

Lifestyle Choices and Well-Being Through Health Education and Benefits of Interdisciplinary Collaboration Among Junior High School Students

Aerriel Monique W. Mendoza¹, Freddie S. Javiña²

^{1,2}Laguna State Polytechnic University, Philippines

Email address: aerrielmonique.mendoza@deped.gov.ph / freddie.javina@lspu.edu.ph

Abstract — This study examined at how health education is implemented, how much interdisciplinary teamwork benefits students, and how these factors relate to the lifestyle choices and general well-being of junior high school students. It specifically sought to ascertain the degree of health education implementation, the perceived advantages of interdisciplinary collaboration, the degree of students' well-being and lifestyle choices, and the significant correlations between these variables, including their combined predictive influence. A structured survey questionnaire was used to gather data from junior high school pupils using a quantitative descriptive-correlational study approach. The data was analyzed using statistical techniques such regression analysis, Pearson correlation, weighted mean, and standard deviation.

The results showed that students' health awareness, attitudes, and behaviors were successfully promoted by the very effective implementation of health education. The advantages of interdisciplinary cooperation were widely acknowledged, especially with regard to personal development, improved relevance, and holistic learning. While other areas like physical activity, sleep, and time management indicated somewhat moderate engagement, students' lifestyle choices and well-being were also usually quite high, with stronger expressions in diet, hygiene, and social contacts.

Additionally, the findings showed that just a few lifestyle dimensions were strongly correlated with interdisciplinary collaboration and health education, and these correlations were often weak. The overall lifestyle choices and well-being of students were not well predicted by the combined influence of these variables. These results imply that while educational interventions support certain facets of students' well-being, a variety of internal and external factors influence more general lifestyle behaviors.

The study comes to the conclusion that in order to effectively support students' holistic well-being, a more thorough and integrated strategy is required.

Keywords — Health Education, interdisciplinary collaboration, lifestyle choices, student well-being, junior high school students, health behaviors.

I. INTRODUCTION

Adolescence is a pivotal developmental stage characterized by significant physical, emotional, and social changes. During this period, individuals are particularly susceptible to adopting lifestyle behaviors that can have lasting effects on their health and well-being (San Martín González et al., 2025). Junior high school students are in a transitional phase where they increasingly make independent decisions regarding nutrition, physical activity, sleep, and social interactions. The choices they make during this stage can have enduring consequences,

including susceptibility to lifestyle-related health issues such as obesity, mental health concerns, and chronic diseases (Francisco et al., 2023).

Health education in schools plays a pivotal role in shaping adolescents' understanding of healthy behaviors and fostering habits that promote overall well-being (Auld, 2020). However, conventional health education approaches may not adequately address the complexity of adolescent health, as students face multifaceted challenges influenced by psychological, social, and environmental factors. This gap highlights the need for innovative approaches that go beyond traditional teaching methods to enhance students' comprehension, motivation, and application of health knowledge (Bendowska, 2023).

Interdisciplinary collaboration has emerged as a promising strategy to strengthen health education. It involves coordinated efforts among professionals from various disciplines including health educators, school counselors, physical education teachers, and nutritionists, to provide comprehensive support tailored to students' needs (Gädda & Olsson, 2023). Such collaboration ensures that health education is not delivered in isolation but is integrated into multiple aspects of students' academic and social experiences. Research indicates that interdisciplinary interventions in schools can lead to better health literacy, improved lifestyle habits, and enhanced emotional and mental well-being among adolescents (Jiménez-Parra et al., 2022).

In the context of the Philippines, integrating interdisciplinary collaboration into health education programs is particularly pertinent. The country's diverse cultural and socio-economic landscape necessitates tailored approaches that consider the unique needs and circumstances of students. Interdisciplinary collaboration allows for the customization of health messages and interventions, ensuring their relevance and effectiveness in promoting healthy lifestyles among Filipino adolescents. Moreover, such collaborative efforts can bridge gaps in resources and expertise, enhancing the overall quality and impact of health education programs in schools.

This study aims to explore the lifestyle choices and well-being through health education and benefits of interdisciplinary collaboration among junior high school students in Calauan, Laguna. By examining the current practices and outcomes of such collaborative efforts, this research seeks to provide insights into how interdisciplinary

approaches can be optimized to promote healthier lifestyles among adolescents in the Philippines.

II. METHODOLOGY

Research design is a methodical framework that helps the researcher choose the best techniques and processes for gathering and analyzing data. It offers a clear path for analyzing the study's variables and establishing their relationships. A descriptive-correlational research approach is used in this study because it is best suited for examining the current circumstances and connections between health education, multidisciplinary collaboration, and junior high school students' lifestyle choices and well-being.

The researcher can provide a thorough summary of the current state of health education implementation and the degree of interdisciplinary collaboration among Junior High School students in Calauan, Laguna. The descriptive component of the research design makes it possible to describe students' well-being and lifestyle choices in a methodical manner across several domains, providing a clear picture of current conditions and practices without changing the natural environment.

The correlational component, on the other hand, concentrates on identifying the strength and direction of correlations between the variables being examined. Specifically, it explores whether the implementation of health education and the benefits of multidisciplinary collaboration are significantly connected with students' lifestyle choices and well-being. Additionally, it enables the researcher to investigate how these independent variables work together to predict students' health-related actions. This method is crucial for finding trends and connections that could guide future interventions and policy initiatives.

Because it makes it easier to identify patterns, describe real-world settings, and examine interactions among variables without modifying them, this research approach is especially suitable for studies pertaining to education and health. Descriptive-correlational designs are useful in research where the goal is to comprehend naturally occurring events and ascertain the degree of relationship between variables, as mentioned by Creswell & Creswell (2018). Therefore, the implementation of this design guarantees that the study's conclusions are based on real-world practices and experiences, offering significant insights into the relationship between educational interventions and students' lifestyle choices and general well-being.

III. RESULT AND DISCUSSION

Table 1 shows the level of the implementation of health education in terms of student's knowledge. This indicates that students strongly agree that they are able to recall important health facts, explains the importance of health education and apply health knowledge in real-life situations, and in fostering students' awareness and critical understanding of health-related concepts. The overall weighted mean of 4.41 with a standard deviation of 0.75 is verbally interpreted as Very High Implementation. The high mean scores ranging from 4.29 to

4.56 indicate that students show a strong understanding and application of health concepts learned in class.

The results reflect a very high level of implementation, as evidenced by the overall weighted mean of 4.41 and standard deviation of 0.75, which falls under the Very High Implementation verbal interpretation. This indicates that students generally possess a strong grasp of health knowledge and are able to apply and evaluate health practices effectively.

TABLE I. Level of implementation of Health Education in terms of Health Awareness

<i>STATEMENTS As a student, I can...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
...recalls important health facts presented in class.	4.46	0.66	Strongly Agree
...explains the importance of health education in daily life.	4.29	0.80	Strongly Agree
...applies health-related knowledge in real-life situations	4.30	0.82	Strongly Agree
...applies health-related knowledge in real-life situations	4.45	0.74	Strongly Agree
...evaluates different health practices and chooses the most beneficial.	4.56	0.68	Agree
Weighted Mean SD Verbal Interpretation	4.41 0.75 Very High Implementation		

The findings imply that the implementation of Health Education strongly supports the development of informed and reflective health awareness among students, which may serve as a foundation for responsible health-related decision-making. Students' understanding and ability to make informed decisions are greatly enhanced by the use of health education.

TABLE II. Level of implementation of Health Education in terms of strengthening Attitude and Beliefs

<i>STATEMENTS As a student, I can...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
...recalls the values and attitudes emphasized in health education.	4.45	0.71	Strongly Agree
...demonstrates understanding of positive health attitudes.	4.18	0.97	Agree
...applies health-related beliefs in making lifestyle choices	4.26	0.85	Strongly Agree
...distinguishes between helpful and harmful health attitudes	4.32	0.87	Strongly Agree
...evaluates personal beliefs and adopts healthier ones	4.32	0.84	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.31 0.85 Very High Implementation		

The table 2 shows the level of implementation of health education in terms of students' attitudes and values. The findings show that most students strongly believe that health education successfully fosters the formation of positive attitudes and ideas about health. They are able to use health-related beliefs while making daily living decisions, recall values highlighted in health education, and have a knowledge of ideal health attitudes. Additionally, students are able to assess their own views and differentiate between positive and negative attitudes, which enables them to adopt more positive viewpoints. These results show that health education encourages students to internalize values that influence their

actions and choices in addition to concentrating on knowledge acquisition. The mean scores ranging from 4.18 to 4.45 indicate that students possess positive attitudes and values toward health-related practices.

The verbal interpretation of the total weighted mean of 4.31 with a standard deviation of 0.85 is Very High Implementation. This shows that health education is quite successful in changing students' attitudes and beliefs about health, which are crucial elements in maintaining healthy habits.

The findings imply that health education effectively promotes the development of desirable attitudes and values among students, enabling them to make healthier lifestyle choices and evaluate their personal beliefs in relation to their overall well-being.

TABLE III. Level of implementation of Health Education in terms of Students' Health-Related Behaviors

STATEMENTS As a student, I can...	MEAN	SD	REMARKS
...recalls the recommended healthy behaviors taught in school.	4.35	0.79	Strongly Agree
... explains how behavior affects personal well-being.	4.23	0.99	Strongly Agree
...consistently applies healthy behaviors in school and at home.	4.18	0.97	Agree
...analyzes the consequences of engaging in unhealthy behaviors.	4.10	0.93	Agree
...evaluates his/her actions and chooses healthier behaviors.	4.43	0.84	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.26 0.91		Very High Implementation

Table 3 show the level of implementation of health education in terms of students' behaviors. The students generally agreed that they are able to recall the recommended healthy behaviors taught in school and explain how behavior affects personal well-being. They also agreed that they consistently apply healthy behaviors both in school and at home, analyze the consequences of engaging in unhealthy behaviors, and evaluate their actions to choose healthier practices. The mean scores ranging from 4.10 to 4.43 indicate that students demonstrate positive health-related behaviors.

The results reflect a very high level of implementation, as evidenced by the overall weighted mean of 4.26 and standard deviation of 0.91, which falls under the Very High Implementation verbal interpretation. This indicates that students generally practice and evaluate healthy behaviors in their daily lives.

Table 4 presents the extent of the benefits of interdisciplinary collaboration in terms of holistic learning. The results show that most students agree that multidisciplinary cooperation enhances their overall learning. They can describe how studying across disciplines improves comprehension, remember sessions where professors integrated various topic areas, and use their combined knowledge to solve difficulties in real life. The mean scores ranging from 3.99 to 4.40 indicate that students perceive interdisciplinary collaboration as beneficial to their learning experience.

TABLE IV. Extent of the Benefits of Interdisciplinary Collaboration in terms of Holistic learning

STATEMENT As a student, I can...	MEAN	SD	REMARKS
...recalls lessons where teachers worked together to discuss a single topic.	4.16	0.94	Agree
...explains how learning across different subjects helps in better understanding.	4.12	0.96	Agree
... applies knowledge gained from multiple subjects in solving real-life problems	3.99	1.04	Agree
...analyzes how interdisciplinary activities improved his/her overall learning	4.05	0.97	Agree
...evaluates the effectiveness of combined lessons in making learning holistic	4.40	0.88	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.15 0.97		Great Extent

Great Extent is the verbal interpretation of the total weighted mean of 4.15 with a standard deviation of 0.97. This implies that interdisciplinary cooperation helps to foster holistic learning by enabling students to incorporate ideas, abilities, and knowledge from different fields.

TABLE V. Extent of the Benefits of Interdisciplinary Collaboration in terms of Enhanced Relevance

STATEMENT As a student, I can...	MEAN	SD	REMARKS
...recalls examples where lessons were connected to real-life experiences.	4.13	0.87	Agree
...explains how collaboration among teachers makes lessons more meaningful.	4.03	0.94	Agree
... applies classroom lessons to daily routines because of interdisciplinary teaching.	3.81	0.99	Agree
...analyzes the benefits of linking school lessons to personal experiences.	3.91	0.88	Agree
...evaluates the relevance of interdisciplinary learning to his/her future goals, through music.	4.18	0.97	Agree
Weighted Mean SD Verbal Interpretation	4.01 0.94		Great Extent

Table 5 presents the extent of the benefits of interdisciplinary collaboration in terms of enhanced relevance.

According to the findings, students agree that working across disciplines increases the relevance of their educational experiences. They can describe how teacher collaboration helps make lessons more engaging and recall examples of how lessons are related to real-life problems. Additionally, students show that they can apply what they learn in the classroom to their everyday lives, examine the benefits of connecting lessons to personal experiences, and assess how interdisciplinary learning relates to their long-term objectives. The mean scores ranging from 3.81 to 4.18 indicate that students perceive interdisciplinary collaboration as helpful in making lessons more meaningful and applicable to real-life situations

Great Extent is the verbal interpretation of the overall weighted mean of 4.01 with a standard deviation of 0.94. This suggests that while there is still opportunity for improvement in terms of continuously integrating learning into everyday practice, multidisciplinary collaboration greatly contributes to making learning more relevant and meaningful for students.

TABLE VI. Extent of the Benefits of Interdisciplinary Collaboration in terms of Personal Growth

STATEMENT As a student, I can...	MEAN	SD	REMARKS
...can identify my strengths and areas that need improvement in school and daily life.	4.32	0.75	Strongly Agree
...understands how developing self-discipline contributes to achieving my goals.	4.24	0.89	Strongly Agree
...applies what has learned from experiences to improve the behavior and decisions.	4.23	0.76	Strongly Agree
...analyzes challenges encountered to find ways to overcome them positively.	4.28	0.80	Strongly Agree
...evaluates personal progress and set new goals for continuous self-improvement.	4.46	0.74	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.30 0.79 Great Extent		

Table 6 presents the extent of the benefits of interdisciplinary collaboration in terms of personal growth. The overall weighted mean of 4.30 with a standard deviation of 0.79 is verbally interpreted as Great Extent. This suggests that interdisciplinary collaboration is highly beneficial in fostering students' personal growth, equipping them with the competencies needed for lifelong learning and self-development.

The results reflect a great extent of benefits, as evidenced by the overall weighted mean of 4.30 and standard deviation of 0.79, which falls under the Great Extent verbal interpretation. This suggests that students generally experience positive personal development through interdisciplinary learning.

TABLE VII. Level of students' Lifestyle Choices and Well-being in terms of Regular Physical Activity

STATEMENT As a student, I can...	MEAN	SD	REMARKS
...recalls the physical activities recommended by teachers.	4.29	0.91	Strongly Agree
...explains the importance of regular exercise.	4.16	0.93	Agree
...participates in physical activities regularly.	3.99	0.99	Agree
...analyzes the effects of exercise on physical and mental health.	4.26	0.94	Strongly Agree
...evaluates the sufficiency of his/her exercise habits.	4.49	0.82	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.24 0.93 Very High		

The verbal interpretation of the total weighted mean of 4.24 with a standard deviation of 0.93 is "Very High."

Although actual involvement may differ significantly from their level of awareness and evaluation, this suggests that students demonstrate a high level of engagement in physical activity and appreciate its value in fostering a healthy lifestyle. The mean scores ranging from 3.99 to 4.49 indicate that students demonstrate positive engagement in physical activities.

TABLE VIII. Level of students' Lifestyle Choices and Well-being in terms of Balanced Diet and Nutrition

STATEMENT As a student, I can...	MEAN	SD	REMARKS
... recalls the basic food groups and their benefits.	4.09	0.92	Agree
...explains the importance of having a balanced diet.	4.21	0.87	Strongly Agree
... applies knowledge of nutrition in choosing meals.	4.20	0.95	Agree
... analyzes the consequences of poor eating habits.	4.37	0.99	Strongly Agree
...evaluates the quality of his/her dietary choices.	4.49	0.88	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.27 0.93 Very High		

Table 8 demonstrates the level of students' lifestyle choices and well-being in terms of balance diet and nutrition. The verbal interpretation of the total weighted mean of 4.27 with a standard deviation of 0.93 is "Very High." This suggests that students have a high degree of knowledge and practice about nutrition and a balanced diet, demonstrating the value of health education in encouraging healthy eating habits. The mean scores ranging from 4.09 to 4.49 indicate that students demonstrate a strong understanding of proper nutrition and healthy eating habits.

The results reflect a very high level of implementation, as evidenced by the overall weighted mean of 4.27 and standard deviation of 0.93, which falls under the Very High verbal interpretation. This suggests that students generally possess adequate knowledge and awareness regarding proper nutrition.

TABLE IX. Level of students' Lifestyle Choices and Well-being in terms of Hygiene Practices

STATEMENT As a student, I can...	MEAN	SD	REMARKS
... recalls the hygiene practices discussed in class.	4.30	0.93	Strongly Agree
...explains why good hygiene is essential for health.	4.35	0.90	Strongly Agree
...practices proper hygiene daily	4.13	1.06	Agree
...analyzes the impact of poor hygiene on well-being.	4.38	0.95	Strongly Agree
...evaluates his/her own hygiene habits and makes improvements.	4.39	0.92	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.31 0.96 Very High		

Table 9 presents the level of students' lifestyle choices and well-being in terms of hygiene practices. The results indicate that the students firmly believe that they understand and practice good hygiene. They can recollect the hygiene

procedures that were covered in class and describe how crucial they are to preserving good health. The mean scores ranging from 4.13 to 4.39 indicate that students demonstrate awareness and practice of proper hygiene.

The verbal interpretation of the total weighted mean of 4.31 with a standard deviation of 0.96 is "Very High." This suggests that students have a high degree of awareness and practice of good hygiene, demonstrating the efficacy of health education in fostering behaviors that enhance general well-being.

TABLE X. Level of students' Lifestyle Choices and Well-being in terms of Sleep and Adequate Rest

STATEMENT As a student, I can...	MEAN	SD	REMARKS
... recalls the recommended hours of sleep for adolescents.	4.15	0.97	Agree
... explains the importance of sufficient rest.	4.15	1.03	Agree
... applies proper sleep habits in daily routine.	4.13	1.01	Agree
... analyzes the effects of lack of sleep on school performance.	4.26	0.94	Strongly Agree
... evaluates his/her sleeping patterns and makes necessary adjustments.	4.45	0.92	Strongly Agree
Weighted Mean	4.23		
SD	0.98		
Verbal Interpretation	Very High		

Table 10 presents the level of students' lifestyle choices and well-being in terms of sleep and adequate rest. The findings show that most students agree that they understand and follow healthy sleep and rest practices. They can discuss the significance of getting enough sleep for general health and recollect the recommended number of hours of sleep for teenagers. Students also implement healthy sleep habits in their daily lives, examine how sleep deprivation affects academic performance, and assess their own sleeping habits to make the required corrections. These results imply that students not only recognize the importance of getting enough sleep but actively consider and control their behavior to preserve wellbeing. The mean scores ranging from 4.13 to 4.45 indicate that students demonstrate awareness of the importance of proper sleep and rest.

The results reflect a very high level of implementation, as evidenced by the overall weighted mean of 4.23 and standard deviation of 0.98, which falls under the Very High verbal interpretation. This recommends that students generally recognize the importance of maintaining healthy sleeping habits.

The findings imply that health education efficiently promotes awareness of proper sleep and rest amid students, helping them understand its impact on their physical health, academic performance, and overall well-being.

Table 11 presents the level of students' lifestyle choices and well-being in terms of healthy social relationships. The findings show that students firmly believe they have the awareness, abilities, and knowledge needed to preserve positive social connections. They are able to recollect fundamental principles for fostering good connections with instructors and classmates, comprehend how empathy and

respect enhance friendships and teamwork, and use effective communication techniques to clear up misconceptions with peers. The mean scores ranging from 4.23 to 4.49 indicate that students demonstrate positive interpersonal values and relationship skills.

TABLE XI. Level of students' Lifestyle Choices and Well-being in terms of Healthy Social Relationships

STATEMENT As a student, I can...	MEAN	SD	REMARKS
... can recall the basic values needed to build good relationships with classmates and teachers.	4.32	0.86	Strongly Agree
... understands how respect and empathy strengthen friendships and teamwork.	4.29	0.91	Strongly Agree
... applies positive communication skills when resolving misunderstandings with peers.	4.23	0.85	Strongly Agree
... analyzes how actions affect the feelings and behaviors of others around.	4.42	0.80	Strongly Agree
... evaluates the quality of relationships and strive to maintain mutual respect and trust.	4.49	0.75	Strongly Agree
Weighted Mean	4.35		
SD	0.84		
Verbal Interpretation	Very High		

The results reflect a very high level of implementation, as evidenced by the overall weighted mean of 4.35 and standard deviation of 0.84, which falls under the Very High verbal interpretation. This suggests that students generally practice and value healthy social relationships.

TABLE XII. Level of Students' Lifestyle Choices and Well-being in terms of Time Management

STATEMENT As a student, I can...	MEAN	SD	REMARKS
... can recall the daily tasks and deadlines need to complete for school and personal activities.	4.16	0.84	Agree
... understands the importance of setting priorities to accomplish school requirements on time.	4.21	0.75	Strongly Agree
... applies effective scheduling techniques to balance study, rest, and recreation.	4.39	0.74	Strongly Agree
... analyzes how to spend time identifying habits that cause delays or stress.	4.37	0.78	Strongly Agree
... evaluates and adjusts routines to become more productive and efficient.	4.47	0.73	Strongly Agree
Weighted Mean	4.06		
SD	0.96		
Verbal Interpretation	High		

Table 12 presents the level of students' lifestyle choices and well-being in terms of time management. Most students agree that they are aware of and use efficient time management techniques. They are able to remember daily assignments and due dates for both personal and academic pursuits, recognize the value of establishing priorities, and use scheduling strategies to strike a balance between study, relaxation, and leisure. The mean scores ranging from 4.02 to

4.12 indicate that students demonstrate awareness and practice of proper time management.

Verbal interpretation of the total weighted mean of 4.06 with a standard deviation of 0.96 is "High." Although there

may yet be space for growth in the regular application of time management techniques, this suggests that students exhibit a strong degree of awareness and practice in efficiently managing their time.

TABLE XIII. Significant Relationship Between the Implementation of Health Education and the Students' Lifestyle Choices and Well-being

Health Education		Lifestyle Choices and Well-being					
		Regular physical activity	Balanced diet and nutrition	Hygiene practices	Sleep and adequate rest	Healthy social relationships	Time management
Health awareness	Pearson Correlation	-0.111	.177*	0.086	0.008	0.033	-0.105
	Sig. (2-tailed)	0.159	0.023	0.271	0.922	0.671	0.181
	N	164	164	164	164	164	164
Strengthen attitude and beliefs	Pearson Correlation	0.033	-0.003	-0.081	0.029	-.163*	-0.072
	Sig. (2-tailed)	0.670	0.974	0.302	0.708	0.037	0.360
	N	164	164	164	164	164	164
Students' health-related behaviors	Pearson Correlation	-0.066	-0.145	.203**	-0.128	-0.083	0.055
	Sig. (2-tailed)	0.401	0.065	0.009	0.102	0.291	0.486
	N	164	164	164	164	164	164

Table 13 below presents the significant relationships between the implementation of Health Education and the students' Lifestyle Choices and Well-being.

The results reveal that health awareness is significantly and positively associated with balanced diet and nutrition, indicating that students with greater awareness are more likely to practice healthy eating habits. Students' health-related behaviors show a significant positive relationship with hygiene practices, signifying that positive health behaviors are linked to better personal hygiene. Meanwhile, strengthened attitudes and beliefs demonstrate a significant negative relationship with healthy social relationships, implying that stronger health-related attitudes may slightly correspond with lower engagement in social interactions.

On the other hand, no significant relationships are found between health awareness and regular physical activity, hygiene practices, sleep and adequate rest, healthy social relationships, and time management. Strengthened attitudes and beliefs also show no significant association with regular physical activity, balanced diet and nutrition, hygiene practices, sleep and adequate rest, and time management. Similarly, students' health-related behaviors are not significantly related to regular physical activity, balanced diet and nutrition, sleep and adequate rest, healthy social relationships, and time management.

Overall, the findings indicate that the implementation of Health Education is significantly connected only to specific lifestyle domains, particularly diet and hygiene. This signifies that while Health Education contributes to certain positive health practices, its influence on broader lifestyle and well-being behaviors remains limited and selective. The results show that the application of health education is only strongly associated with selected lifestyle categories, namely diet and cleanliness, indicating a selective impact on students' health-related behaviors. Contento et al. (2016) found that school-based nutrition education successfully enhanced students' dietary knowledge and practices, especially in choosing balanced meals and comprehending food groupings. The study did, however, also identify minimal benefits on more general lifestyle habits, such as sleep and physical activity, underscoring the possibility that health education interventions may not consistently affect all facets of students' health. Similarly, Freeman et al. (2017) found that while school-based hygiene interventions improved handwashing and sanitation practices, they frequently had little effect on other areas like exercise, sleep, or diet. Together, these studies support the current findings by showing that although health education can encourage positive behaviors in specific areas, its influence may remain selective, highlighting the need for more all-encompassing strategies to support students' holistic lifestyles and well-being.

TABLE XIV. Significant Relationship Between the Benefits of Interdisciplinary Collaboration and the students' Lifestyle Choices and Well-being

Benefits of Interdisciplinary Collaboration		Lifestyle Choices and Well-being					
		Regular physical activity	Balanced diet and nutrition	Hygiene practices	Sleep and adequate rest	Healthy social relationships	Time management
Holistic learning	Pearson Correlation	-0.047	0.085	0.001	.189*	-0.025	0.025
	Sig. (2-tailed)	0.548	0.277	0.991	0.015	0.750	0.755
	N	164	164	164	164	164	164
Enhanced relevance	Pearson Correlation	0.073	-0.007	0.133	-.226**	0.019	0.079
	Sig. (2-tailed)	0.352	0.927	0.090	0.004	0.813	0.318
	N	164	164	164	164	164	164
Personal growth	Pearson Correlation	0.073	-.200*	0.015	-0.118	-0.14	0.071
	Sig. (2-tailed)	0.355	0.010	0.851	0.134	0.073	0.366
	N	164	164	164	164	164	164

Table 14 presents the significant relationship between the benefits of interdisciplinary collaboration and students' lifestyle choices and well-being.

The results reveal that holistic learning is significantly related only to sleep and adequate rest, showing a weak positive correlation. This implies that students who perceive interdisciplinary collaboration as promoting holistic learning tend to report better sleep patterns and adequate rest. However, holistic learning does not show a significant relationship with regular physical activity, balanced diet, hygiene practices, healthy social relationships, or time management.

In terms of enhanced relevance, a significant negative relationship is found with sleep and adequate rest, indicating that students who perceive learning as more relevant through interdisciplinary collaboration tend to report less adequate sleep. No significant associations are observed with the other lifestyle variables. This indicates that increased academic engagement may come at the expense of rest. For personal growth, a significant negative relationship is identified with balanced diet and nutrition, implying that students who report greater personal growth may be less consistent in maintaining healthy dietary practices. No other lifestyle dimensions show significant relationships. This indicates that while interdisciplinary collaboration may foster development, it may also coincide with less attention to certain health behaviors.

Overall, the findings signify that only selected aspects of interdisciplinary collaboration benefits are significantly associated with specific lifestyle practices, and these relationships are generally weak. This indicates that while interdisciplinary collaboration may contribute to certain dimensions of students' well-being particularly sleep and dietary habits its overall influence on broader lifestyle choices appears limited. The results imply that lifestyle behaviors may be shaped by multiple external and personal factors beyond academic collaboration experiences. The results show that only a few of the advantages of interdisciplinary cooperation are strongly linked to particular lifestyle choices, and these connections are typically modest. For example, sleep habits were favorably correlated with holistic learning, but there was little correlation between improved relevance and personal development and other lifestyle categories like nutrition and diet. This implies that whereas multidisciplinary cooperation may improve some aspects of students' well-being, especially their eating and sleeping patterns, its overall impact on more general lifestyle decisions seems to be minimal.

In support of this, Beane (2016) highlighted that while interdisciplinary learning promotes reflective thinking, problem-solving, and cognitive integration, it does not always result in comprehensive changes in students' everyday health-related behaviors. In a similar vein, Drake and Reid (2018) discovered that although interdisciplinary approaches improve engagement and knowledge application, their influence on lifestyle and well-being behaviors is selective and influenced by a variety of external and personal factors outside of academic collaboration. By indicating that students' lifestyle behaviors are influenced not only by academic experiences but also by personal habits, environmental influences, and social

contexts, these studies collectively support the current findings and emphasize the need for complementary strategies to promote broader well-being outcomes.

IV. CONCLUSION

There is "no significant relationship" between the level of implementation of health education and the Junior High School Students' Lifestyle Choices and Well-being. Thus, the null hypothesis is "accepted".

The results reveal that health awareness is significantly and positively associated with balanced diet and nutrition, indicating that students with greater awareness are more likely to practice healthy eating habits. Students' health-related behaviors show a significant positive relationship with hygiene practices, signifying that positive health behaviors are linked to better personal hygiene. Meanwhile, strengthened attitudes and beliefs demonstrate a significant negative relationship with healthy social relationships, implying that stronger health-related attitudes may slightly correspond with lower engagement in social interactions.

On the other hand, no significant relationships are found between health awareness and regular physical activity, hygiene practices, sleep and adequate rest, healthy social relationships, and time management. Strengthened attitudes and beliefs also show no significant association with regular physical activity, balanced diet and nutrition, hygiene practices, sleep and adequate rest, and time management. Similarly, students' health-related behaviors are not significantly related to regular physical activity, balanced diet and nutrition, sleep and adequate rest, healthy social relationships, and time management.

There is "no significant relationship" between the Benefits of Interdisciplinary Collaboration and the junior high school students' Lifestyle Choices and Well-being. Thus, the null hypothesis is "accepted".

The results reveal that holistic learning is significantly related only to sleep and adequate rest, showing a weak positive correlation. This implies that students who perceive interdisciplinary collaboration as promoting holistic learning tend to report better sleep patterns and adequate rest. However, holistic learning does not show a significant relationship with regular physical activity, balanced diet, hygiene practices, healthy social relationships, or time management.

In terms of enhanced relevance, a significant negative relationship is found with sleep and adequate rest, indicating that students who perceive learning as more relevant through interdisciplinary collaboration tend to report less adequate sleep. No significant associations are observed with the other lifestyle variables. This indicates that increased academic engagement may come at the expense of rest. For personal growth, a significant negative relationship is identified with balanced diet and nutrition, implying that students who report greater personal growth may be less consistent in maintaining healthy dietary practices. No other lifestyle dimensions show significant relationships. This indicates that while interdisciplinary collaboration may foster development, it may also coincide with less attention to certain health behaviors.

V. RECOMMENDATION

Based on the study's findings, a number of suggestions resulted in the following recommendations: (1) the researcher recommend that adding more experiential, activity-based, and real-world learning opportunities, schools and educators are urged to improve the implementation of health education. Lifestyle categories including exercise, sleep, and time management that demonstrated comparatively little influence might receive more attention. Additionally, by purposefully incorporating health-related themes into many subject areas, interdisciplinary collaboration should be further strengthened, enabling students to perceive the link between academic content and their everyday health practices. (2) the researcher recommends teachers may also be given access to ongoing professional development programs to help them create integrated, health-focused classes that promote the overall development of their students. (3) the researcher recommends Policymakers and school administrators, are also urged to foster the creation of all-encompassing school-based wellness initiatives that go beyond classroom education. These could include programs that emphasize time management, mental health, and physical fitness in addition to regulations that support a school-wide approach to student wellbeing. To create a more encouraging atmosphere for pupils, these initiatives should involve cooperation between educators, parents, and the larger community. Additionally, students are urged to actively incorporate the knowledge and abilities they have acquired from interdisciplinary learning and health education into their everyday life. They can further improve their general well-being by adopting healthy behaviors, efficiently managing their time, and upholding balanced routines. Students' lifestyle choices may be continuously improved via self-reflection and goal-setting. (4) the researcher parents and guardians are essential in helping students retain the knowledge they have gained in school. They are urged to help their kids by encouraging a good diet, good cleanliness, regular exercise, and enough sleep at home. Students' development of positive habits can be strengthened by establishing regulated routines and offering assistance (6) Future researchers may investigate additional

elements like family history, peer interactions, and socioeconomic circumstances that can affect students' lifestyle decisions and overall wellbeing. In addition to developing intervention-based strategies targeted at enhancing a broader variety of lifestyle habits, future research may look at the long-term impacts of health education and interdisciplinary cooperation

REFERENCES

- [1] Auld, M. E., et al (2020). Health literacy and health education in schools: Collaboration for action. *NAM Perspectives*. <https://pubmed.ncbi.nlm.nih.gov/35291735/>
- [2] Beane, A. (2016). Reflection's role in learning: increasing engagement and deepening participation. *Perspect Med Educ*. 2016 Sep 14;5(5):259–261. doi: 10.1007/s40037-016-0296-y <https://pmejournal.org/articles/10.1007/S40037-016-0296-Y>
- [3] Bendowska, A., et al (2023). The Significance of Cooperation in Interdisciplinary Health Care Teams as Perceived by Polish Medical Students. DOI: 10.3390/ijerph20020954 <https://pubmed.ncbi.nlm.nih.gov/36673710/>
- [4] Contento, I. R. (2016) Nutrition education: linking research, theory, and practice. <https://pubmed.ncbi.nlm.nih.gov/18296331/>
- [5] Drake, S. M., & Reid, J. (2018). Integrated Curriculum as an Effective Way to Teach 21st Century Capabilities DOI: 10.30777/APJER.2018.1.1.03 https://www.researchgate.net/publication/324250557_Integrated_Curriculum_as_an_Effective_Way_to_Teach_21st_Century_Capabilities
- [6] Francisco, J. B., et al (2026). Health practices and behaviors among university students in Southern Philippines: Implications for holistic health education. *Universal Journal of Public Health* <https://www.hrpub.org/download/20260130/UJPH20-17643587.pdf>
- [7] Freeman, M. C., et al. (2019) Impact of a school-based water, sanitation, and hygiene intervention on school absence, diarrhea, respiratory infection, and soil-transmitted helminths: results from the WASH HELPS cluster-randomized trial. *Journal of Global Health*, 9(2), 020402 doi: 10.7189/jogh.09.020402. <https://pubmed.ncbi.nlm.nih.gov/31360445/>
- [8] Jiménez-Parra, J. F., et al (2022) Enhancing Physical Activity in the Classroom with Active Breaks: A Mixed Methods Study. https://www.researchgate.net/publication/357631951_Enhancing_Physical_Activity_in_the_Classroom_with_Active_Breaks_A_Mixed_Methods_Study
- [9] Gädä & Olsson et al. (2023) School health care and multiprofessional collaboration in compulsory school – teaching staff's perceptions. <https://doi.org/10.1080/2331186X.2023.2241644>