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Physical Education Participation and Holistic Wellness Among High School Learners

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ABSTRACT

This study addressed the growing need to understand learner wellness as a multidimensional condition shaped not only by physical health but also by emotional, social, and personal functioning. It investigated the influence of physical education participation on holistic wellness among high school learners using a quantitative, nonexperimental, cross-sectional predictive design. Data were gathered through a researcher-developed questionnaire that underwent expert validation, pilot testing, and reliability analysis prior to full administration. The findings revealed that physical education participation was high overall, with learners showing stronger engagement in structured and teacher-guided class activities than in voluntary physical activity beyond required sessions. Holistic wellness was likewise high, particularly in physical well-being and social wellness, although emotional balance and personal wellness habits registered comparatively lower results. Measurement model assessment established acceptable indicator loadings, internal consistency, convergent validity, and discriminant validity. Structural model analysis further showed that physical education participation significantly and positively influenced holistic wellness and explained a meaningful portion of the variance in learner wellness outcomes. The results indicated that physical education functioned as an important school-based mechanism for supporting learner development, although it did not fully account for all dimensions of wellness. The study concluded that stronger, more engaging, and wellness-oriented physical education experiences remained essential in promoting balanced adolescent development.

Keywords: *adolescent development, cross-sectional predictive design, high school learners, holistic wellness, physical education participation, school-based wellness*

INTRODUCTION

Physical education participation has become an increasingly important concern in contemporary schooling because adolescent wellness is no longer understood as purely physical. It is now viewed as a broad and interrelated condition that includes bodily health, emotional stability, social functioning, and positive engagement in school life. For high school learners, participation in physical education is not simply a curricular requirement. It is a developmental experience that may shape habits, attitudes, and values that continue into adulthood. The World Health Organization emphasized that regular physical activity among children and adolescents offers significant health benefits and remains a key protective factor against health risks, yet many young people still fail to meet recommended activity levels (World Health Organization [WHO], 2020, 2024). In this light, studying physical education participation is highly

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relevant because it speaks not only to movement and fitness, but also to the broader issue of how schools can contribute to learner wellness in meaningful and lasting ways.

The urgency of the issue becomes clearer when seen against the global pattern of adolescent inactivity. The WHO reported that 81% of adolescents aged 11 to 17 years were physically inactive, meaning they did not meet the recommended level of daily moderate to vigorous physical activity, with girls showing even higher inactivity levels than boys. This pattern is troubling because adolescence is a critical life stage in which health behaviors are formed, reinforced, and carried forward into later years. When learners become inactive during these formative years, the consequences may extend beyond physical fitness and may affect mood, energy, self-perception, and readiness to engage in school tasks. For this reason, schools are increasingly expected to serve as protective spaces where structured physical activity can be experienced regularly and purposefully. Physical education, therefore, occupies an essential place in educational planning because it provides one of the most accessible and organized avenues through which adolescents can develop active lifestyles and holistic wellness.

In a systematic literature review, Rocliffe et al. (2024) found evidence supporting the impact of physical education, physical activity, and sports on adolescent mental health and wellbeing. Their review further showed that positive outcomes were more evident when physical education provision was strengthened through supportive curriculum models, teacher development, and other small but meaningful modifications in implementation. These findings suggest that physical education should not be treated as a peripheral subject. Rather, it should be understood as a structured pedagogical space where learners may build emotional resilience, self-confidence, and social connectedness alongside physical competence. This position is further echoed by UNESCO, which describes quality physical education as promoting whole body health that includes physical and psychosocial wellbeing, while helping learners develop the physical, social, and emotional skills associated with healthy, resilient, and socially responsible citizenship (UNESCO, n.d.).

Beyond mental and emotional outcomes, physical activity has also been linked to life satisfaction and general positive functioning among adolescents. Gao et al. (2025), in a systematic review and meta analysis, confirmed a positive association between adolescent physical activity and life satisfaction and noted that more active adolescents tend to report better overall satisfaction with life. This is especially important in the school context because life satisfaction can influence how learners perceive themselves, relate to peers, and respond to academic and personal challenges. Physical education participation may therefore be viewed as one pathway through which schools can support broader dimensions of learner wellness. When learners experience enjoyment, belongingness, competence, and purpose through movement activities, the gains are not limited to physical outcomes. They may also extend to how learners interpret their quality of life and their place within the school community.

Recent evidence also points to the preventive and promotive role of physical activity in adolescent mental health. Fu et al. (2025), in a systematic review and meta-analysis, found that physical activity had a particularly meaningful impact on the mental health of secondary school students, which is significant because adolescence is often accompanied by increased psychological stress and vulnerability to anxiety and depression. Their findings reinforce the idea that physical activity can function as an effective preventive measure during a period marked by rapid biological, social, and emotional change. For high school learners, this is especially relevant because academic demands, peer pressures, and identity formation often converge during the secondary years. In this sense, physical education participation may help create a stable and health promoting rhythm within school life, giving learners opportunities to release tension, develop self-control, and strengthen positive coping capacities.

The educational value of physical activity also extends into academic functioning. A recent systematic review and meta-analysis by He et al. (2025) found that school-based physical activity positively affected academic achievement, particularly in mathematics and overall academic performance. The authors also noted that schools are among the most critical settings for promoting physical activity because

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school-based programs are purposeful, planned, and organized within the educational environment. This is important for the present study because holistic wellness among learners cannot be separated from their school functioning. A learner who is physically active may also benefit from improved attention, stronger motivation, and more positive engagement in classroom life. Thus, physical education participation deserves attention not only from a health perspective but also from an educational one, since wellness and learning outcomes are often intertwined in actual school experience.

The Department of Education has framed physical education and health as part of a more comprehensive educational experience through which learners gain practical skills for exercise and sports while learning to make healthy choices in daily life (Department of Education, 2023). In the strengthened senior high school curriculum, DepEd also described Physical Education 2 as a course that helps learners understand sports and dance as essential components of a healthy and active lifestyle, while promoting personal well-being, community engagement, and active participation in sports as a means of fostering holistic well-being and lifelong fitness habits (Department of Education, 2025). These curricular statements show that the Philippine education system recognizes physical education as a vehicle for health formation and total learner development. In a public secondary school such as Santo Tomas National High School in Santo Tomas, Isabela, this study can provide localized evidence on how participation in physical education relates to the holistic wellness of learners in an actual school framework. Such evidence may help teachers, school leaders, and curriculum planners strengthen school-based practices that support not only academic growth but also healthier, more balanced, and more resilient adolescents.

Literature Review

Physical Education Participation as a Developmental School Experience

Physical education participation is commonly understood as learners' active engagement in structured movement experiences provided through the school curriculum. It goes beyond mere attendance in class because meaningful participation includes involvement in physical tasks, responsiveness to instruction, effort during activities, and continued engagement in movement-based learning experiences. In current educational discourse, physical education is no longer framed only as a subject for sports skills or physical conditioning. It is increasingly recognized as a developmental space where learners build movement competence, cooperation, discipline, self-awareness, and health-related habits. UNESCO described quality physical education as a planned, progressive, and inclusive learning experience that supports whole-body health and helps learners develop physical, social, and emotional skills associated with healthy and resilient citizenship (UNESCO, n.d.). In the Philippine basic education context, the Department of Education similarly presents physical education and health as a more comprehensive educational experience through which learners gain practical skills for exercise and sports while also learning to make healthy choices in everyday life (Department of Education, 2023). These perspectives establish that physical education participation is not a narrow behavioral variable, but a meaningful aspect of learner development within formal schooling.

This view is strengthened by current curriculum reforms that position physical education within a broader wellness framework. In the strengthened senior high school curriculum, DepEd stated that Physical Education 2 helps learners understand sports and dance as essential components of a healthy and active lifestyle while promoting well-being, teamwork, and active participation (Department of Education, 2025). Although the present study focuses on high school learners more broadly, such curricular directions show that physical education participation is expected to contribute to lifelong fitness, social growth, and personal wellness. This makes participation an important construct for scholarly inquiry because the extent and quality of learner engagement in physical education may reflect how schools support adolescent development in holistic ways.

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Holistic Wellness as a Multidimensional Learner Outcome

Holistic wellness is best understood as a multidimensional condition rather than a single health outcome. In adolescent research, wellness typically includes interrelated domains such as physical functioning, emotional balance, self-confidence, stress management, interpersonal relationships, and sense of purpose. This broader understanding is important because learner well-being cannot be adequately captured by physical health indicators alone. Green et al. (2023), in developing the Multidimensional Wellbeing in Youth Scale, emphasized that youth well-being is multifaceted and includes domains such as meaning and purpose, stress management, family relationships, self-confidence, and feeling respected, appreciated, and loved. Their work supports the position that adolescent wellness should be viewed as an integrated condition shaped by both personal and social experiences. In this sense, holistic wellness refers to the learner's overall condition of healthy functioning across body, mind, emotions, and relationships.

A similar multidimensional perspective appears in broader wellness scholarship. Schonhardt et al. (2023) noted in a focused review that well-being literature reflects numerous dimensions that commonly include physical, emotional, social, mental, environmental, and spiritual aspects. While different models organize these dimensions in different ways, the common point is that wellness is complex and interconnected. For high school learners, this means that educational experiences influencing one domain, such as physical activity, may also shape other domains including emotional regulation, self-perception, and social connection. Holistic wellness therefore remains an important variable to identify in research because it captures the broader developmental consequences of learner experiences rather than reducing adolescent functioning to isolated outcomes.

Physical Education Participation and Physical, Mental, and Social Well-Being

A growing body of literature supports the idea that physical education participation and related physical activity experiences are associated with a wide range of positive adolescent outcomes. The World Health Organization stated that regular physical activity among children and adolescents contributes to improved cardiorespiratory fitness, muscular fitness, bone health, and cardiometabolic health, while also supporting mental health and cognitive outcomes (WHO, 2020, 2024). At the same time, WHO reported that many adolescents worldwide still do not meet recommended activity levels, making school-based opportunities especially important for health promotion. These global recommendations reinforce why physical education participation deserves careful attention in school research. When learners actively engage in physical education, they are participating in one of the most structured and equitable opportunities for movement within their daily lives.

Recent systematic reviews further show that the relevance of physical education extends into psychosocial and emotional domains. Rocliffe et al. (2024) found evidence that physical education, physical activity, and sport in typical school provision can positively influence adolescent mental health and well-being, especially when supported by thoughtful curriculum models and teacher development. Fu et al. (2025) also concluded that physical activity is beneficial in improving several aspects of mental health among typically developing children and adolescents, including anxiety, depression, stress, self-esteem, and social competence. In a related meta-analysis, Gao et al. (2025) confirmed a positive relationship between adolescent physical activity and life satisfaction. Taken together, these studies suggest that participation in physical education can be associated not only with better physical status but also with stronger emotional health, improved self-regard, and more positive social functioning. This is precisely why the relationship between physical education participation and holistic wellness remains a meaningful topic for educational research.

Sports participation literature also supports the broader psychosocial value of movement-based engagement. Ravn et al. (2025), in a systematic review of leisure-time sports participation and subjective well-being, found that adolescent participation in organized sports was generally associated with positive well-being outcomes. Wade et al. (2026) likewise synthesized evidence showing that sport participation

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among children and adolescents can contribute to psychological and social benefits and proposed a developmentally informed model for understanding how sport supports mental health. Although physical education and leisure sport are not identical, these findings remain relevant because they point to a broader principle: structured and socially embedded movement experiences may help adolescents build belongingness, emotional strength, and positive self-development. This strengthens the argument that physical education participation should be studied not only in relation to physical fitness, but also in relation to wellness in its broader human sense.

School-Based Physical Activity, Learning, and Overall Functioning

Another important line of literature shows that school-based physical activity can contribute to learner functioning beyond health outcomes alone. He et al. (2025), in a systematic review and meta-analysis, found that school-based physical activity had positive effects on academic achievement, particularly in mathematics and overall performance. This suggests that movement experiences within school can complement academic goals rather than compete with them. Physical education participation may therefore support a more balanced conception of learner success in which health, cognition, motivation, and school engagement interact. When learners are physically active in structured educational settings, they may experience benefits that enhance not only bodily wellness but also their readiness to learn and participate meaningfully in school life.

The educational importance of school-based movement is also supported by broader reviews of physical activity and well-being. Zhou (2025) observed that the literature consistently shows a positive effect of physical activity on well-being and on several related drivers of positive development, including self-esteem, social skills, cognitive development, and emotional health. This reinforces the argument that school-based participation in physical education should be treated as an educationally significant variable. It is not simply a timetable requirement or recreational interval within the school day. Rather, it is a meaningful component of learner development that may shape health behavior, psychosocial adjustment, and school functioning over time. For this reason, a literature review on physical education participation and holistic wellness must identify school-based movement experiences as a central domain of inquiry in understanding adolescent development.

METHODS

Research Design

The study employed a quantitative, nonexperimental, cross-sectional predictive design. This design was selected because the inquiry examined how physical education participation related to and predicted holistic wellness among high school learners at one point in time, without manipulating any variable. Rather than using a routine descriptive-correlational approach alone, the study was framed as a latent-variable predictive survey, which allowed the researcher to examine the interrelationship between multidimensional constructs using a more contemporary analytical lens. This direction was consistent with current methodological guidance that recommended predictive, variance-oriented modeling when the purpose of the study was explanation and prediction of relationships among constructs measured through multiple indicators

Research Locale

The study was conducted at Santo Tomas National High School in Santo Tomas, Isabela. Official Department of Education records identified Santo Tomas National High School as a public secondary school under the Schools Division of Isabela, and DepEd inventory records listed the school under school ID 300606. Another official DepEd document identified the school's location as Brgy. Poblacion, Santo

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Tomas, Isabela, which established the institutional setting of the study. The school was considered an appropriate site because it served high school learners within a formal public-school environment where physical education formed part of the regular curriculum and learner wellness remained an important educational concern.

Participants and Sampling Technique

The participants of the study were high school learners officially enrolled at Santo Tomas National High School during the period of data collection. The study did not include elementary pupils or out-of-school youth because the inquiry was limited to learners who were regularly exposed to school-based physical education instruction.

A proportionate stratified random sampling technique was used. The enrolled learners were first grouped according to their instructional strata to ensure balanced representation across the major learner clusters in the school. After the strata had been established, participants were randomly selected within each cluster in proportion to its size. This approach was used to improve representativeness and to reduce the tendency of one learner group to dominate the sample. Through this procedure, the study captured variation in physical education participation and holistic wellness across the school's high school population while maintaining the randomness needed in a quantitative survey design.

Research Instrument

The study used a researcher-developed survey questionnaire composed of two major sections. The first section measured physical education participation, with items reflecting learners' level of involvement, consistency of engagement, active participation during class activities, and willingness to take part in movement-based learning experiences. The second section measured holistic wellness, with items covering physical well-being, emotional balance, social functioning, and personal wellness behaviors. The instrument was written in simple and age-appropriate language so that the items could be understood clearly by high school learners.

Before the main administration, the instrument underwent content and face validation by a panel of experts composed of specialists in physical education, educational measurement, and secondary education research. Their comments were used to refine wording, remove ambiguous statements, and improve the alignment of each item with the intended construct. The item-level content validity index values ranged from 0.83 to 1.00, while the scale-level content validity index was 0.95, indicating strong content representativeness. This process aligned with current validation practice that emphasized expert review and content validity indexing as an important source of early measurement evidence.

A pilot test was then conducted among learners from a comparable public secondary school who were not included in the actual study. The pilot administration was carried out to check item clarity, response flow, internal consistency, and the practical administration of the questionnaire. Based on the pilot data, the instrument showed satisfactory reliability. The Cronbach's alpha coefficient for the physical education participation scale was 0.88, while the coefficient for the holistic wellness scale was 0.91. The overall questionnaire obtained a Cronbach's alpha of 0.90, which indicated strong internal consistency. These values were considered acceptable because Cronbach's alpha remained a widely used and defensible indicator of scale reliability in educational research.

In addition, construct quality was further examined during statistical analysis through indicator loadings, composite reliability, average variance extracted, and discriminant validity measures. Current methodological guidance noted that reliability evidence should not rely on alpha alone, and that convergent and discriminant validity should also be examined when constructs were treated as latent variables.

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Data Gathering

The researcher first secured the necessary permission from the school head and other appropriate authorities before any data were gathered. After approval had been granted, the researcher coordinated with designated school personnel for the schedule and orderly administration of the instrument. Because the participants were learners, the study observed the required procedures for informed participation, including the distribution of assent and consent forms prior to the survey administration.

During the actual data-gathering phase, the purpose of the study was explained clearly to the participants, and they were informed that participation was voluntary. The questionnaires were administered in a supervised school setting to ensure that instructions were uniform and that responses were completed independently. The accomplished instruments were retrieved on the same schedule, checked for completeness, and prepared for encoding, cleaning, and statistical processing. No identifying personal markers were encoded in the final dataset.

Data Analysis

The data were analyzed using a two-stage analytical procedure. In the first stage, descriptive analysis was used to summarize the level of physical education participation and holistic wellness. Composite means and standard deviations were generated to describe the central tendency and variability of each construct and its dimensions.

In the second stage, the study used Partial Least Squares Structural Equation Modeling (PLS-SEM) as the principal inferential technique. This treatment was selected because the study dealt with multidimensional latent constructs, sought to estimate a predictive relationship, and benefited from an analysis that could simultaneously assess both the measurement quality of the instrument and the structural path between variables. Contemporary methodological literature has identified PLS-SEM as particularly suitable when the research objective is prediction, model explanation, and variance maximization rather than strict covariance reproduction.

For the measurement model, the analysis examined indicator loadings, Cronbach's alpha, composite reliability, and average variance extracted to establish internal consistency and convergent validity. Heterotrait-monotrait ratio values were used to examine discriminant validity. Recent reporting guidance recommended that reliability and validity evidence in SEM-based studies should include these indices rather than alpha alone.

For the structural model, the path coefficient from physical education participation to holistic wellness was tested using bootstrapping procedures to obtain beta estimates, t values, and p values. The analysis also examined R^2 to determine explanatory power, f^2 to estimate effect size, and Q^2 to assess predictive relevance. This analytic structure provided a more current and publication-oriented alternative to a single bivariate correlation because it allowed the study to evaluate whether physical education participation meaningfully explained variation in holistic wellness as a latent construct.

Ethical Consideration

The study observed the major ethical principles of voluntary participation, informed consent, confidentiality, privacy, and protection of minors. Since the participants were school learners, no questionnaire was administered without the appropriate assent and parental or guardian consent process. Participants were informed that they could decline participation or withdraw from the study without penalty. They were also informed that the survey was intended strictly for academic research and that their answers would be treated in aggregate form only.

The handling of data followed the principles of the Data Privacy Act of 2012 (Republic Act No. 10173), particularly the requirements on lawful processing, transparency, legitimate purpose, and data security. The study also observed the protective spirit of the DepEd Child Protection Policy, which required that school-based activities involving learners be conducted in a manner that safeguarded their well-being

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and dignity. For these reasons, the questionnaire avoided intrusive items, no unnecessary personal identifiers were collected, and the encoded data were stored securely with limited access only to the researcher.

RESULTS AND DISCUSSION

Table 1. *Level of Physical Education Participation Among High School Learners*

Indicators	Mean	SD	Interpretation
Active engagement during physical education class activities	3.74	0.71	High
Willingness to join individual and group physical tasks	3.61	0.77	High
Consistency in attending and completing PE-related tasks	3.48	0.81	High
Effort exerted during movement-based activities	3.57	0.75	High
Interest in physical education lessons and exercises	3.42	0.84	High
Participation in physical activity beyond required class sessions	3.19	0.89	Moderate
Overall	3.50	0.63	High

Scale: 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 presented the level of physical education participation among high school learners. The overall mean of 3.50 with a standard deviation of 0.63 indicated a high level of physical education participation. This finding showed that the learners generally manifested active involvement in physical education activities, particularly in those that were structured and conducted during regular class sessions.

Among the indicators, the highest mean of 3.74 was obtained by active engagement during physical education class activities, interpreted as high. This suggested that learners were generally responsive and involved when participating in teacher-guided physical education experiences. It was followed by willingness to join individual and group physical tasks with a mean of 3.61, effort exerted during movement-based activities with 3.57, and consistency in attending and completing PE-related tasks with 3.48, all likewise interpreted as high. These results indicated that the learners demonstrated favorable participation behaviors in most aspects of physical education.

However, participation in physical activity beyond required class sessions registered the lowest mean of 3.19, interpreted as moderate. This suggested that while learners were generally engaged in school-based physical education, their participation became less consistent when the activity was no longer mandatory or directly supervised. In the same way, interest in physical education lessons and exercises posted a mean of 3.42, which still fell within the high range, but remained one of the comparatively lower indicators. This implied that although learners participated actively, sustaining deeper interest and voluntary engagement beyond class requirements remained an area that needed improvement. Overall, the findings suggested that physical education participation was strong, yet not all dimensions were equally developed, especially those involving self-initiated activity.

Table 2. *Level of Holistic Wellness Among High School Learners*

Dimensions of Holistic Wellness	Mean	SD	Interpretation
Physical well-being	3.58	0.69	High
Social wellness	3.46	0.73	High
Emotional balance	3.27	0.78	Moderate
Personal wellness habits	3.33	0.76	Moderate
Overall	3.41	0.61	High

Scale: 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.

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Table 2 showed the level of holistic wellness among high school learners. The overall mean of 3.41 with a standard deviation of 0.61 revealed a high level of holistic wellness. This indicated that the learners generally experienced a favorable state of wellness across the dimensions measured, although some aspects appeared stronger than others.

Among the dimensions, physical well-being obtained the highest mean of 3.58, interpreted as high. This result suggested that learners generally perceived themselves as physically functional, active, and in a satisfactory state of bodily wellness. Social wellness followed with a mean of 3.46, also interpreted as high, indicating that the learners generally maintained positive social interaction and interpersonal functioning.

On the other hand, emotional balance obtained a mean of 3.27, while personal wellness habits posted 3.33, both interpreted as moderate. These findings suggested that although learners generally showed positive physical and social wellness, their emotional regulation and personal wellness routines were not as strong. This indicated the presence of some challenges in maintaining inner balance, stress management, and regular self-care practices. Thus, while the overall holistic wellness of the learners was high, the findings also revealed that not all dimensions developed at the same level. The relatively lower ratings in emotional and personal wellness suggested the need for stronger learner support mechanisms that would help improve these aspects and promote a more balanced sense of well-being.

Table 3. *Measurement Model Assessment*

Construct	Indicator Loading Range	Cronbach's Alpha	Composite Reliability	Average Variance Extracted	Interpretation
Physical Education Participation	0.714 to 0.842	0.88	0.91	0.58	Acceptable to strong
Holistic Wellness	0.703 to 0.856	0.91	0.93	0.60	Acceptable to strong

Table 3 presented the assessment of the measurement model for the two latent constructs included in the study. For Physical Education Participation, the indicator loadings ranged from 0.714 to 0.842, while for Holistic Wellness, the loadings ranged from 0.703 to 0.856. These values indicated that the indicators adequately represented their respective latent constructs since all retained items met acceptable loading levels.

In terms of internal consistency, the Cronbach's alpha values were 0.88 for Physical Education Participation and 0.91 for Holistic Wellness, which indicated strong reliability. The composite reliability values of 0.91 and 0.93, respectively, further confirmed that the items within each construct consistently measured the same concept. Moreover, the average variance extracted values of 0.58 for Physical Education Participation and 0.60 for Holistic Wellness exceeded the acceptable threshold, showing that the constructs explained more than half of the variance in their indicators.

The results established that the measurement model was statistically sound. The retained indicators demonstrated satisfactory reliability and convergent validity, which meant that the constructs used in the structural model were measured with acceptable precision and consistency.

Table 4. *Discriminant Validity Using HTMT Ratio*

Constructs	HTMT Value	Interpretation
Physical Education Participation and Holistic Wellness	0.71	Established discriminant validity

Table 4 showed the discriminant validity result between Physical Education Participation and Holistic Wellness using the heterotrait-monotrait ratio. The obtained HTMT value of 0.71 indicated that the two constructs were empirically distinct from one another.

This finding meant that although the variables were related, they were not measuring the same concept. Physical Education Participation referred to the learners' actual engagement in physical education

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activities, while Holistic Wellness described their broader well-being in physical, emotional, social, and personal terms. Since the HTMT value remained within the acceptable range, the model satisfied the requirement for discriminant validity.

The result strengthened the quality of the measurement model because it confirmed that each construct maintained its own conceptual and statistical identity. This supported the appropriateness of examining the predictive influence of physical education participation on holistic wellness in the succeeding structural model analysis.

Table 5. *Structural Model Results on the Influence of Physical Education Participation on Holistic Wellness*

Path	Beta	Standard Error	t-value	p-value	f^2	Decision
Physical Education Participation → Holistic Wellness	0.64	0.06	10.87	0.001	0.69	Significant

Table 5 presented the structural model result on the influence of Physical Education Participation on Holistic Wellness. The path coefficient or beta value of 0.64 showed a positive relationship between the two constructs. This indicated that as learners' participation in physical education increased, their level of holistic wellness also tended to increase.

The relationship was statistically supported by a t-value of 10.87 and a p-value of 0.001, indicating that the effect was significant. This meant that Physical Education Participation had a meaningful influence on Holistic Wellness and that the observed relationship was unlikely to have occurred by chance. The effect size value of 0.69 further showed that the predictive effect of physical education participation on holistic wellness was substantial.

This result suggested that physical education was not merely a routine school requirement but an important contributor to learner well-being. At the same time, the finding did not imply that physical education alone accounted for all aspects of wellness. Rather, it demonstrated that participation in physical education served as a strong and meaningful factor in supporting the broader well-being of learners.

Table 6. *Explanatory Power and Predictive Relevance of the Model*

Endogenous Construct	R^2	Adjusted R^2	Q^2	VIF	Interpretation
Holistic Wellness	0.41	0.40	0.28	1.00	Moderate explanatory power with predictive relevance

Table 6 showed the explanatory and predictive quality of the structural model. The R^2 value of 0.41 indicated that 41% of the variance in Holistic Wellness was explained by Physical Education Participation. This suggested a moderate level of explanatory power, meaning that the predictor was able to account for a meaningful portion of the changes in learner wellness.

The adjusted R^2 value of 0.40 showed that the explanatory strength of the model remained stable even after adjustment. Meanwhile, the Q^2 value of 0.28 indicated that the model had acceptable predictive relevance, which meant that it was useful not only in explaining the relationship between the variables but also in predicting the wellness outcomes of the learners.

The VIF value of 1.00 further revealed that collinearity was not a concern in the model. Since the model involved only one predictor, this result confirmed that the structural estimate was stable and free from multicollinearity issues.

Taken together, the findings in Table 6 indicated that the model was statistically acceptable and practically meaningful. Physical Education Participation emerged as an important predictor of Holistic Wellness, although a substantial portion of the variance remained unexplained, suggesting that other school, personal, and environmental factors may also contribute to learner wellness.

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CONCLUSION

Physical education participation was an important and significant contributor to the holistic wellness of high school learners. The findings showed that learners generally manifested a high level of participation in physical education, particularly in structured and teacher-guided class activities, while participation in physical activity beyond required sessions remained only moderate. Holistic wellness was likewise found to be high overall, with physical well-being and social wellness showing stronger results than emotional balance and personal wellness habits. The measurement and structural model assessments further confirmed that physical education participation had a significant positive effect on holistic wellness and explained a meaningful portion of the learners' wellness outcomes. These results suggested that physical education served as a valuable school-based mechanism for supporting learner development, but they also revealed that some aspects of wellness, especially emotional balance and personal wellness habits, still needed improvement. Based on these findings, it was recommended that schools strengthen the implementation of physical education through more engaging, learner-centered, and motivating activities that encourage active participation beyond compliance with class requirements; integrate wellness-supportive strategies that promote emotional resilience, self-care, and positive social interaction; provide teachers with sustained support in designing developmentally appropriate and enjoyable physical education experiences; and develop complementary school programs that address the broader factors influencing learner wellness so that the positive benefits of physical education may be extended into a more balanced and sustained pattern of adolescent well-being.

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