

# Holistic Wellness Education and Student Engagement in MAPEH Learning

Grace M. Villanueva<sup>1\*</sup> and Genesis N. Damaso<sup>1,2</sup>

<sup>1</sup>Northeastern College

\*[gracevillanueva080300@gmail.com](mailto:gracevillanueva080300@gmail.com), <sup>2</sup>[genesisdamaso@yahoo.com](mailto:genesisdamaso@yahoo.com)

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## ABSTRACT

This study explored how MAPEH classrooms became spaces where wellness, expression, movement, and participation shaped students' engagement in learning. It determined the level of holistic wellness education and student engagement in MAPEH learning and examined which wellness education dimensions most strongly influenced engagement. Using a quantitative wellness-engagement mapping design, the study gathered data from secondary students of Dicomay National High School through a validated and reliability-tested survey questionnaire. The instrument measured holistic wellness education in terms of physical wellness integration, emotional and mental wellness support, social connectedness, creative expression, and health literacy application. It also measured student engagement in terms of behavioral, emotional, cognitive,

and social engagement. Weighted mean, standard deviation, Partial Least Squares Structural Equation Modeling, bootstrapping, coefficient of determination, and Importance-Performance Map Analysis were used to analyze the data. Results showed that holistic wellness education was highly evident, particularly in health literacy application and physical wellness integration, while creative expression emerged as the least developed dimension. Student engagement was also high, with behavioral and social engagement showing stronger levels than cognitive engagement. Structural results revealed that emotional and mental wellness support was the strongest predictor of engagement, followed by social connectedness, physical wellness integration, and creative expression. Health literacy application was highly practiced but did not significantly predict engagement. The model substantially explained student engagement, indicating that wellness-oriented MAPEH instruction contributed meaningfully to learner participation. The study concluded that MAPEH engagement improved when instruction supported students' emotional safety, creativity, movement, belonging, and practical wellness awareness.

**Keywords:** *creative expression, emotional wellness, holistic wellness education, MAPEH learning, physical wellness, student engagement*

## INTRODUCTION

Education today is increasingly viewed not only as the transmission of academic content but also as a sustained process of forming healthy, expressive, socially connected, and self-directed learners. In this direction, wellness has become a major concern in schooling because learners' physical, emotional, cognitive, social, and cultural conditions shape how they participate in class, respond to learning tasks, and sustain interest in school activities. The World Health Organization and UNESCO (2021) emphasized that schools should be spaces that promote health, protect well-being, build life skills, and strengthen cognitive and socioemotional development. This view is especially relevant to adolescent learners, whose school engagement is often affected by stress, peer relationships, confidence, self-image, and changing interests. Pascoe et al. (2020) found that academic stress

among secondary and higher education students is associated with poorer mental health and lower well-being, which suggests that learning environments must pay attention to the whole learner rather than academic performance alone.

Within this broader educational direction, MAPEH holds a distinct place in the Philippine basic education curriculum. Music, Arts, Physical Education, and Health are not isolated learning areas but complementary fields that develop movement competence, health awareness, artistic expression, cultural appreciation, emotional regulation, and social participation. The Department of Education (2016a) described Physical Education as a curriculum that helps learners develop knowledge, values, and skills for lifelong fitness and health, while also strengthening self-management and active participation. Similarly, the Department of Education (2016b) positioned Music and Arts as performance-based and student-centered disciplines that allow learners to participate actively through creating, performing, responding, and expressing cultural identity. These curriculum directions show that MAPEH is naturally aligned with holistic wellness because it engages the body, mind, emotions, creativity, and social relationships of learners.

Recent curriculum developments further support this orientation. In the MATATAG curriculum, the Department of Education (2023a) emphasized that Physical Education and Health should provide clear learning progression, meaningful experiences, and wellness-oriented learning anchored on local and global contexts. The Department of Education (2023b) also stated that Music and Arts education aims to develop musically and artistically literate learners who can communicate ideas and emotions, appreciate Filipino identity, and participate in creative expressions. These directions make MAPEH a strong site for studying holistic wellness education because it allows learners to experience wellness not as a separate topic but as part of movement, creativity, health decision-making, cultural expression, and collaborative performance.

Student engagement is equally important in MAPEH learning. Engagement is not limited to attendance or compliance. It includes behavioral participation, emotional connection, cognitive investment, and the learner's willingness to take part in meaningful classroom experiences. Reeve (2025) explained that different forms of engagement contribute to different learner outcomes, with behavioral engagement strongly linked to achievement, emotional engagement associated with motivation and well-being, and agentic engagement connected with teacher support. In MAPEH, these forms of engagement are visible when students participate in physical activities, perform or create artistic outputs, discuss health-related concerns, collaborate with peers, reflect on personal choices, and connect lessons to their everyday lives.

Research in physical education also shows that motivation and engagement improve when learning experiences support cooperation, competence, enjoyment, and belonging. Fernández-Espínola et al. (2020) found through systematic review and meta-analysis that cooperative learning interventions can improve students' intrinsic motivation in Physical Education. White, Bennie, Vasconcellos, Cinelli, Hilland, Owen, and Lonsdale (2021) also noted that students' motivation in Physical Education is affected by their experiences of autonomy, competence, and relatedness. These findings are important for MAPEH because learners are more likely to engage when activities allow them to move, decide, express, belong, and feel capable.

The Music and Arts components of MAPEH also provide pathways for wellness and engagement. Goopy and MacArthur (2026), in a scoping review on music learning and the well-being of school-aged children and adolescents, reported that most reviewed sources showed positive links between music learning and well-being, particularly in individual, social, and educational outcomes. This supports the idea that creative learning can contribute to confidence, emotional expression, social connection, and meaningful participation. In the context of MAPEH, artistic and musical activities may help students who are less engaged in purely academic tasks to find other ways of participating, communicating, and developing a stronger sense of identity.

Despite the strong promise of MAPEH, student engagement in this learning area may still be uneven. Some learners participate actively in sports but show hesitation in music or arts. Others may enjoy creative activities but avoid physical tasks because of low confidence, body image concerns, limited skills, or fear of judgment. Health lessons may also become passive when they are treated only as information rather than as

practical guidance for personal and social well-being. These realities point to the need for a more integrated understanding of holistic wellness education in MAPEH.

Thus, this study on Holistic Wellness Education and Student Engagement in MAPEH Learning is anchored on the belief that learners engage more deeply when classroom experiences recognize their physical health, emotional needs, creative abilities, cultural identity, and social relationships. By studying these variables, the research may contribute to more responsive MAPEH instruction that does not only develop performance skills but also strengthens learner participation, confidence, belonging, and lifelong wellness.

## **Literature Review**

### ***Holistic Wellness Education in Schools***

Holistic wellness education views learners as whole persons whose physical health, emotional balance, social relationships, cognitive readiness, and sense of identity affect the way they learn and participate in school. This perspective is strongly supported by the health-promoting schools framework, which encourages schools to integrate health, life skills, socioemotional development, and supportive learning environments into everyday education rather than treating wellness as a separate concern. The World Health Organization and UNESCO (2021) stressed that schools should promote healthy lifestyles, cognitive skills, socioemotional skills, and life skills for all learners, making wellness a shared responsibility of curriculum, instruction, school culture, and community support. This position is relevant to MAPEH because the subject naturally brings together physical movement, health literacy, artistic expression, musical creativity, and social participation. In the Philippine curriculum, Physical Education promotes movement competence, self-management, health-enhancing physical activity, and lifelong fitness, while Health education develops decision-making and personal responsibility toward wellness (Department of Education, 2016a; Department of Education, 2016b). The MATATAG curriculum further affirms that Music, Arts, Physical Education, and Health should build learner competencies through meaningful, progressive, and context-based learning experiences (Department of Education, 2023a; Department of Education, 2023b). Thus, holistic wellness education in MAPEH is not limited to teaching students how to exercise or memorize health concepts. It also involves guiding them to understand themselves, relate well with others, express emotions constructively, and practice habits that support balanced growth.

### ***Student Engagement as a Multidimensional Learning Experience***

Student engagement has been widely recognized as a key condition for meaningful learning because it reflects how learners participate, feel, think, and exercise voice within classroom activities. Reeve (2025) explained that engagement includes different forms, with behavioral engagement linked to participation and achievement, emotional engagement associated with motivation and well-being, and agentic engagement connected with social support and learner voice. This understanding is important in MAPEH because students may show engagement in varied ways. Some may actively join physical activities, others may express themselves better through music or arts, while some may participate more deeply when health lessons connect with personal experiences. Engagement, therefore, should not be measured only through visible performance or compliance. It should also include interest, confidence, persistence, cooperation, reflection, and the willingness to take part in meaningful learning tasks. Pascoe et al. (2020) noted that academic stress can affect student well-being and learning, which means that classroom engagement may decline when learners experience pressure, emotional strain, or lack of support. In this sense, student engagement in MAPEH becomes stronger when lessons are safe, inclusive, purposeful, and responsive to learners' needs. When students feel capable, respected, and emotionally connected to the activity, they are more likely to participate with effort and develop a positive attitude toward learning.

### ***MAPEH Learning as a Space for Movement, Creativity, Health, and Identity***

MAPEH learning offers a distinctive educational space because it combines bodily movement, creative expression, health decision-making, cultural appreciation, and collaborative performance. In Physical Education,

the Department of Education (2016a) emphasized that movement and fitness education should develop competence, confidence, commitment, and health-enhancing physical activity. In Music and Arts, the curriculum focuses on performance-based and learner-centered experiences that allow students to create, perform, observe, respond, and appreciate Filipino cultural identity and diversity (Department of Education, 2016c). These curricular intentions show that MAPEH is not simply an activity-based subject but a learning area that connects skills with personal development and cultural meaning. Recent evidence also supports the role of MAPEH-related learning experiences in improving motivation and well-being. Fernández-Espínola et al. (2020) found that cooperative learning interventions in Physical Education can improve students' intrinsic motivation, suggesting that collaboration and shared responsibility can make physical activities more engaging. Goopy and MacArthur (2025) also reported that music learning can support the well-being of school-aged children and adolescents, particularly through experiences that involve music-making, social connection, and personal expression. These findings highlight the value of MAPEH as a subject where students can engage not only through intellectual understanding but also through movement, sound, image, emotion, and culture.

### ***Linking Holistic Wellness Education and Student Engagement in MAPEH***

The connection between holistic wellness education and student engagement in MAPEH can be understood through the way wellness-oriented instruction creates conditions for learners to participate more fully. When students feel physically safe, emotionally supported, socially included, and creatively encouraged, they are more likely to engage in MAPEH activities with confidence and commitment. White et al. (2021) emphasized that motivation in Physical Education is shaped by experiences of autonomy, competence, and relatedness, which are closely connected to wellness-oriented teaching. This means that students are more likely to take part when they are given meaningful choices, when activities match their abilities, and when the classroom climate promotes acceptance rather than embarrassment. In the same way, music and arts activities may strengthen emotional engagement because they allow learners to express feelings, build identity, and connect with others through creative work. The health component of MAPEH also supports engagement when it helps students make sense of real-life concerns such as body care, nutrition, stress, safety, relationships, and responsible decision-making. Taken together, the literature suggests that MAPEH can become a powerful setting for holistic wellness education when lessons are designed not only for performance output but also for learner well-being, participation, self-awareness, and social connection. This makes the present study valuable because it examines how holistic wellness education may relate to student engagement in MAPEH learning within the secondary school context.

## **METHODS**

### **Research Design**

The study used a quantitative wellness-engagement mapping design. This design was selected because it allowed the researcher to determine the level of holistic wellness education in MAPEH learning, examine the level of student engagement, and identify which wellness education dimensions contributed most strongly to student engagement. Unlike a purely descriptive or correlational design, the wellness-engagement mapping design treated the learning environment as a set of connected instructional experiences where physical, emotional, social, cognitive, and creative wellness practices were examined in relation to behavioral, emotional, cognitive, and social engagement in MAPEH. This design was appropriate because the study aimed not only to describe classroom conditions but also to determine how wellness-oriented instruction functioned as a possible driver of student participation, interest, persistence, and involvement in MAPEH learning.

### **Research Locale**

The study was conducted at Dicomay National High School, where MAPEH formed part of the regular junior high school curriculum. The locale was considered suitable for the study because the school provided actual classroom conditions where students experienced Music, Arts, Physical Education, and Health as interconnected

learning components. The setting also allowed the researcher to examine how wellness-related instruction was carried out in a public secondary school context, particularly in relation to students' engagement in performance-based, movement-based, creative, and health-related learning tasks..

### **Participants and Sampling Technique**

The participants of the study were secondary students who were officially enrolled in MAPEH classes during the conduct of the research. The study used stratified purposive sampling to ensure that students from relevant grade levels were represented in the data gathering. The stratification allowed the researcher to include learners from different class groupings, while purposive selection ensured that only students who had direct experience with MAPEH learning activities were included. This sampling technique was appropriate because the study required participants who could provide meaningful responses regarding wellness education practices and their own engagement in MAPEH classes.

### **Research Instrument**

The study used a researcher-made survey questionnaire designed to measure holistic wellness education and student engagement in MAPEH learning. The first part of the instrument focused on holistic wellness education in terms of physical wellness integration, emotional and mental wellness support, social connectedness, creative expression, and health literacy application. The second part measured student engagement in terms of behavioral engagement, emotional engagement, cognitive engagement, and social engagement. The items were answered using a five-point Likert scale ranging from 1, interpreted as strongly disagree, to 5, interpreted as strongly agree.

The instrument underwent content validation by experts in MAPEH education, curriculum instruction, and educational research. The validators reviewed the clarity, relevance, alignment, and suitability of the items to the objectives of the study. Their comments were incorporated before the questionnaire was finalized. After validation, the instrument was pilot tested among students who were not included in the actual study. The pilot test helped determine whether the items were understandable, age-appropriate, and capable of producing consistent responses. Reliability testing was then conducted using Cronbach's alpha. The holistic wellness education scale obtained a Cronbach's alpha value of 0.91, while the student engagement scale obtained a Cronbach's alpha value of 0.89. The overall instrument obtained a Cronbach's alpha value of 0.93, indicating excellent internal consistency. These results showed that the questionnaire was reliable for measuring the intended constructs of the study.

### **Data Gathering**

The researcher first secured the necessary permission from the school authorities before conducting the study. After approval was granted, the purpose of the research was explained to the participants in clear and appropriate language. Consent and assent procedures were observed, especially since the respondents were students. The participants were informed that their participation was voluntary and that they could refuse or discontinue answering the questionnaire without any penalty.

The questionnaire was administered during an agreed schedule that did not disrupt regular classes. The researcher gave instructions before the respondents answered the instrument and clarified that there were no right or wrong answers. The completed questionnaires were collected, checked for completeness, coded, and prepared for statistical processing. Responses with incomplete or inconsistent answers were screened before the final data analysis.

### **Data Analysis**

The study used a combination of descriptive and multivariate statistical procedures. Weighted mean and standard deviation were used to describe the level of holistic wellness education and student engagement in MAPEH learning. To provide a more detailed picture of the results, the dimensions were also ranked according to their computed mean scores.

After the descriptive analysis, Partial Least Squares Structural Equation Modeling was used to examine the influence of holistic wellness education dimensions on student engagement. This method was selected because it allowed the researcher to analyze several related predictors at the same time and determine which aspects of holistic wellness education had the strongest contribution to engagement. Bootstrapping was applied to test the significance of the path coefficients. The coefficient of determination was also examined to determine how much variation in student engagement was explained by holistic wellness education. In addition, Importance-Performance Map Analysis was used to identify which wellness education dimensions required the most attention for improving student engagement. This approach was useful because it did not only show which variables were statistically important but also indicated which areas had practical value for instructional improvement.

### Ethical Consideration

The study followed ethical standards in the conduct of educational research. Permission was obtained from the appropriate school authorities before data collection. The participants were informed about the purpose of the study, the nature of their participation, and their right to withdraw at any point. Since the respondents were students, proper consent and assent procedures were observed. Confidentiality was maintained by ensuring that no names or identifying information appeared in the report. The data were used only for research purposes and were stored securely. The researcher also made sure that participation did not affect the students' grades, class standing, or relationship with the teacher. Respect, privacy, fairness, and voluntary participation guided the entire research process.

## RESULTS AND DISCUSSION

Table 1. *Level of Holistic Wellness Education in MAPEH Learning*

Dimensions	Mean	SD	Descriptive Interpretation	Rank
Health Literacy Application	4.12	0.63	High	1
Physical Wellness Integration	4.05	0.67	High	2
Social Connectedness	3.91	0.71	High	3
Emotional and Mental Wellness Support	3.64	0.76	High	4
Creative Expression	3.47	0.82	Moderate	5
Overall Mean	3.84	0.72	High	

Legend: 4.21 to 5.00, Very High; 3.41 to 4.20, High; 2.61 to 3.40, Moderate; 1.81 to 2.60, Low; 1.00 to 1.80, Very Low

Table 1 presents the level of holistic wellness education in MAPEH learning. The overall mean of 3.84 indicates that holistic wellness education was highly evident in the MAPEH learning experiences of the students. This result suggests that the subject was generally able to provide learning opportunities that supported learners' wellness in different areas, particularly in health understanding, physical activity, social participation, and emotional awareness. Among the dimensions, health literacy application obtained the highest mean of 4.12, interpreted as high. This means that learners were regularly exposed to lessons and activities that helped them understand health-related concerns, personal care, safety, nutrition, hygiene, and responsible decision-making. The result implies that the Health component of MAPEH was one of the strongest areas of wellness education because it connected classroom learning with practical life situations.

Physical wellness integration ranked second with a mean of 4.05, also interpreted as high. This finding indicates that students were given frequent opportunities to participate in physical activities that promoted movement, fitness, body coordination, and active lifestyle habits. It also suggests that MAPEH classes were not confined to lecture-based instruction but involved bodily participation and skill-based performance. Social connectedness ranked third with a mean of 3.91, showing that students experienced peer interaction, teamwork, cooperation, and group participation in MAPEH activities. This is important because MAPEH often involves

games, group performances, partner activities, and collaborative tasks where students learn to respect others and work toward shared goals.

However, emotional and mental wellness support obtained a lower mean of 3.64, although still interpreted as high. This suggests that while students recognized the presence of encouragement, emotional safety, and supportive teacher-student interaction, this area was not as strongly experienced as health literacy and physical wellness. Creative expression obtained the lowest mean of 3.47, interpreted as moderate. This result points to a concern in the implementation of holistic wellness education because the Music and Arts components may not have been as strongly used as spaces for personal expression, confidence-building, and emotional release. It may also indicate that some learners remained hesitant to perform, create, sing, draw, or present outputs because of fear of embarrassment, limited confidence, or uneven skill readiness. Hence, while holistic wellness education was generally practiced at a high level, the results show that creative and emotional dimensions still required greater instructional attention.

Table 2. *Level of Student Engagement in MAPEH Learning*

Dimensions	Mean	SD	Descriptive Interpretation	Rank
Behavioral Engagement	4.01	0.65	High	1
Social Engagement	3.86	0.69	High	2
Emotional Engagement	3.58	0.78	High	3
Cognitive Engagement	3.42	0.81	High	4
Overall Mean	3.72	0.73	High	

Legend: 4.21 to 5.00, Very High; 3.41 to 4.20, High; 2.61 to 3.40, Moderate; 1.81 to 2.60, Low; 1.00 to 1.80, Very Low

Table 2 shows the level of student engagement in MAPEH learning. The overall mean of 3.72 reveals that student engagement was high. This means that students generally participated in MAPEH activities, interacted with classmates, showed interest in lessons, and exerted effort in completing assigned tasks. Behavioral engagement obtained the highest mean of 4.01. This indicates that students were most visibly engaged through attendance, participation, task completion, following instructions, and active involvement in classroom and performance-based activities. This result is understandable because MAPEH naturally requires visible participation, especially in physical activities, group work, performances, and practical demonstrations.

Social engagement ranked second with a mean of 3.86. This finding suggests that students were willing to collaborate with classmates, join group activities, share responsibilities, and participate in peer-supported learning. This result is significant because student engagement in MAPEH is often strengthened by social interaction. Learners may become more willing to participate when they feel accepted by their peers and when activities provide a sense of belonging. Emotional engagement ranked third with a mean of 3.58. Although still high, this result indicates that students' enjoyment, interest, confidence, and emotional connection to MAPEH were less consistent than their visible participation. This may mean that some students complied with tasks but did not always feel personally connected to the lessons.

Cognitive engagement obtained the lowest mean of 3.42, although it remained within the high level. This finding indicates that students participated in MAPEH but were less consistent in deeper thinking, self-reflection, planning, problem-solving, and connecting lessons to personal wellness goals. This is a meaningful concern because MAPEH learning should not only ask students to perform or participate but also guide them to understand why the activity matters to their health, identity, creativity, and lifelong habits. The relatively lower cognitive engagement suggests a need to strengthen reflective tasks, student goal-setting, personal wellness journals, peer feedback, and guided processing after activities. In this way, MAPEH engagement may move beyond active participation toward deeper awareness and sustained personal meaning.

Table 3. *Reliability and Validity Results of the Measurement Model*

Constructs	No. of Items	Cronbach's Alpha	Composite Reliability	AVE	Interpretation
Physical Wellness Integration	5	0.88	0.91	0.67	Reliable and Valid
Emotional and Mental Wellness Support	5	0.86	0.90	0.64	Reliable and Valid
Social Connectedness	5	0.87	0.91	0.66	Reliable and Valid
Creative Expression	5	0.84	0.89	0.62	Reliable and Valid
Health Literacy Application	5	0.89	0.92	0.69	Reliable and Valid
Student Engagement	20	0.93	0.95	0.61	Reliable and Valid

Table 3 presents the reliability and validity results of the measurement model. All constructs obtained Cronbach's alpha values above 0.80, which indicates strong internal consistency among the items. The composite reliability values ranged from 0.89 to 0.95, showing that the indicators consistently represented their respective constructs. The Average Variance Extracted values ranged from 0.61 to 0.69, all above the acceptable threshold of 0.50. This means that each construct was able to explain more than half of the variance of its indicators.

These findings show that the instrument used in the study was statistically sound and suitable for examining holistic wellness education and student engagement in MAPEH learning. The high reliability values suggest that the items within each dimension measured a common concept. The acceptable AVE values also indicate that the constructs were sufficiently valid for further structural analysis. This strengthens the credibility of the succeeding findings because the structural model was based on constructs that showed adequate reliability and convergent validity.

Table 4. *Path Coefficients of Holistic Wellness Education Dimensions on Student Engagement*

Predictors	Path Coefficient	t-value	p-value	Result	Interpretation
Physical Wellness Integration to Student Engagement	0.21	3.18	0.002	Significant	Positive Influence
Emotional and Mental Wellness Support to Student Engagement	0.28	4.42	0.000	Significant	Positive Influence
Social Connectedness to Student Engagement	0.24	3.76	0.000	Significant	Positive Influence
Creative Expression to Student Engagement	0.17	2.64	0.009	Significant	Positive Influence
Health Literacy Application to Student Engagement	0.12	1.91	0.057	Not Significant	Weak Positive Influence

Table 4 presents the path coefficients showing the influence of holistic wellness education dimensions on student engagement. The results reveal that physical wellness integration, emotional and mental wellness support, social connectedness, and creative expression significantly influenced student engagement in MAPEH learning. Among the predictors, emotional and mental wellness support had the strongest influence, with a path coefficient of 0.28 and a p-value of 0.000. This means that students were more likely to become engaged in MAPEH when they experienced emotional encouragement, psychological safety, supportive feedback, and a classroom atmosphere where they could participate without fear of ridicule. This result is notable because the descriptive findings showed that emotional and mental wellness support was not the highest-rated dimension, yet it had the strongest influence on engagement. It means that even if emotional support was not always the most visible part of instruction, it carried a strong effect on how students connected with MAPEH learning.

Social connectedness also significantly influenced student engagement, with a path coefficient of 0.24 and a p-value of 0.000. This indicates that peer interaction, teamwork, group participation, and classroom belonging contributed meaningfully to student engagement. In a subject like MAPEH, students often learn through

group performances, team games, paired drills, ensemble activities, and collaborative art tasks. When learners feel included and supported by their classmates, they are more likely to participate, take risks, and complete learning tasks with confidence.

Physical wellness integration showed a significant positive influence, with a path coefficient of 0.21 and a p-value of 0.002. This means that movement-based, fitness-related, and physically active learning experiences helped improve student engagement. The result confirms that MAPEH becomes more engaging when students are not passive recipients of information but active participants in movement, performance, and wellness-related activities. Creative expression also showed a significant influence, with a path coefficient of 0.17 and a p-value of 0.009. Although its effect was smaller than the other significant predictors, the result still shows that opportunities for singing, drawing, performing, creating, interpreting, and expressing ideas contributed to engagement. This is important because creative expression obtained the lowest descriptive mean in Table 1, yet it still had a meaningful relationship with engagement. This suggests that strengthening Music and Arts activities may improve students' connection to MAPEH.

Health literacy application had a positive but not significant influence on student engagement, with a path coefficient of 0.12 and a p-value of 0.057. This result does not mean that health literacy was unimportant. Rather, it suggests that although students recognized the value of health lessons, health literacy alone did not strongly predict their active engagement unless it was supported by emotional, social, creative, and physical learning experiences. This may indicate that health topics were understood by students but were not always delivered in ways that invited deeper participation. Lessons on health may need to become more experiential, reflective, and connected to students' daily realities in order to become more engaging.

*Table 5. Coefficient of Determination for Student Engagement*

Endogenous Construct	R <sup>2</sup>	Adjusted R <sup>2</sup>	Interpretation
Student Engagement	0.61	0.59	Substantial Explanatory Power

Table 5 presents the coefficient of determination for student engagement. The R<sup>2</sup> value of 0.61 indicates that 61 percent of the variation in student engagement was explained by the five dimensions of holistic wellness education. The adjusted R<sup>2</sup> value of 0.59 further confirms that the model had substantial explanatory power even after considering the number of predictors included in the analysis.

This finding suggests that holistic wellness education was a strong explanatory factor in student engagement in MAPEH learning. More than half of the differences in student engagement could be traced to how students experienced physical wellness integration, emotional and mental wellness support, social connectedness, creative expression, and health literacy application. This result affirms the importance of teaching MAPEH as a whole-person learning area rather than as a set of separated activities. When MAPEH instruction supports the body, emotions, relationships, creativity, and personal health decisions of learners, engagement becomes more likely to occur. However, the remaining unexplained variance also suggests that other factors may affect engagement, such as family support, student interest, facilities, class schedule, peer behavior, teacher strategy, previous experiences in performance tasks, and access to learning materials.

*Table 6. Importance-Performance Map of Holistic Wellness Education Dimensions*

Dimensions	Importance Score	Performance Score	Priority Interpretation
Emotional and Mental Wellness Support	0.28	72.80	Highest Priority for Improvement
Social Connectedness	0.24	78.20	Maintain and strengthen
Physical Wellness Integration	0.21	81.00	Maintain
Creative Expression	0.17	69.40	Improve with Focus
Health Literacy Application	0.12	82.40	Maintain but Recontextualize

Table 6 presents the Importance-Performance Map Analysis of holistic wellness education dimensions. Emotional and mental wellness support obtained the highest importance score of 0.28 but had a performance score of only 72.80. This result identifies it as the highest priority for improvement. The finding means that emotional and mental wellness support had the strongest influence on student engagement, yet its actual classroom performance was not the strongest among the dimensions. This gap suggests that improving emotional support, learner confidence, encouragement, psychological safety, and non-threatening participation may produce meaningful gains in MAPEH engagement.

Creative expression also required attention because it had the lowest performance score of 69.40. Although its importance score was lower than emotional support, it remained a significant predictor of engagement. This means that creative expression should not be treated as a secondary concern. Students need more supportive opportunities to create, perform, interpret, and express themselves without fear of judgment. In Music and Arts, activities that value process, effort, originality, and personal meaning may help students become more confident and emotionally connected to learning.

Physical wellness integration obtained a high-performance score of 81.00 and a moderate importance score of 0.21. This shows that physical wellness practices were already relatively strong in MAPEH instruction and should be maintained. Social connectedness also had a good performance score of 78.20 and a high importance score of 0.24, suggesting that group-based and peer-supported activities should be strengthened further. Health literacy application obtained the highest performance score of 82.40, but its importance score was the lowest at 0.12 and was not statistically significant in the structural model. This means that health literacy was present in instruction, but it may not have been sufficiently engaging by itself. To improve its value, health lessons may need to be taught through role-playing, real-life case analysis, wellness planning, reflective discussion, and student-led health advocacy tasks.

*Table 7. Summary of Key Results Based on the Wellness-Engagement Mapping Model*

Research Focus	Key Result	Implication
Level of holistic wellness education	High overall, with creative expression as the weakest dimension	MAPEH supported wellness, but Music and Arts expression needed stronger emphasis
Level of student engagement	High overall, with cognitive engagement as the weakest dimension	Students participated actively, but deeper reflection and self-directed learning needed improvement
Strongest predictor of engagement	Emotional and Mental Wellness Support	Learners engaged more when they felt safe, encouraged, and emotionally supported
Non-significant predictor	Health Literacy Application	Health learning was present but needed more experiential and participatory delivery
Model explanatory power	$R^2 = 0.61$	Holistic wellness education substantially explained student engagement
Priority area from IPMA	Emotional and Mental Wellness Support	The strongest area for instructional improvement was learner emotional support

Table 7 summarizes the key results based on the wellness-engagement mapping model. The study found that holistic wellness education was highly evident in MAPEH learning, but some areas were stronger than others. Health literacy application and physical wellness integration were the most evident dimensions, suggesting that students were regularly exposed to health-related lessons and active physical learning experiences. However, creative expression was only moderately evident, which indicates the need for more consistent opportunities for students to express themselves through music, arts, performance, and creative interpretation.

The findings also showed that student engagement was high, especially in behavioral and social engagement. This means that students generally joined activities, complied with tasks, worked with classmates, and participated in visible MAPEH learning experiences. However, cognitive engagement received the lowest mean, suggesting that students were less consistent in deeper thinking, reflection, goal-setting, and personal meaning-making. This finding is important because true engagement in MAPEH should not end with

participation. Students should also be helped to understand how physical activity, health decisions, creative expression, and social participation relate to their own growth and well-being.

The structural model further revealed that emotional and mental wellness support was the strongest predictor of student engagement. This finding suggests that students became more engaged when they felt respected, encouraged, emotionally safe, and supported by the teacher and the classroom environment. Social connectedness, physical wellness integration, and creative expression also significantly influenced engagement, showing that MAPEH engagement grows when students move, collaborate, express themselves, and experience belonging. Health literacy application, although highly rated, did not significantly predict engagement. This points to the possibility that health lessons were learned more as information than as engaging lived experiences. Overall, the results confirm that MAPEH learning becomes more powerful when wellness is not limited to health content alone but is embedded in the emotional, social, physical, and creative life of the classroom.

## CONCLUSION

Holistic wellness education was highly evident in MAPEH learning, particularly in health literacy application, physical wellness integration, and social connectedness, but creative expression and emotional and mental wellness support still needed stronger instructional attention. Student engagement was also high, especially in behavioral and social participation, although cognitive engagement appeared less developed, suggesting that students were more active in joining tasks than in reflecting deeply on their personal learning, wellness choices, and creative growth. The findings further showed that emotional and mental wellness support was the strongest contributor to student engagement, followed by social connectedness, physical wellness integration, and creative expression, while health literacy application, although highly practiced, did not significantly predict engagement when taught mainly as information. Based on these conclusions, it is recommended that MAPEH teachers strengthen emotionally safe and encouraging classroom practices, provide more inclusive creative activities in Music and Arts, use reflective processing after physical and health-related tasks, and design group-based learning experiences that promote belonging, confidence, and cooperation. Health lessons should also be made more experiential through role-playing, wellness planning, case analysis, student-led advocacy, and real-life application so that learners do not only understand health concepts but also connect them with their daily decisions. School heads may support this by providing professional development on wellness-oriented MAPEH instruction, ensuring adequate materials for performance and creative tasks, and encouraging classroom practices that value participation, expression, and learner well-being. Future researchers may expand the study by including other schools, comparing grade levels, or using interviews and classroom observations to capture deeper insights into how holistic wellness education shapes student engagement in MAPEH learning.

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