



Speculating the Lived Experiences of Physical Education College Instructors on Health and Wellness Activities

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ABSTRACT

Health issues faced by Physical Education College Instructors (PECIs) are rampant nowadays due to various teaching activities, which are considered a difficulty that needs to be addressed globally. This study speculated on the lived experiences of the PECIs on health and wellness activities from both Private Higher Education Institutions (PHEIs) and State Universities and Colleges (SUCs) in Region 12. It used a phenomenological research design by exploring and understanding PECIs' lived experiences and gathering information, which included semi-structured interviews with ten key informants. It also used thematic analysis to organize the data, which was transcribed on the latter. The findings revealed that the occurrence of illnesses, multifaceted commitments, expectant perspectives, and palpable support from the administration were not religiously implemented. This study concluded that PECIs needed to be more involved in participating in wellness activities due to their overwork commitments, hectic schedules, unmanageable integration of policies, and unstable promotional well-being programs. Additionally, the need for health and wellness awareness in the institutions was the central issue and problem encountered by PECIs. Thus, these matters need immediate action through the implementation of health and wellness program activities for future study.

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1. INTRODUCTION

Teaching circumstances and tasks that need to be addressed globally have led to a rise in health challenges among Physical Education College Instructors (PECIs) in today's society. According to [Ryan *et al.* \(2008\)](#), the notion of health, methods of giving importance to becoming aware of wellness, and actively making selections toward a healthy life were emphasized. Also, the wellness theory proposed by [Hettler \(1980\)](#) explained the importance of giving value to the six dimensions: physical, mental, social, emotional, spiritual, and occupational. These dimensions need to be healthily observed by every PEI to live a life meaningfully. PECIs can live more purposeful and happy lives by giving these areas of health and well-being priority ([Wortham, 2019](#)). It is critical to keep in mind that each PEI's path to health and purpose is distinct and may need continual effort, self-awareness, and adaptation. In a study by [Rovesti *et al.* \(2018\)](#), a person's health is affected by the environment in which they live for adaptation and social integration.

Consequently, a PEI has the right and responsibility to a healthy lifestyle to abstain from dangerous diseases ([Alexandr *et al.*, 2016](#)). PEIs indeed have a duty and a right to lead healthy lives, not just for themselves but also for the sake of their PE students and the larger educational community. It also helps to create a welcoming and encouraging learning atmosphere that improves PE student achievement and the culture of the school as a whole. In the Philippines, many PECIs from both State Universities and Colleges (SUCs) and Private Higher Education Institutions (PHEIs) have experienced ailments due to unhealthy behaviors that affect their teaching performance. PECIs should put their health and wellness first by adopting healthy habits and getting help when they need it.

Additionally, educational institutions can contribute by encouraging a culture of health and wellness, offering tools for employee wellness initiatives, and supporting instructors who are dealing with health-related issues. Institutions can contribute to the betterment of educators' abilities to carry out their essential role in promoting academic achievement and PE student success by making investments in their health and wellness. Hence, PECIs must always be conscious of their health status ([Espinosa & Kadić-Maglajlić, 2018](#)). To address these concerns, participating in various physical activities while keeping an active mind, feeling well, and interacting with others can support efficient teaching techniques so that PECIs will serve as good examples for PE students ([Ohuruogu, 2016](#)). Moreover, PE and classroom instruction can complement each other's efforts to deliver high-quality PE instruction by encouraging an active lifestyle and participating in physical activities. Likewise, PE and classroom instruction may encourage and motivate PE students to lead healthy, active lifestyles both inside and outside of the classroom by putting their health first and setting an example. The researcher believed this study was significantly valuable to the institutions' administration, PE head department, college instructors, students, and future researchers.

Similarly, this study served as an example of leading an acceptable path towards improving the health of every PEI, and by being healthy, it benefited everyone from thorough work engagement ([Premji, 2018](#)). It indicates that institutions can start creating an advantageous chain reaction that's beneficial to everyone involved by setting an example for acceptable health improvements for PECIs. Healthier, happier, and more productive learning environments may be created for every individual by putting the needs of PECIs first. As a result, it allowed every PEI to fulfill their daily responsibilities effectively and efficiently, especially in school, community, and home ([Usman, 2016](#)). This study valued the PECIs working in the PHEIs and SUCs to understand better the lived experiences of their health and wellness activity practices despite their hectic work and schedules. [Piercy *et al.* \(2018\)](#) prove

the claim that participating in various physical activities throughout life will help to live an active life and reduce the risk of developing certain illnesses or disorders.

2. METHOD

The study employed a Qualitative Research Design. Qualitative research is defined as a structure of systematic factual inquiry into meaning. The study used a phenomenological research design, and this type of qualitative research approach focused on exploring and understanding the lived experiences of physical education college instructors (PECIs) in health and wellness activities. According to Tight (2016), phenomenology explores the variety of experiences and understanding that people have a specific phenomenon at a specific moment. Phenomenology usually involves interviewing a small number of people, inviting them to talk about their experiences of a particular phenomenon, and analyzing the interview transcripts (Wojnar & Swanson, 2007). A qualitative research technique called thematic analysis was used to find, examine, and interpret patterns or themes in a data set, such as textual data, interview transcripts, or survey answers. The data must be methodically arranged and coded to find reoccurring patterns of meaning. These patterns can then be further explored and interpreted to gain insights into the study issue or other exciting topics (Braun & Clarke, 2006).

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3. RESULTS AND DISCUSSION

Based on the semi-structured interview, the following themes were generated:

3.1. Occurrence of Illness

A multifaceted interaction of various factors somehow influenced this theme and differs depending on biological, environmental, psychological, and lifestyle choices. One of the things to consider in an inescapable prevalence of various health problems of PECIs is the deficiency of wellness activity.

Incidence of common health problems. Based on the result of the study, one of the leading risk factors was the inevitable prevalence of hypertension, UTI, uric acid, the undeniable occurrence of stress, the inevitable prevalence of pneumonia, asthma, overweight or obesity, myoma, the unquestionable incidence of body pain and loss of voices, improper food intake, and insufficient physical fitness activities.

"Uhhmm... maybe because one of the factors is my age, especially 50 years and above, that suffers different kinds of illnesses just like the...high blood, or what you call hypertension, some are having UTI, uric acid, sir."

"I think yes, maybe because of the family history, especially from the mothers in which the child genetically adopts the non-communicable diseases."

"...being stressed all day because there is much paperwork and hot environments in the oval and gymnasium."

"...due to hot teaching areas, sir, some of us got pneumonia, asthma, hypertension."

"Some PE instructors are overweight and obese, sir, because of their sedentary lifestyle and the same as through with unquestionable incidence of body pain and increased risk of myomas. Yes, sir, I can consider myself because I also have a myoma, sir. Remember, if you are a PE teacher, usually you are active and can stand, but what's common is back pain and muscle pain because the sweat dries."

"That is the main problem naturally, as a PE teacher, if you are handling your classes outside the classroom, your voice also changes. So...like, for example, if you do not know how to use your voice, so...you encounter some...some changes of your voice, especially your real classes will start on Monday, and if you will observe that...uh...the loss of voice most likely."

"Basically, uhm...I am not so...conscious about what we eat. I eat a lot without control, especially when I am stressed. I mean, I sometimes do not...care about uhm ...the-uh...adverse effect of...the food intake that I am doing (clear his throat) sorry sir, and also, I did not engage myself in physical activities."

The PECIs claimed that settling health and wellness goals were no longer controlled to reduce the occurrence or prevalence of health problems. Thus, it aimed to reduce health unfairness by counting health as a component of all rules and perceptive health as a serious aspect of sustainable growth. It is unavoidable to experience an illness that somehow affects one's performance at work (Bielak & Gow, 2023). However, it was reduced by engaging in various exercises that promote physical health and living a healthy lifestyle. The theme explains the teaching performance of the PECIs that could be affected by some of the occurrences of illnesses. Nevertheless, PECIs strived hard to do their best to teach students to learn well in class. Due to the nature of the work, it is customary to encounter some illnesses.

3.2. Multifaceted Commitment

This theme referred to extensive involvement, workload, and commitment in countless tasks and errands associated with the teaching roles within the institution, which can hinder PECIs' regular physical activity engagement. One of the central risk factors for global death was insufficient commitment to physical activities. Thus, insufficient wellness activity was an explanation of the risk factor for non-communicable diseases.

School task engagement. The findings revealed that having multi-designations, workload units of preparations, many students per section, and inadequate learning class environment were the reasons for having school task engagement that can force PECIs to refrain from engaging in wellness activities.

"Uhhmm.. Some of us are experiencing and... uhhmm... or suffering fatigue, physical stress, and lack of sleep due to many subject preparations or overloading of units. Some of us have..."

have... also multi-designations. It was also tough to...to... teach many students per section, especially since it is not conducive to the learning environment, I mean scorching environment which can cause my stress and health issues, sir."

"...so, it focuses on their health status, so number one (1) is what causes the analysis. The main problem so far is over-scheduling. We have students that could not address their health issues."

"...so, considering, for example, that we have plenty of students, then we need instructors, there is a need for us to add features to avoid over-scheduling, and their time will be well-spent in terms of teaching. At last, we have time to relax and even spend time with our families. The teachers serve only as a guide to students."

It means that some PECIs were demotivated to perform physical activities due to the high demands of work. PECIs need to be motivated with their interest in physical activities despite the heavy load of work in the academe (Stanton et al., 2022). On the other hand, a study proved the claim that regular exercise improves mood and aids in stress reduction. Thus, wellness activity must be acknowledged by every PEI to provide a range of beneficial outcomes, which are physical and mental health, social well-being, and cognitive and academic routine.

3.3. Expectant Perspective

This theme stated that the optimistic perspective and overall well-being of every PEI were maintained by prioritizing total health status. The philosophical perspective on the way of life lowers the danger of being seriously ill. Several research investigations showed specific behavior patterns that contribute to the emergence of diseases that are not transmissible and early bereavement.

Positive Outlook in Life. The study reveals that healthy lifestyles, health and food awareness, stress-free conditions, and sustaining health and sports programs were the top priorities of the PEI. It aimed to implement a further helpful function model and to improve well-being so that people can live better and longer lives.

"I'm looking forward to addressing our concerns in terms of our health and wellness at our institution. Most of ...of...the... P.E. teacher, particularly the young ones, just like saying uh...45 below, they are... actively engage in... physical activities but sad to say they rarely do this because I uhmm... We have no time because we have many priorities to accomplish in the school."

"I am also looking forward to initiating food awareness from the clinic to continue and emphasize our good, healthy lifestyles. I think the sports coordinator will also conduct sports activities for personnel objectively; that is all, sir!"

"Ah-yeah! Uh...ito (clear his throat) at the end of the day, around 5 to 7, after 5 o'clock, 5 to 7 is our free time, sometimes my friends invite me to join the Zumba dance exercise for me to cease my stress. However, sometimes our PE Department engages with many sports and leisure activities for a part of my relaxation."

It means that having a positive outlook in life leads to a healthy body and sound mind, which makes PECIs productive when it comes to working or teaching performance (Askow et al., 2020). Also, it signifies that PECIs who view a positive outlook in life despite the overwork

preparations encountered face these with courage, strength, hope, and positivity. PECIs had the passion that inspired them to work wholeheartedly amidst all the challenges in life because they possessed hope and positivity.

3.4. Palpable Support

This theme was aimed at improving everyone's health. One of the best provisions the administration could do was to uphold the personnel and sustain awareness about health-related issues.

Sustenance to Health Awareness. The findings revealed that having a seminar on health-related concerns, sustaining a free fitness gym and health clinic, and conducting, monitoring, and evaluating one health status was a lack of sustenance to progress and care for the well-being of every PEI.

"In our school, we have a fitness gym here, but there is no clear implementation of policies like the right schedule, having a memorandum to use the fitness gym."

"...so far we have our...annual...physical examination and we also have in our school...uh physician here that...that... requires laboratory test sir and they ...all undergo uh...laboratory test then... check-up because...our school physician requiring us. However, sir, limited check-ups only."

"Our doctor remarks as we are fit to work because there are some PE instructors who are allowed to work moderately due to.. to... their age, health issues. The PE instructors need to consult first with our physician before we also engage in vigorous physical activities."

"Some are not...uhmm.. able to participate during the free check-up. Some faculty members have no time, and they do not like to go to the clinic because, as I observed, sir, the school is not keen on observations. I mean, like to monitor and evaluate our personnel health status, sir."

"I'm sure those who are willing to join in the check-ups day are only recorded. I think the...the... administration should implement properly to sustain the...the... health awareness in the school, especially to us as a PE instructor because we ... we... are uhmmm.. also teaching health and fitness in our subject."

"...uh....the administration should conduct seminar on health-related concerns awareness, uh, on specific topics like for example, uh, usually, uh, the usual problem is a minor problem like headache, stomachache, fever, body pain so.... uh, usually and uh, what is this...? every Friday, uh, there is a monitoring of BP to College Faculty as they requested, so..... so far, uh, from PE teachers there is no major, uh, problem only those have high blood pressure who have their prescribed maintenance for medication. So... the strategy is, uh, the administration should provide and sustain health services to emphasize the health awareness to topics like diabetes mellitus, uh., hypertension, uh... what else, respiratory diseases its... uh, and it is also this.... school year, uh..., to give the basic food awareness, because related to food like for example food is also related in sickness like for example if you... if you eat like uh... like those that are not in the what do we call this...there in..uh., food pyramid, so the tendency, too much fats, too much cholesterol, so it will uh develop uh..uh.. sickness...that's it."

4. CONCLUSION

This study concludes that PECIs were inactive in participating in wellness activities due to their overwork commitments, hectic schedules, integration of policies, and unstable promotional well-being programs. Furthermore, the need for health and wellness awareness in the institutions was the central issue and problem encountered by the PEI. A well-planned and implemented physical activity with tangible support by the administration will boost participation in healthy living and lifestyle. As a result, PECIs could manage more time and pay closer attention to their health because participating in wellness activities contributes to living a healthy life despite the demands of work.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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