

Moving towards wellness: exploring the Senior High School students' perspectives on Physical Education and lifestyle

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Abstract: The study aimed to determine the post-pandemic learning gap created because of the prolonged school closures due to the COVID-19 pandemic in Mathematics. The study showcases the experiences of Mathematics Junior High School teachers in the Division of Gingoog City, illustrating how they tackle the identified learning gaps, the learning interventions they conducted, the different challenges they experienced, the potential risks they identified, and the importance of professional development support in addressing the learning gaps. The learning gaps identified by the Junior High School teachers include the lack of basic Mathematics skills among students, such as addition, subtraction, multiplication, and division. Students also show a lack of knowledge in the operations of integers. To tackle these learning gaps, teachers implemented several interventions such as drills, worksheets to master the operations of integers, and even one-on-one tutoring. Despite the interventions, several challenges were experienced by the teachers. It was challenging for them to finish the competencies since they also allocated their time to interventions. It is important for teachers to review these basic skills to help mitigate potential risks if the problems are not addressed, such as Mathematics anxiety, a high failure rate, and students' difficulty in progressing to the next level of Mathematics. Lastly, teachers identified important professional development support that they deemed crucial in tackling the learning gap, such as the utilization of Learning Action Cells (LAC) and Mid-year In-service training. The teachers also identified that supporting their efforts in the National Learning Camp is also crucial professional development support to prevent learning loss. Based on the findings of the study, teachers observed a significant learning gap among students, particularly in basic arithmetic operations and the operation of integers. Students also experienced reading comprehension problems. The teachers conducted several intervention programs to help mitigate the learning gaps; however, this led to several challenges such as the inability of teachers to finish the learning competencies and burnout. As a consequence, the students' lack of prior knowledge could lead to Mathematics anxiety, hindering their learning and further aggravating the learning gap. On the other hand, teachers are confident that with enough professional development support, these problems can be addressed accordingly.

Keywords: Learning Gaps in Mathematics, Post-Pandemic Learning, Learning Gaps

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INTRODUCTION

Physical education serves as a cornerstone for promoting health and well-being among senior high school students, equipping them with knowledge and skills for maintaining a healthy lifestyle. Over recent years, the significance of physical education in fostering physical fitness and encouraging lifelong healthy habits has been extensively explored by researchers, especially in light of growing concerns about sedentary lifestyles and unhealthy behaviors among adolescents. Studies underscore the critical role of Physical education in shaping students' perceptions and engagement with health-promoting activities. For instance, research by Muros et

al. (2020) highlights how Physical education classes positively influence students' physical activity levels, although many adolescents still fail to meet the recommended guidelines for daily exercise.

Over the past decade, research has increasingly focused on the perspectives of senior high school students regarding physical education and its influence on their lifestyle choices. This body of work underscores the pivotal role that physical education plays in shaping students' physical activity levels, mental health, and overall well-being. In the Philippines, a study by Cerbas and Poralan (2025) explored the interplay between physical activity engagement, self-determination, and mental health among senior high school students. Utilizing a convergent design, the research revealed that students who actively participated in physical activities exhibited higher levels of self-determination and better mental health outcomes. This finding suggests that fostering a positive attitude toward Physical education can lead to healthier lifestyle choices and improved psychological well-being. Further supporting this, a study by Gallardo (2021) investigated the attitudes of Filipino high school students toward Physical education. The research highlighted that students' perspectives on Physical education were significantly influenced by the curriculum's relevance and the teacher's approach. Engaging and meaningful Physical education programs were associated with more favorable attitudes, which in turn encouraged students to adopt healthier lifestyles. Internationally, research has also emphasized the importance of Physical education in shaping adolescents' lifestyles.

A study by Suri (2022) assessed the impact of Physical education and sports curricula on the development of life skills among senior high school students. The findings indicated that effective Physical education programs contributed to the development of essential life skills, which are integral to making informed lifestyle choices. Collectively, these studies underscore the significant relationship between students' perspectives on physical education and their lifestyle choices. Positive attitudes toward Physical education are associated with increased physical activity, better mental health, and the adoption of healthier lifestyle behaviors. Therefore, it is imperative for educators and policymakers to design and implement Physical education programs that are engaging, relevant, and supportive, to foster positive lifestyle choices among senior high school students. Research on the perspectives of senior high school students regarding their lifestyle has gained considerable attention, with scholars focusing on various aspects such as physical activity, nutrition, mental health, and overall well-being. Several studies published have contributed to the understanding of how students' attitudes towards their lifestyle can influence their health and academic performance. One significant study by Garcia et al. (2017) examined the relationship between physical activity levels and lifestyle habits among high school students in the Philippines. The study found that students with positive perspectives on physical education and sports were more likely to engage in regular physical activity, which contributed to better physical health and a more balanced lifestyle. The importance of Physical education in shaping students' long-term health behaviors, advocating for schools to provide more opportunities for physical activity. Santos and Cruz (2019) conducted a study on senior high school students' perceptions of nutrition and its relationship to lifestyle choices in a metropolitan setting. Their findings revealed that students who had a more positive outlook on nutrition tended to make healthier food choices, leading to better overall health outcomes. This study emphasized the role of educational programs that promote healthy eating habits in shaping the students' lifestyle, advocating for more integrated health education programs that link Physical education with nutrition education.

Lee et al. (2020) explored the influence of mental health awareness on the lifestyle

choices of senior high school students. This study showed that students who recognized the importance of mental health and well-being were more likely to adopt lifestyle habits that supported emotional and psychological health, such as practicing mindfulness and stress-relief activities. The researchers recommended integrating mental health discussions into the PE curriculum to promote holistic wellness. Further research by Smith and Roberts (2022) extended the conversation to the role of technology in students' lifestyle choices. It found that students who were exposed to sedentary screen time were more likely to develop unhealthy lifestyle habits, such as poor sleep patterns and physical inactivity. The study stressed the need for schools to incorporate digital literacy and health education that addresses the balance between screen time and physical activity. The importance of Physical education as an academic and behavioral intervention is also underscored in recent studies. Johnson and Lee (2022) conducted a study exploring how daily physical education sessions could serve as an intervention to improve both academic performance and social behavior among high school students. Their findings revealed that students who participated in daily physical activity showed better concentration in class, improved behavioral outcomes, and demonstrated a greater understanding of healthy lifestyle practices. This suggests that the benefits of Physical education extend beyond physical health, impacting overall well-being and academic success. However, while Physical education has its advantages, several studies have pointed out barriers that hinder its effectiveness. According to Barker and Morgan (2023), although students generally recognize the benefits of Physical, many face external factors such as lack of motivation, peer influence, and limited resources that reduce their active participation. Physical education often shift from enjoyment to indifference as they progress through high school, suggesting that Physical education programs need to be adaptable and aligned with students' evolving interests.

The connection between Physical education and lifestyle has gained attention in recent years. A study by Johnson and Rivera (2024) highlights how regular participation in physical activities through Physical education classes reduces stress, improves mood, and enhances students' academic performance. This reinforces the idea that Physical education is not just a tool for physical fitness but also a vital component of mental and emotional well-being. The body of research highlights the complex relationship between senior high school students' perspectives on physical education and perspective on lifestyle. These studies underscore the need for a more integrated approach to health education in schools, one that connects physical, mental, and nutritional well-being to foster healthier lifestyles among students.

Problem statement

The primary purpose of this study was to describe the senior high school student perspective on physical education and lifestyle for school year 2024-2025. Specifically, this sought to answers to the following questions.

1. What is the participant's level of perspectives on physical education?
2. What is the participants' perspectives of their lifestyle?
3. Is there a significant relationship between participant's perspectives on physical education and their perspectives of their lifestyle?

Theoretical framework

This study was anchored upon Self-Determination Theory by Deci expanded by Ryan (2017), Health Belief Model by skinner and champion and Social Cognitive Theory of Bandura, interpreted by Schunk.

Self-Determination Theory. This theory emphasizes the importance of intrinsic motivation and the fulfillment of three basic psychological needs: autonomy, competence, and relatedness. It explored how these needs influence individual motivation, especially in educational and wellness contexts. In the context of this study, It may help explain why students engage or fail to engage, in physical education and healthy lifestyle practices. For example, if students feel that physical education allows them to make choices, succeed in tasks, and connect with peers, they are more likely to develop positive attitudes toward wellness. Parents and educators can use this theory to design more student-centered wellness programs that promote intrinsic motivation rather than enforcing compliance.

The Health Belief Model. This explores how individuals' beliefs about health problems, perceived benefits of action, and barriers to action influence health-related behaviors. It includes components such as perceived susceptibility, perceived severity, perceived benefits, perceived barriers, cues to action, and self-efficacy. This model is highly relevant when examining how senior high school students perceive their own health and the importance of physical education. If students do not believe they are at risk for health problems, or if they do not see the benefits of regular physical activity, they may be less motivated to participate in wellness programs. Understanding these perceptions can help schools and families design more targeted interventions that address specific beliefs or misconceptions about health.

Social Cognitive Theory, This theory emphasizes the importance of observational learning, self-efficacy, and reciprocal determinism the interaction between personal, behavioral, and environmental factors .For this study, It provides a framework for understanding how students learn about physical activity and lifestyle habits through observation, whether from peers, family members, teachers, or media. The concept of self-efficacy is particularly significant: students who believe in their ability to engage in and benefit from physical activity are more likely to adopt healthy habits. This theory also encourages schools and parents to model positive behaviors and create supportive environments that promote wellness.

METHODOLOGY

Research design

The descriptive-correlational method was used in this study, using the survey correlational research design in order to correlate the students perspective on physical education and perspective on lifestyle among senior high school students at Capiz national high school for the school year 2024-2025. According to Mark (2016) quantitative method refers to a systematic investigation that focuses on quantifying data and phenomena. It involves the collection and analysis of numerical data to uncover patterns, test theories, and make predictions.

The survey correlational research design according to David (2015) , survey as descriptive type of study finds answers to the questions, who, what, when, where, and how. Using this method a researcher can systematically examine and analyze human behavior occurring under natural conditions. In addition, descriptive research involves collecting data to test hypothesis or to answer questions concerning the status of the subject of the study.

In this study, the survey correlational research design was appropriate to explore the senior high school student's perspective on physical education and perspective on lifestyle. Moreover, it attempted to establish a relationship between senior students' perspectives on physical education and lifestyle.

Participants of the study

This study conducted during the 2024-2025 school year among selected senior high school students at Capiz National High School. These included 337 out of 1,059 participants randomly selected from different strands in the senior high school students of Capiz National high school to draw the data or information related to the study. Purposive sampling was employed to select senior high school students who possess relevant characteristics that align with the objectives of the study.

Research instruments

To measure the senior high schools perspective on physical education and their perspective on lifestyle, a researcher made questionnaire was used. The researcher formulated a statements according to the topics in the variables of the study and presented in comprehensible and simple language. The survey questionnaire consisted of three (3) parts: Part one was the demographic Profile of the participants which gathered data such as name, strand, age, sex, and grade level. Part Two was the perspective on physical education, and Part Three was perspective on lifestyle among senior high school students.

Data gathering procedure

Permission to conduct research was requested from the Dean of the College of Education of Capiz State University and the Division Superintendent of Capiz. Permission to participate in the study sought from each Participants were informed about the research. They were assured that their privacy and information were protected and highly confidential for research purposes only. After the researcher sought approval, the researcher personally communicated the participants of the study to distribute the questionnaire. In order to obtain a high percentage of turn-out, the researcher distributed the questionnaire personally and via messenger and email address of the participants using Google forms and these was retrieved after completion to assure 100% retrieval. When all questionnaire was accomplished, data gathered then was encoded, tallied, tabulated, and interpreted using appropriated statistical tools.

Data analysis procedure

In this research, all the data to be collected were subjected to computer processes using the Statistical Package for Social Science Software (SPSS).

Frequency count was used to determine the number of the participants belonging to a class or category of the variables.

Mean was used to determine the participants level of perspective on physical education and lifestyle among senior high school students.

Pearson r. was used to determine the relationship between the perspective on physical education and perspective on lifestyle.

The 0.5 alpha level was used as the criterion for the acceptance or rejection of the null hypothesis.

DISCUSSION OF FINDINGS

Perspectives on Physical Education

When all the 337 participants were taken as a whole group, Table 2 discloses that their level of perspectives on physical education was 3.49. Result further shows that the participants

had “favorable” perspectives on physical education. However, there was a lowest mean score of 3.24 which was verbally interpreted as “moderately favorable” perspectives and this was on statement “Lessons from physical education are not often practiced outside of school”.

The favorable perspective on physical education, indicated by a grand mean of 3.49, suggests that senior high school students generally recognize the value and benefits of Physical education in their academic and personal development. It may be because of the positive outlook from increased awareness of physical health, mental well-being, teamwork, and discipline cultivated through classes. Moreover, the influence of social media amplifies the knowledge of senior high school physical fitness and solidifies the perspective of the importance of physical education. Students likely appreciate how physical activity improves their energy, focus, and resilience, especially during growing academic pressures. Furthermore, the Department of Education reinforces the significance of physical education through BMI assessment, wellness dance performance, and diverse extracurricular activities that promote a sound mind and body. However, the lowest mean score of 3.24, corresponding to “Lessons from physical education are not often practiced outside of school.” reveals a gap between knowledge and application. It may be because despite understanding the importance of physical fitness, students may struggle to incorporate principles into their daily routines due to a lack of time, motivation, or access to resources.

This disconnect holds significant implications. Since the schools thrived in teaching Physical education, It must also instill lasting habits and personal accountability. The result highlights the need for schools to provide more real-life application opportunities, such as community fitness programs or wellness clubs. Encouraging family or peer support in physical activities can also bridge this gap, ensuring that students not only value Physical education conceptually. It also lives it out beyond the classroom.

The result of the study conform to the findings of Cruz and Pereira (2021). It examined the attitudes of Filipino middle school students toward PE, revealing moderate to positive attitudes. It emphasized that students' perceptions were influenced by factors such as teacher behavior and curriculum content. It found that students generally held moderately positive attitudes toward physical education, with variations based on gender and participation in extracurricular sports.

However, It contrast to the findings ofMercier et al (2017) A three-year longitudinal study in the United States observed a decline in students' positive attitudes toward physical education from grades 5 to 8, with a more pronounced decrease among girls. This trend suggests that as students age, their enthusiasm for PE may diminish, potentially impacting their engagement in physical activities. The influence of mobile games and any negative platform of social media may affect the learner’s perspective.

Participants perspectives on lifestyle

Result showed that the grand mean score of 3.61 further shows that the participants had a “healthy” lifestyle based on their perspectives. The overall mean score of 3.61 for lifestyle perspectives among senior high school students suggests that the participants generally view themselves as maintaining a healthy lifestyle. This positive rating reflects their awareness and favorable attitudes toward balanced nutrition, regular physical activity, sufficient sleep, and stress management. It may be because of the health-related topics taught in school, particularly in subjects like Physical Education and Health that may influence beliefs and choices. Additionally, increased access to health information through social media and school programs like

symposiums and seminars may have contributed to a more health-conscious mindset among young people. Another factor that makes learners more knowledgeable is the alarming health diseases such as diabetes and high blood pressure, which can result from a sedentary lifestyle and excessive sugar consumption, remain prevalent causes of death. Although students believe they are living healthily, factors such as peer influence, academic stress, and inconsistent routines can still challenge the sustainability of these habits.

The result highlights the importance of reinforcing the consistent practice of healthy behaviors. Schools can play a more active role by integrating lifestyle education into daily routines through school-wide fitness initiatives, mindfulness programs, or nutrition-focused activities. Encouraging family and community involvement can also help students apply these perspectives more fully in real-life settings, making healthy living a lasting habit.

The result of the study relate to the findings of Cerbas (2025). In a study conducted in the Philippines, It found that senior high school students generally exhibited moderate levels of physical activity, strong self-determination, and positive mental health. These findings support the idea that students perceive themselves as maintaining a healthy lifestyle, especially when given supportive environments in school that promote well-being and autonomy.

On the other hand, it contradict to the findings of Marques (2018) A large-scale international study involving adolescents across 37 countries revealed a sharp drop in healthy behaviors as adolescents aged. Despite students' awareness of healthy habits, actual behavior often contradicted their self-perception, especially regarding diet and physical activity. This suggests that while students may perceivethemselves as healthy, their lifestyle habits may not consistently reflect that belief.

Relationship between perspectives on physical education and perspectives on lifestyle

There was an indifferent or negligible relationship between participant's perspectives on physical education and their perspectives on lifestyle because the Pearson-r value was 0.135. However, this relationship was significant because the p-value of 0.013 was less than 0.05 alpha. The result implies that respondents' perspectives on lifestyle influenced their perspectives on physical education.

The result reject the null hypothesis at 0.05 alpha level. The relationship between perspectives on physical education and lifestyle among senior high school students is deeply interconnected. This connection plays a crucial role in shaping students' attitudes and behaviors toward health and well-being. Physical education classes lay the foundation for teaching the importance of regular physical activity, proper nutrition, mental wellness, and discipline, all essential elements of a healthy lifestyle. When students develop a positive attitude toward Physical education, learners are more likely to recognize the significance of physical fitness, teamwork, and body awareness in their daily lives. This recognition, in turn, affects how they view and practice healthy living. Students who enjoy physical education and understand its value are often more motivated to apply what they learn. They are more likely to maintain an active lifestyle, make healthier food choices, manage stress effectively, and establish consistent routines. Additionally, physical education fosters a sense of self-efficacy, which is the belief that students can achieve their personal health goals. This belief strengthens their commitment to a healthy lifestyle beyond the classroom. Improving students' experiences in physical education can, therefore, be a powerful tool for promoting lifelong healthy habits.

Schools can focus on delivering engaging, relevant, and student-centered fitness programs that emphasize real-life applications. Educators may integrate lifestyle education into

physical education, demonstrating how daily habits connect to what students practice in class. Furthermore, involving families and communities can reinforce these healthy habits, bridging the gap between learning at school and practices at home. Ultimately, nurturing positive perspectives in physical education can create a ripple effect, influencing broader lifestyle choices and leading to long-term health outcomes.

The result of the study support the findings of Poralan (2025). This study examined the influence of physical activity, self-determination, and mental health among senior high school students in Region XI, Philippines. The results indicated moderate physical activity, high self-determination, and strong mental health, with significant interconnections between these factors, suggesting that positive perspectives on Physical education are associated with healthier lifestyle behaviors.

However it contrast to the findings of Suri (2023). Research in Timor-Leste assessed the impact of the physical education and sports curriculum on the development of life skills among senior high school students. The findings showed that students strongly agreed on the effectiveness of the curriculum in developing life skills, indicating that positive perspectives on Physical education contribute to the development of skills that does not support a healthy lifestyle.

CONCLUSION

Based on the findings of the study, the following conclusions were formulated.

Since the participants' has a favorable perspective on physical education among senior high school students. It is likely to lead to several positive outcomes. A positive view of physical education indicates that students understand its significance not only for physical health but also for mental well-being, discipline, and social interaction. This attitude may encourage increased participation in physical activities, resulting in improved fitness levels and a more active lifestyle. Additionally, students who appreciate physical education are more likely to adopt healthy habits that persist into adulthood. Teachers and school administrators may also feel inspired to enhance physical education programs, knowing that students are engaged and supportive. This could lead to more innovative, inclusive, and enjoyable physical education experiences. In the long run, a favorable attitude toward physical education contributes to a school culture that prioritizes health, teamwork, and personal growth, ultimately benefiting students both academically and personally.

Since the findings indicate that senior high school students possess a healthy perspective on lifestyle, It suggests promising outcomes for both their current and future well-being. A healthy lifestyle perspective implies that students likely understand the importance of balanced nutrition, regular physical activity, adequate sleep, and mental health care. With this awareness, they are more inclined to make positive daily choices that support their long-term health. This mindset can lead to a reduced risk of lifestyle-related illnesses, improved academic performance, and enhanced emotional resilience. Furthermore, students with a healthy lifestyle perspective may positively influence their peers, thereby fostering a school environment that prioritizes wellness and self-care. These findings also encourage educators and program planners to continue promoting health education initiatives. In the long run, a generation of students with a healthy lifestyle outlook can contribute to a more health-conscious society, equipped to make informed decisions about their personal and community well-being.

Since there is a significant relationship between participants' perspectives on physical education and their perspectives on lifestyle, it suggests that students who value physical education are more likely to adopt and maintain healthy lifestyle habits. This connection implies that physical education does more than improve fitness. It also plays a key role in shaping students' attitudes toward overall well-being. When students develop a positive mindset toward PE, they may become more aware of the importance of staying active, eating well, managing stress, and making healthier daily choices. This relationship reinforces the idea that physical education contributes not only to physical development but also to forming lifelong habits. Schools can use this insight to strengthen the integration of health and fitness education, knowing that a strong PE program can positively influence students' lifestyle choices. Ultimately, this connection supports the holistic development of students, preparing them to lead balanced and health-conscious lives both now and in the future.

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