

## Management of well-being among pre-service physical education teachers during the pandemic

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### Abstract

Due to a number of circumstances, such as heightened societal pressure, a lack of proper safety measures, and an emotionally taxing setting where many patients are suddenly dying, alone and afraid, the COVID-19 pandemic is having adverse effects on people's well-being. Despite the current circumstances, it is critical that learning continues in this unpredictable context. In an effort to aid students' well-being and development, the researcher analyzed the ability to manage one's well-being, especially in this pandemic for students enrolled in physical education. Materials and methods. This study was conducted to assess the management of the well-being of pre-service physical education teachers at the Batangas State University JPLPC-Malvar campus during the pandemic with the goal of determining the implications for physical education. This study utilized descriptive–correlational research using a questionnaire as the primary tool for gathering quantitative data, which was subjected to statistical analysis by employing frequency and percentage, mean and standard deviation, and chi-square. Results. From the data collected, well-being during the pandemic is considerably managed in terms of feeling pleased, appreciative, and proud when completing assigned responsibilities. Sex and socioeconomic position are considerably associated with the respondent's well-being management during the pandemic. Results show that based on the respondent's assessment of their well-being, it was highly managed; therefore, a proposed program to fully strengthen and revitalize the management of well-being should be implemented and included in the teaching process of physical health and wellness for pre-service physical education teachers.

**Keywords:** physical fitness, well-being, physical education.

**Authors contribution:** a – Preparing concepts; b – Formulating methods; c – Conducting research; d – Processing results; e – Interpretation and conclusions; f - Editing the final version

### INTRODUCTION

A pandemic is an epidemic that occurs globally or over a large geographic area, crosses international borders, and typically affects many people. The literal definition excludes population immunity, virology, and disease severity. The World Health Organization has declared COVID-19 a pandemic (WHO). This is due to the rapid increase in cases outside of China, which has affected almost every country in the world (Huang et al.,

2020). Individuals' well-being is being put at risk by the COVID-19 pandemic due to a variety of factors such as increased societal pressure, a lack of adequate safety provisions, and being in an emotionally challenging environment with numerous patients suddenly dying, alone, and scared (Jena, 2020; Zengin et al., 2021). The COVID-19 pandemic has caused chaos in people's lives in every way. It has also added new challenges to the educational sectors and has yet to be determined when it will end. People may experience stress due to the coronavirus disease 2019 (COVID-19) pandemic. Fear and anxiety about a new disease and what might happen can be overwhelming, causing strong emotions in adults and children. Social distancing, for example, can make people feel isolated and lonely and increase stress and anxiety.

According to Tanhan et al. (2020), 74% of adults reported feeling stressed or overwhelmed in the previous year. Meanwhile, the Health and Safety Executive estimated that 12.8 million days were lost due to stress-related illnesses prior to the current Coronavirus situation.

Pre-service or undergraduate physical education teachers experienced fatigue due to stress and depression brought on by the COVID-19 pandemic. This situation can have a detrimental effect on their well-being that may hinder them from performing their academic and other school-related activities. Thus, there is a need to provide assistance and support to help teachers overcome the pandemic fatigue and redirect their focus to rigorous pre-service teacher training. Examining how they will manage their well-being will be helpful for achieving resiliency as they will have an in-depth understanding of the steps required to recover and move forward to get through various situations.

According to Epel, (2020) Three characteristics improve one's ability to cope. The first is control, which refers to one's conviction in one's ability to change the environment. In COVID-19, control might come from adopting all preventative steps within one's power. If one has lost a job, one must maintain control and continue looking for alternatives. Adhering to such procedures would allow one to cope with the negative effects of

stress and have better mental health. The second characteristic of hardiness is commitment, which refers to one's thorough interest in whatever one undertakes. If one is limited at home, one can engage in creative hobbies such as writing, cooking, sketching, and other things that keep one active using COVID-19. Searching for a job after losing one's job with dedication might also reduce distress. Such dedication to daily activities will aid in stress management and mental health improvement. The third and last feature of hardiness is a challenge, which refers to one's capacity to adapt to change, engage in new activities, and seek opportunities for progress. The COVID-19 pandemic gives the sufficient potential for challenge, which, if properly utilized, might promote healthy mental health.

## **METHOD**

### Participants

This study was conducted at Batangas State University-JPLPC Malvar Campus, Malvar, Batangas. It involved fifty Bachelor of Physical Education pre-service students who are officially enrolled in the 2021–2022 school year. It included 32 students from the first year, 16 from the second year, and 18 from the third year. The study aimed to assess the management of the well-being of pre-service physical education teachers during the pandemic.

### Procedure Research

In this study, the descriptive-correlational research approach was applied. The phenomenon and its characteristics are described in descriptive research (Butze, 2020). This is used to obtain information about the current state of the phenomenon in order to explain what exists in terms of variables or conditions during a situation. In contrast, the correlational method determines the relationship and degree of association between two or more variables (Creswell, 2012). The descriptive-correlational method was chosen for this study because the

researcher wanted to find a link between the respondents' profiles and how they managed their well-being during the pandemic.

A research-made questionnaire was the primary data collection tool for this study. The researcher gathered data to create a questionnaire, which served as the primary instrument for the study. The questionnaire was divided into two sections. The first section focused on the respondents' well-being management in terms of sex, age, type of residence, and monthly family income. The following section sought to describe or identify the respondents' well-being management.

The questionnaire was created by the researcher using a Google form. The first section contained the respondents' profiles, while the second section contained the Likert scale, which has four response options ranging from strongly agree to disagree strongly. For the validation and revisions of the established questionnaires, consultation with an adviser was used. Panel members' comments and suggestions were also taken into account when determining the instrument's validity and reliability. The researcher collected data after establishing that it was proven, valid, and reliable.

#### Instrument Research

To gather data, the researcher obtained permission from the chairpersons of the Bachelor of Physical Education under the College of Teacher Education at Batangas State University-JPLPC Malvar to survey the current management of well-being during the pandemic among pre-service physical education teachers. The researcher then requested permission and assistance from the selected participants' instructors in administering the questionnaire. The researcher personally sent the link to the Google form to the participants, and then the data were retrieved from the website.

#### Data analysis

The researcher then tallied, tabulated, analyzed, and interpreted the responses. A statistical treatment, such as frequency and percentage, was

used to determine the frequency of occurrence for each category in the respondent's profile. Mean was used to determine the importance of well-being management during the pandemic. Standard deviation was used to measure the mean and chi-square to determine if there is a relationship between the participants' profile and their management of well-being during the pandemic.

## RESULT

### 1. Managing of Well-being

**Table 1** Physical aspects

	<b>Indicators</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Interpretation</b>
1.	I take care of myself, relax and enjoy hobbies	3.68	0.55	Highly Managed
2.	I have the strength to do required tasks at the right time without panting	3.40	0.64	Managed
3.	I do exercise every day	3.00	0.70	Managed
4.	I practice discovering new things to be physically fit	3.24	0.59	Managed
5.	I maintain being healthy by eating healthy food.	3.36	0.60	Managed
	<b>Total</b>	<b>3.34</b>	<b>0.62</b>	<b>Managed</b>

Table 1 depicts how the participants managed their well-being during the pandemic. With the highest mean of 3.68, the participants strongly agreed that they had physical management and care, relaxing and enjoying hobbies during the pandemic. This indicates that the respondents' well-being is highly managed and may assist others in revitalizing their well-being.

Statement number three ranks lowest, with a weighted mean of 3.00. The respondents only agreed that they managed and exercised occasionally. This least preferred statement can be linked to the fact that it is difficult to exercise daily during a pandemic.

**Table 2.** Social aspects

Indicators	Mean	Standard Deviation	Interpretation
1. I see myself as a part of society	3.64	0.53	Highly Managed
2. I manage my behaviour carefully to fit in with other people/group	3.62	0.49	Highly Managed
3. I foster community participation	3.42	0.57	Managed
4. I got proper help from other people when I needed it	3.48	0.58	Managed
5. I enjoyed personal and mutual conversations with my family and friends	3.66	0.48	Highly Managed
<b>Total</b>	<b>3.56</b>	<b>0.53</b>	<b>Highly managed</b>

Table 2 shows how participants managed their well-being during the pandemic in terms of the social aspect. The highest mean of 3.66 was for those that strongly agreed that they highly managed and enjoyed personal and mutual conversations with family and friends during the pandemic. This indicates that well-being management is critical and may assist others in revitalizing their well-being.

Statement number three ranks lowest, with a weighted mean of 3.42. The respondents agreed that they had only succeeded in encouraging community participation. This least-favourite statement can be attributed to the difficulty of engaging in personal and mutual conversations with family and friends during a pandemic.

**Table 3.** Economic aspects

Indicators	Mean	Standard Deviation	Interpretation
1. I am content with my current life	3.56	0.55	Highly Managed
2. I learned how to save money during this time of the pandemic	3.50	0.61	Managed
3. We make sure our purchases are safe and affordable	3.52	0.54	Highly Managed
4. I can easily buy the items I need and wants through online shopping	3.16	0.87	Managed
5. We need to expand our business in the current economic climate	3.46	0.54	Managed
<b>Total</b>	<b>3.44</b>	<b>0.62</b>	<b>Managed</b>

Table 3 shows the participants' economic management during the pandemic. With a mean of 3.56, the participants firmly agreed that they were well-managed and pleased with their current situation. This also indicates that the participants managed their economic well-being by making sure their purchases were safe and affordable.

**Table 4.** Emotional aspects

Indicators	Mean	Standard Deviation	Interpretation
1. I am able to control and take care of my feelings	3.56	0.58	Highly Managed
2. I am able to manage my mood and temper at all times	3.42	0.67	Managed
3. I feel happy, grateful and proud of myself when I can do the assigned tasks	3.72	0.45	Highly Managed
4. I think of other people before taking actions	3.64	0.48	Highly Managed
5. Doing good things helps to have a peaceful life	3.68	0.51	Highly Managed
<b>Total</b>	<b>3.60</b>	<b>0.54</b>	<b>Highly Managed</b>

Table 4 shows how respondents managed their emotional well-being during the pandemic. With the highest mean of 3.72, the respondents firmly agreed that when they can complete prescribed tasks, they feel highly managed, pleased, appreciative, and proud of themselves. This indicates that well-being management is critical and may assist others in revitalizing their well-being.

Statement number two ranks lowest, with a weighted mean of 3.42. Only when they can complete prescribed tasks do the respondents agree that they feel joyful, appreciative, and proud of themselves. This least preferred phrase can be attributed to the fact that it is difficult for people to feel joyful, appreciative, and proud of themselves when they can do given tasks during a pandemic.

**Table 5.** Psychological aspects

Indicators	Mean	Standard Deviation	Interpretation
1. I like most parts of my personality	3.58	0.64	Highly Managed
2. I am good at managing the responsibilities of daily life	3.42	0.54	Managed
3. I feel confident and positive about myself	3.52	0.54	Highly Managed
4. I am comfortable with the way I look	3.46	0.58	Managed
5. I have a sense of direction and purpose in life	3.68	0.47	Highly Managed
<b>Total</b>	<b>3.34</b>	<b>0.55</b>	<b>Highly Managed</b>

Table 5 shows how respondents managed their well-being during the pandemic from a psychological perspective. The respondents strongly agreed that they had a feeling of direction and purpose in life, with the highest mean of 3.68. This indicates that well-being management is critical and may assist others in revitalizing their well-being.

Statement number two ranks lowest, with a weighted mean of 3.42. The respondents all agreed that they merely get by and occasionally feel like they have a sense of direction and purpose. This least favourite phrase may be added to the reality that having a sense of direction and purpose in life is difficult during the pandemic.

## 2. Relationship between the Respondents' Profile and their Management of Well-Being

Table 6 presents the relationship between the respondents' profile and their well-being management. The correlation of the variables was tested using the Chi-square formula.

**Table 6** Relationship between profile and management of well-being

Variables	Computed $\chi^2$	p-value	Decision $H_0$	Interpretation
Sex and Management of Well-Being	30.860	0.000	Reject	Significant
Age and Management of Well-Being	4.800	0.187	Fail to Reject	Not Significant
Type of Residence and Management of Well-Being	5.625	0.131	Fail to Reject	Not Significant
Socioeconomic Status and Management of Well-Being	123.603	0.000	Reject	Significant

Table 6 depicts the sex profile of the participants associated with skill acquisition through observational learning. The chi-square value calculated was 30.860. With a p-value of 0.000, the null hypothesis was rejected, demonstrating that there is a significant relationship between sex and participants' well-being management throughout the pandemic. This is because the majority of participants were female, and females prefer to manage their well-being differently than males (Graham & Chattopadhyay, 2013).

The computed chi-square value was 4.800 when the age profile of the participants was associated with the management of well-being during the pandemic. With a p-value of 0.187, the null hypothesis failed to reject the hypothesis, demonstrating that there was no significant relationship between age and participants' well-being management throughout the



pandemic. Ageing is not a factor that could affect the management of a person's well-being, although there is a higher comprehension of life and the human predicament when a person ages (Kadariya et al., 2019).

The estimated chi-square obtained from the profiles of the participants for the type of residence during the pandemic was 5.625. The null hypothesis was rejected with a p-value of 0.131, showing no significant association between the participants' type of residence and their management of well-being throughout the pandemic.

The calculated chi-square was 123.603 when the socioeconomic position of the participants was compared to how they managed their well-being during the epidemic. The null hypothesis was rejected with an equal p-value of 0.000, indicating a substantial correlation between the participants' socioeconomic position and how they managed their well-being during the epidemic. This is because the well-off family can manage their well-being, for they are capable of financial status, and those who belong to the lower income families cannot sufficiently respond to the need for survival.

## **DISCUSSION**

Physical well-being and health are frequently compromised in people suffering from illness. Compared to the overall population, this group has a higher prevalence of chronic physical ailments and disease risk factors (McCloughen et al., 2012). There has been little research on the physical health of adolescents and emerging adults with primary mental illnesses who are 16 to 24 years of age, despite the fact that there is a lot of research on mental–physical comorbidities in middle-aged to older adults and mental illness as a result of childhood physical illness. Young people with mental illnesses commonly experience health problems as they become older, highlighting the necessity to notice and understand the health of these young people.

Life is said to be divided into private and public aspects, each with its own set of demands and consequences. Although social psychologists recognize the public demands on individuals, they have sometimes

translated these social challenges into criteria that individuals use to evaluate their well-being. Classic personality theories that view the self as primarily private (Miyamoto & Ryff, 2011) give rise to multidimensional models. Confirmatory factor analysis in both investigations found that the five-component model of social wellness, which has been hypothesized, best fits the data. The results suggest that there are various and varied possible social issues. Only a weak correlation exists between any scale of social well-being and self-described optimism, even social actualization, which emphasizes the potential and advancement of society. In conclusion, this study contends that because social challenges are a part of everyday life, well-being includes social traits that include coherence, integration, actualization, contribution, and acceptance.

Society, too, contributes to diversity in social well-being. Social structural profiles profile the premise that social well-being is an accomplishment. Social well-being rises with education and, more broadly, with age. It is rated by socioeconomic position, as are other mental health and well-being indicators.

However, Gross Domestic Product (GDP) is currently in danger. Economists and national officials are increasingly discussing using additional criteria, like happiness, to assess a country's position. The 2010 research on GDP alternatives, carried out by economists Amartya Sen, Joseph Stiglitz, and Jean-Paul Fitoussi, was commissioned by the French president (Nicolas Sarkozy) the previous year and has since gained international notoriety. In October 2011, the Organization for Economic Cooperation and Development (OECD) released a study titled "How is Life" on the state of well-being in its member countries. Each year, the private Legatum Institute releases a Global Prosperity Index, a complicated synthesis of economic and other factors. Prime Minister David Cameron has drawn the greatest attention as other nations join in by proposing plans to assess national well-being. There are also long-standing obstacles to GDP, such as the Human Development Index, which aims to raise GNH rather than GNP or GDP.

Accordingly, positive subjective experience of the past, present, and future is emotional well-being. Contentment and pleasure are examples of emotional well-being associated with the past. Happiness, flow, ecstasy, and sensuous pleasures are examples of positive subjective experiences in the present. The EWB associated with the future is optimism and hope. Positive emotions are set in action, raising spirals of emotional well-being (Fredrickson & Joiner, 2018). The broaden-and-build theory of happy emotions underpins this prediction. According to this theory and a literature review (Fredrickson et al., 2008), positive emotions expand people's attention, thought, and thought–action repertoires, undo persistent negative emotional arousal, and foster psychological resilience. They also help people build important personal resources and promote their psychological and physical well-being. Again, causing upward spirals toward emotional well-being, these factors sow the seeds for humans to flourish. As a result, the broaden-and-build hypothesis explains how positive emotions help people advance and reach higher levels of optimal emotional well-being and healthy ageing.

In recent years, scientific and lay literature have shown a strong interest in well-being. As a result, across the world, well-being is routinely highlighted as a national objective for government policy (Coughenour et al., 2021). However, well-being can have varied implications depending on one's professional and personal perspective. Economists, for example, may define well-being in terms of economic capability and prosperity or the increase in both individual and national economic wealth (Stepanović, 2020). Psychological well-being refers to inter- and intra-individual levels of good functioning that might include interpersonal relatedness and self-referent attitudes such as mastery and personal progress. Subjective well-being reflects affective assessments of life pleasure.

In recent years, scientific and unscientific literature has shown a strong interest in well-being. As a result, across the world, well-being is routinely highlighted as a national objective for government policy (Beddington et al., 2008). However, well-being can have varied

implications depending on one's professional and personal perspective. For instance, economists may define well-being as economic capabilities, prosperity, or personal and societal wealth growth. Inter- and intra-individual levels of positive functioning, such as interpersonal connectedness and self-referent attitudes, such as mastery and personal advancement, are referred to as psychological well-being.

## **CONCLUSION**

The following conclusions are drawn from the study mentioned above findings. The majority of participants were female, and the majority of participants lived in urban areas belonging to low-income or poor families. Well-being during the pandemic has been highly managed in terms of feeling pleased, appreciative, and proud when completing assigned responsibilities. Sex and socioeconomic position have been highly associated with participants' well-being management during the pandemic. Management via proposed activities strengthened and revitalized well-being during the pandemic.

## **Conflicts of Interest**

The authors state no conflicts of interest.

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