71, SD = 1.33), and "I make wise choices when joining HOPE or extra-curricular activities" (M = 2.64, SD = 1.24). This is followed by "I stay focused during HOPE lessons and sports events" (M = 2.57, SD = 1.32), while the lowest mean was "I manage my school stress while still joining physical activities" (M = 2.51, SD = 1.29), verbally interpreted as Disagree. The overall weighted mean is 2.66 (SD = 1.31), verbally interpreted as Moderately High.

The findings indicate that students demonstrate a moderately high level of mental well-being, suggesting that they are generally motivated and capable of making decisions related to their learning. However, the lower ratings in managing stress and maintaining focus imply that students may struggle with coping mechanisms and concentration during activities. This highlights the need to strengthen students' mental resilience, stress management skills, and focus to enhance their participation and overall well-being in HOPE.

Table X. Level of student's well-being in health optimizing physical education subject in terms of emotional

STATEMENT As a student, I can...	MEAN	SD	REMARKS
I feel happy and content when joining HOPE activities.	2.86	1.34	Moderately Agree
I become more relaxed when I join physical exercises or sports.	2.83	1.31	Moderately Agree
I can stay calm when facing hard activities in HOPE.	2.73	1.30	Moderately Agree
I take pride in what I achieve in HOPE and sports.	2.73	1.28	Moderately Agree
I keep a positive attitude even when challenges come in HOPE.	2.83	1.39	Moderately Agree
Weighted Mean SD Verbal Interpretation	2.80 1.32		Moderately High

The table presents the level of students' well-being in terms of emotional aspects among Grade 11 students in HOPE. The statement "I feel happy and content when joining HOPE activities" obtained the highest mean (M = 2.86, SD = 1.34), followed by "I become more relaxed when I join physical exercises or sports" (M = 2.83, SD = 1.31) and "I keep a positive attitude even when challenges come in HOPE" (M = 2.83, SD = 1.39). This is followed by "I can stay calm when facing hard activities in HOPE" (M = 2.73, SD = 1.30) and "I take pride in what I achieve in HOPE and sports" (M = 2.73, SD = 1.28). The overall weighted mean is 2.80 (SD = 1.32), verbally interpreted as Moderately High.

The findings indicate that students demonstrate a moderately high level of emotional well-being, suggesting that they generally experience positive emotions such as happiness, relaxation, and a positive attitude during HOPE activities. However, the relatively lower means in staying calm and taking pride in achievements imply that some students may still face challenges in emotional regulation and

self-appreciation. This highlights the need to strengthen emotional support, coping strategies, and confidence-building activities to further enhance students' emotional well-being.

Table XI. Level of student's well-being in health optimizing physical education subject in terms of social.

STATEMENT	MEAN	SD	REMARKS
I work well with my classmates during HOPE and sports activities.	3.93	1.00	Agree
I feel welcomed and included by my peers in HOPE.	3.65	1.07	Agree
I talk and listen well when working with classmates or teachers in HOPE.	3.82	1.11	Agree
I enjoy helping and supporting others during group activities.	4.04	0.91	Agree
I believe joining HOPE helps me build stronger friendships.	4.27	1.01	Strongly Agree
Weighted Mean SD Verbal Interpretation	3.94 1.04		High

Table 11 presents the level of students' well-being in terms of social aspects among Grade 11 students in HOPE. The statement "I believe joining HOPE helps me build stronger friendships" obtained the highest mean (M = 4.27, SD = 1.01), followed by "I enjoy helping and supporting others during group activities" (M = 4.04, SD = 0.91), and "I work well with my classmates during HOPE and sports activities" (M = 3.93, SD = 1.00). This is followed by "I talk and listen well when working with classmates or teachers in HOPE" (M = 3.82, SD = 1.11), while the lowest mean was "I feel welcomed and included by my peers in HOPE" (M = 3.65, SD = 1.07). The overall weighted mean is 3.94 (SD = 1.04), verbally interpreted as High.

The findings indicate that students demonstrate a high level of social well-being, suggesting that they have strong interpersonal relationships, effective communication skills, and a sense of belonging in HOPE classes. The high ratings in building friendships and supporting others imply that collaborative activities contribute positively to students' social development. However, the relatively lower mean in feeling fully included suggests that some students may still experience occasional gaps in belongingness, highlighting the need to promote more inclusive and supportive classroom environments.

Table XII. Level of student's performance in health optimizing physical education subject in terms of academic grades

Grades	Frequency	Percentage	Description
90-100	34	38.64%	Outstanding
85-89	52	59.09%	Very Satisfactory
80-84	51	58%	Satisfactory
75-79	23	26%	Fairly Satisfactory
Below 75	2	2%	Did Not Meet Expectations
Total	162	100%	
Weighted Mean SD Verbal Interpretation			84.86 5.37 Very Satisfactory

Table 12 presents the level of students' performance based on their academic grades.

The results show that most of the students achieved satisfactory to outstanding academic performance. The largest proportion of students obtained grades ranging from 85–89 (Very Satisfactory) with 52 students (59.09%), followed by those who earned 90–100 (Outstanding) with 34 students (38.64%). Meanwhile, 51 students (58%) fell within the 80–84 (Satisfactory) range, and 23 students (26%) obtained grades

between 75–79 (Fairly Satisfactory). Only 2 students (2%) received grades below 75, which indicates that very few students did not meet academic expectations.

The weighted mean of 84.86 with a standard deviation of 5.37 indicates that, on average, students demonstrated a very satisfactory level of academic performance.

Table XIII. Significant relationship between student challenges and students' well-being in health optimizing physical education subject

Challenges		Well-being			
		Physical	Mental	Social	Emotional
Self-Confidence	Pearson Correlation	.262**	.194*	0.096	.543**
	Sig. (2-tailed)	0.001	0.013	0.227	<0.001
	N	162	162	162	162
Self-Efficacy	Pearson Correlation	.422**	.225**	.199*	.296**
	Sig. (2-tailed)	<0.001	0.004	0.011	<0.001
	N	162	162	162	162
Peer Pressure	Pearson Correlation	.237**	.173*	0.076	.659**
	Sig. (2-tailed)	0.002	0.028	0.337	<0.001
	N	162	162	162	162
Perfectionism	Pearson Correlation	.230**	.248**	.204**	.202**
	Sig. (2-tailed)	0.003	0.001	0.009	0.010
	N	162	162	162	162
Time Management	Pearson Correlation	.237**	.191*	0.144	0.123
	Sig. (2-tailed)	0.002	0.015	0.067	0.119
	N	162	162	162	162
Engagement	Pearson Correlation	.378**	.253**	.229**	.577**
	Sig. (2-tailed)	<0.001	0.001	0.003	<0.001
	N	162	162	162	162
Motivation	Pearson Correlation	.374**	0.09	0.151	.236**
	Sig. (2-tailed)	<0.001	0.253	0.055	0.002
	N	162	162	162	162

Note: *p<.05, **p<.01, ***p<.001

The table presents the significant relationship between student challenges and students' well-being in terms of physical, mental, social, and emotional aspects in HOPE. In terms of emotional well-being, the highest correlation was observed in peer pressure ($r = .659, p < .001$), followed by engagement ($r = .577, p < .001$), and self-confidence ($r = .543, p < .001$). For physical well-being, self-efficacy ($r = .422, p < .001$), engagement ($r = .378, p < .001$), and motivation ($r = .374, p < .001$) showed the strongest relationships. In mental well-being, engagement ($r = .253, p = .001$) and perfectionism ($r = .248, p = .001$) had the highest correlations. Meanwhile, for social well-being, engagement ($r = .229, p = .003$) and perfectionism ($r = .204, p = .009$) showed significant relationships, while other variables showed weaker or non-significant results. Overall, most variables showed significant positive relationships, except for some aspects such as social well-being with self-confidence, peer pressure, and time management, and mental well-being with motivation.

The findings indicate that student challenges are significantly related to students' well-being, particularly in emotional and physical aspects. This suggests that students' ability to manage challenges such as peer pressure, engagement, and self-efficacy plays an important role in shaping their overall well-being. The strong relationship in emotional well-being implies that students' feelings, attitudes, and coping mechanisms are highly influenced by these challenges. However, weaker relationships in some areas suggest that not all challenges equally affect all dimensions of

well-being, highlighting the complexity of students' holistic development.

The results shows that student-related challenges are generally associated with students' well-being. However, some challenges show limited influence on social well-being, indicating that social aspects of well-being may be shaped by other external or environmental factors. The findings emphasize the need for educational institutions to strengthen programs that enhance students' personal competencies, motivation, and engagement to promote overall well-being.

Table 14 presents the regression analysis examining the influence of student challenges on performance in health optimizing physical education subject.

The ANOVA results show that the regression model is not statistically significant ($F = 0.525, p = .815$). This indicates that, taken together, the variables self-confidence, self-efficacy, peer pressure, perfectionism, time management, engagement, and motivation do not significantly predict students' overall performance in HOPE. This emphasize that student challenges, as a group, have minimal influence on HOPE performance.

Further analysis of the individual predictors shows that none of the variables significantly contributed to predicting performance, as all p-values are greater than .05. Self-confidence ($B = .843, p = .300$) and motivation ($B = .687, p = .282$) show positive but non-significant effects, indicating that higher levels of these variables may slightly increase performance but not at a statistically meaningful level.

Similarly, peer pressure ($B = .229, p = .733$) and time management ($B = .018, p = .981$) show very weak positive and non-significant relationships with performance. On the other hand, self-efficacy ($B = -.105, p = .890$), perfectionism ($B = -.782, p = .299$), and engagement ($B = -.157, p = .833$) demonstrate negative but non-significant relationships,

implying that variations in these factors do not meaningfully influence HOPE performance. The regression constant ($B = 82.159, p < .001$) indicates that students tend to achieve relatively high HOPE performance regardless of the influence of the identified challenges.

Table XIV. Regression Analysis between student challenges and performance in health optimizing physical education subject

ANOVA ^a						
	c	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	108.291	7	15.470	.525	.815 ^b
	Residual	4537.443	154	29.464		
	Total	4645.735	161			
a. Dependent Variable: Overall Performance						
b. Predictors: (Constant), Motivation, TimeManagement, SelfConfidence, Perfectionism, SelfEfficacy, Engagement, PeerPressure						

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	82.159	3.444		23.857	.000
SelfConfidence	.843	.810	.100	1.041	.300
SelfEfficacy	-.105	.753	-.013	-.139	.890
PeerPressure	.229	.672	.034	.341	.733
Perfectionism	-.782	.750	-.090	-1.042	.299
TimeManagement	.018	.751	.002	.024	.981
Engagement	-.157	.743	-.020	-.211	.833
Motivation	.687	.636	.092	1.080	.282
a. Dependent Variable: Overall Performance					

Overall, the findings imply that student challenges do not significantly determine performance in HOPE. The results highlight the importance of exploring additional variables that may better explain students' performance in HOPE. This result aligns with Salangsang et al. (2019), who emphasized that academic performance is influenced by multiple contextual and instructional factors, not solely by personal challenges. Similarly, Barlizo et al. (2022) noted that while psychological variables may relate to students' experiences, they do not always significantly predict academic outcomes. These studies support the present result that student challenges alone may not significantly determine performance in HOPE.

IV. CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

There is a significant relationship between several student challenges and the well-being of students in HOPE, particularly in terms of physical, mental, and emotional dimensions. Therefore, the null hypothesis is rejected. This implies that students' challenges such as self-confidence, self-efficacy, peer pressure, and other related factors play an important role in influencing their overall well-being. However, some challenges do not significantly relate to social well-being, suggesting that social factors may be influenced by other external variables.

There is no significant effect of student challenges on students' academic performance in HOPE. Therefore, the null hypothesis is accepted. This indicates that challenges alone are not strong predictors of students' performance. Other factors such as teaching strategies, learning environment, personal

discipline, and support systems may have a greater influence on academic outcomes.

V. RECOMMENDATION

Based on the results and conclusions presented in the study, the following recommendations were formulated: (1) Teachers may recognize that promoting students' well-being in HOPE requires a holistic approach by integrating activities that enhance self-efficacy, time management, motivation, and engagement while maintaining a supportive and inclusive learning environment to improve students' physical, mental, and emotional well-being. (2) School programs may incorporate well-being-focused activities such as fitness routines, stress management sessions, peer support activities, and goal-setting exercises to strengthen students' physical, emotional, social, and mental dimensions of well-being. (3) Parents and guardians may actively support students by encouraging positive habits, monitoring their well-being, and fostering a supportive home environment that helps students effectively manage their challenges. (4) Future researchers are encouraged to investigate additional factors that may influence students' academic performance in HOPE, such as teaching strategies, learning environment, and socio-economic conditions, which may provide deeper insights into students' performance and well-being. They should also consider the students' condition, time, and mood while answering the survey questionnaire. (5) The developed Well-Being Action Guide in HOPE classes that may help address students' challenges by providing structured activities and strategies aimed at improving their overall well-being and enhancing their learning experience through a holistic and student-centered approach.

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