



Health-Related Factors and Teaching Performance of Physical Education Teachers Amidst COVID-19 Pandemic

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ABSTRACT

Physical Education (PE) teachers encounter health-related problems affecting their teaching performance in education. PE teachers must know their health status, especially during the pandemic. Hence, engaging in physical activities with an active mind, good feelings, and good social interaction will contribute to effective and efficient PE teaching practices. The study focused on the PE health status in physical, mental, emotional, and social well-being and teaching performance in terms of planning and preparation; teacher/student relationship; class management; management of student behavior; instructional time; instructional presentation; and instructional monitoring of students' performance of the junior and senior high school PE teachers in the Division of Sultan Kudarat. The study utilized a descriptive-correlational research design. Complete enumeration was used in the study, where 55 PE Teachers served as respondents. The data were tallied and computed frequency, percentage, mean, standard deviation, and Pearson r correlation coefficient. The result revealed that PE teachers had a very good social health status. Most of them had outstanding teaching performances. Thus, there was a significant relationship between health status and teaching performance. Teachers' health status affects their teaching performance.

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1. INTRODUCTION

Physical Education (PE) teachers encounter health-related problems affecting their teaching performance in education. PE teachers must know their health status, especially during the pandemic. Therefore, engaging in physical activities with an active mind, good feelings, and good social interaction will contribute to effective and efficient PE teaching practices. Teachers are role models to PE students (Centeio *et al.*, 2020).

Internationally, PE teachers have to play a vital role, and their work involves several duties such as planning, teaching, evaluating, administering, and various unclassified ones (Sing *et al.*, 2019). PE instructors should be seen as crucial health experts during this pandemic since they can lead and encourage individuals to engage in physical exercise routines to maintain and enhance their health. However, the implementation of online classes because of the pandemic, physical education (PE) has had substantial challenges for the teachers due to the subject's unique nature: the relevance of doing physical movements, limited space, time, and training (Villalba & González, 2016). Online practical classes (OPC) in physical education are not easy to teach or learn for educators and students, respectively (Yu & Jee, 2017). PE requires movement to help boost individual health and physical skills, lessen stress, and overcome mental limitations, which the students and teachers need, especially during this pandemic.

With this, physically fit PE teachers can find a strategy and a variety of enthusiastic leisure activities to divert some stress factors that can hinder their teaching performance. Physically and mentally fit teachers work without becoming over-fatigued, which causes immune system breakdown. They accomplish their work with inconsiderable stress. Besides, it makes life comparatively healthier. To fully engage in the activities that contribute to one's growth and development at each life cycle stage, one must be able to employ their environment's intrinsic and extrinsic resources in each dimension of well-being (Aquino, 2023).

Maintaining a healthy level of physical fitness is essential to living an active and fulfilling life. By participating in a thorough physical fitness program and getting assessed on it, an individual should prioritize their whole development. It includes all elements of their health, including their mental, emotional, social, and spiritual well-being. Therefore, to maintain and improve their quality of life and general health, the learners must actively engage in the lifelong habits of regularly participating in physical activities. The manuals for the physical fitness tests are intended to serve as a guidebook for teachers responsible for teaching courses related to physical education. It can ensure that teachers know the appropriate processes and activities. Those who teach physical education are responsible for encouraging fitness and maintaining a healthy lifestyle.

In the Philippines, where the COVID-19 outbreak has caused a public health emergency, the Educational Curriculum was upgraded, DepEd released new guidelines and a memorandum, and there were new ideas presented that aimed to nurture and offer the teachers and students cognitive assistance and professional training, employ multiple learning delivery modalities to guarantee continuous learning opportunities, securing the health and well-being of both learners and teacher.

With this, PE teachers should constantly maintain their healthy lifestyles and take their responsibilities as role models to the students, display the total fitness of life from the entire service towards work, and perform their daily tasks professionally without any health-related factors affecting their teaching performance.

In the DepEd, particularly in Junior and Senior High Schools, PE teachers in the Division of Sultan Kudarat experience some health-related factors that directly affect their teaching

performance. These include hypertension, diabetes, emotional and mental depression, demotivation, laziness in teaching, sedentary lifestyles, and COVID-19. Also, due to intense physical and practical activities deemed brought by the new curriculum and new normal setting, PE teachers are obliged to demonstrate routine steps, which are difficult for them to perform due to their age, health condition, and capabilities to exert much energy that can affect their health.

Several studies have been done on the physical health of physical education teachers in various elementary and secondary schools. It is necessary to conduct an empirical inquiry to investigate the connection between PE teachers' physical condition and healthy lifestyle and their level of teaching effectiveness. Similarly, developing a long-term health program can assist physical education teachers in implementing effective instructional methods.

2. LITERATURE REVIEW

This study is anchored on the Theory of Performance (ToP) pioneered by Wallace Bacon (see <https://www.ipl.org/essay/Theories-Of-Performance-Evaluation-FJXTGZKXU>) and the Health Promotion Model (HPM) championed (see <https://www.nursing.umich.edu/faculty-staff/nola-j-pender>).

The conceptual framework underlying the Practice of physical education teaching the teachers' performance largely depends on the instructor's instructional ability. Because of this, evaluating teachers' performance is a crucial component in educational personnel reform; thus, this has been an important but challenging topic.

ToP develops and communicates underlying principles to shape a framework that can be applied to clarify performance and performance increases. To deliver results that are valued is to perform. Performers might be in the shape of a single individual or group working together on a project. Improving performance is a process that can be thought of as a journey, with the current level of performance determining where the journey is located. The current level of performance is contingent on six aspects when viewed in their holistic context: the level of context, knowledge, skills identity, personal factors, and fixed factors.

HPM was designed to be a complementary counterpart to models of health protection and a basis for exploratory work on health performances. It emphasizes that every individual has exceptional personal characteristics and experiences that influence following actions. Individuals seek to regulate their behavior actively.

The interpersonal environment that a person is exposed to during their entire life span includes several factors, one of which is the presence of health professionals. People entrust and engage in behaviors that gain valued health benefits. Thus, distinguished capability or self-efficacy can demonstrate a certain behavior and increase the possibility of commitment to action and actual performance of the behaviors.

Being healthy is a good indicator of high-quality teaching performance, and the theories can explain the health status of PE teachers in terms of their physical, mental, emotional, and social health conditions. In other words, being healthy is an all-around indicator of high-quality teaching performance. When employees are healthy, the organization benefits from improved performance and increased productivity.

As with all professions, health education faces a never-ending range of issues, circumstances, and difficulties. No set reservoir of information and expertise fully anticipates every scenario and provides guidance. Every circumstance and issue must be examined, and unique approaches to overcome obstacles must frequently be established. For a profession to endure and thrive, it needs to develop the ability to comprehend and address novel issues

that the ever-evolving world may provide, as well as assiduously broaden its knowledge base and arsenal of techniques, approaches, and abilities.

The absence of disease is not the same as being healthy; rather, being healthy is a condition of complete mental, physical, and social well-being. It included the structure and functions of a person's body when it is free of illnesses and other dysfunctions. Individuals can contribute more if they maintain their health and continue to lead their normal lives, particularly during the COVID-19 Pandemic. The teaching performance of the PE teachers can be anchored in this theory which explains that planning and preparation, teacher or student relationship, class management, management of student behavior, instructional time, instructional presentation, and instructional monitoring of students' performance amid the COVID-19 pandemic are the results of having a healthy lifestyle. Thus, living healthily may lead to effective and efficient teaching performance. [Robinson et al. \(2018\)](#) stress that PE teachers mostly rely upon the PE teachers' uniqueness, for example, information base, awareness of other's expectations, and interest; the PE understudy distinction, for example, learning opportunity and scholastic work; the PE showing perspectives, for example, exercise development, and correspondence; the learning angles, for example, support and achievement; and the PE study hall wonders, for example, condition and atmosphere, and association and the executives. [Backman et al. \(2019\)](#) underscored that PE teachers are the foundation of learning activity or movement. The accomplishment and dissatisfaction of instructive exercises incredibly rely upon their presentation. Besides, to play out these educating learning angles, the PE teachers should continually have themselves regarding the sound way of life rehearses.

A PE teacher requires a more prominent assortment of abilities than some other educating zones. The duties are assorted, and the general public admires him as a pioneer who can make and keep up physical, mental, enthusiastic, and social wellness of the stationary individuals on the one hand and help produce wellness activities and sportspeople at the grass-root level on the other ([Singh et al., 2019](#)).

In the same manner, the theories can justify that the demographic profile of the PE teachers, such as age, gender, highest educational attainment, length of service, relationship status, employment status, and Body Mass Index (BMI), can be the indicators of knowing their health-status and teaching performance. Thus, having balanced and proportionate practices in all of these is a good concept of health practices that produce a good performance in work. Furthermore, the theories suggest that the sustainability of health programs benefits everyone to live healthily and become productive in daily life. Thus, it makes them good performer who returns the desired performance.

3. METHODS

The study utilized a descriptive-correlational research approach to examine the relationship between adversity-related factors and the teaching performance of PE teachers amidst the COVID-19 pandemic in Esperanza National High School, Esperanza, Sultan Kudarat. This also included a modified survey questionnaire through the collected data from 55 PE teachers. Descriptive analysis was employed using mean and standard deviation. It also utilized the Pearson Correlation Coefficient (r) to correlate health-related factors and teaching performance. The participating PE teachers were currently one year and above in teaching Physical Education.

4. RESULTS AND DISCUSSION

Table 1 presents the demographic profile of PE teachers as follows: Firstly, the data shows in terms of age that most respondents are relatively young, with 27% falling within the age range of 27 to 32 and 29% falling within the age range of 33 to 38. Additionally, 24% of respondents are in the age range of 21 to 26. Only 9% of respondents are in the age range of 45 to 50. These results suggest that most PE teachers are in the early to mid-stages of their careers but still possess some teaching experience. The lower percentage of respondents in the 45-50 age range may indicate fewer senior PE teachers or that some may have left the profession. This result is supported by [Park et al. \(2017\)](#), who found that most PE teachers were younger than 40 years old, with a smaller percentage being over 50 years old. Most PE teachers are relatively young but have experience in teaching. Overall, the demographic profile of PE teachers indicates that most teachers are in the early to mid-stages of their careers, which may have implications for teacher retention and professional development programs.

Secondly, **Table 1** shows the PE Teachers' demographic profile regarding sex. 65 % of the respondents were female, and 34 % were male. The result is supported by [Vahl et al. \(2016\)](#), who claim that it is commonly known that the proportion of women in the teaching workforce is increasing, with about 63% of secondary school teachers being female.

Thirdly, as shown in **Table 1**, 78% of the PE Teachers attained their baccalaureate degree, and only 22% had reached their master's degree. None of them achieved a doctorate. It illustrates that the highest educational attainment of the respondents were fresh graduates, and some are pursuing master's degrees. According to [Whipp and Davis \(2016\)](#), most physical education teachers have attained a baccalaureate degree, with a smaller percentage having achieved a master's degree. It is consistent with the findings of our study, which also found that only a minority of PE teachers had reached a master's degree.

Fourthly, **Table 1** presents the PE teachers' demographic profile regarding service length. Over half of the respondents served DepEd as PE teachers for at least 5 years. The lowest percentage of PE teachers have done the academe for 21-25 years. [Chen and Ennis \(2018\)](#) found that more than half of the PE teachers they surveyed had been teaching for at least 5 years, which is similar to the findings of this study.

Fifthly, the table presents the PE teachers' demographic profile regarding civil status. 44% of the respondents were single, 54% were married, 2% were widowed, and none got separated. It implies that most PE teachers had settled and had their own families. They focus not only on teaching but also on building their own family. It is supported by [Wang et al. \(2015\)](#), who found that many PE teachers prioritize family life and have a higher likelihood of being married compared to teachers in other subjects. The fact that 54% of the PE teachers in the study were married suggests that family responsibilities may be a significant factor in their lives, impacting their teaching practices. Furthermore, the finding that none of the respondents were separated highlights the stability of their personal lives, which may positively affect their job performance as PE teachers.

Sixthly, **Table 1** presents the employment status of the respondents. Data shows that the PE teachers' dominance is regular or permanent, which comprises 96%. Only 4% of them are contractual. It means PE teachers reach the qualification and standard of the DepEd to have a status of regular or permanent. According to the DepEd's guidelines, teachers who have met the qualifications and requirements for the position, including passing the Licensure Examination for Teachers (LET) and undergoing the appropriate training and seminars, are

eligible for regular or permanent employment status (https://www.deped.gov.ph/wp-content/uploads/2018/01/DO_s2018_002.pdf; retrieved on Jan 2024). The finding that 96% of PE teachers held regular or permanent positions indicates that these teachers have met the DepEd's standards and are committed to their roles as educators.

Lastly, as shown in **Table 1**, more than 75% of the respondents were normal, and no obese teachers were among the respondents based on their recorded BMI. It signifies that most PE teachers are always aware of healthy lifestyles. Hence, engaging in physical activities and eating the right food can help maintain every PE teacher's BMI status. This is consistent with the study of [Chen and Ennis \(2018\)](#), where they found that PE teachers are generally more physically active and health-conscious than teachers in other subjects. The finding that no obese teachers were recorded among the respondents suggests that physical education teachers are likely to be good role models for their students, promoting healthy lifestyles and good habits.

Table 1. Demographic Profile of the PE Teachers.

Demographic Profile of Physical Education Teachers		Frequency (n = 55)	Percentage
Age			
	33 – 38	16	29
	27 – 32	15	27
	21 – 26	13	24
	39 – 44	6	11
	45 – 50	5	9
Sex			
	Female	36	65
	Male	19	34
Educational Attainment			
	Baccalaureate Degree	43	78
	Master's Degree	12	22
Length of Service			
	1 – 5 years	28	51
	6 – 10 years	16	29
	11 – 15 years	5	10
	21 – 25 years	4	7
	16 – 20 years	2	3
Civil Status			
	Married	30	54
	Single	24	44
	Widowed	1	2
	Separated	0	0
Employment Status			
	Regular/Permanent	53	96
	Contractual	2	4
BMI			
	Normal 18.5- 24.9	44	80
	Overweight 25- 29.9	10	18
	Underweight <18.5	1	2
	Obese 30 above	0	0
	TOTAL	55	100

The result shows in **Table 2** that physical, social, and emotional obtained a considerable extent while mental attained a moderate extent. Overall, it garnered a standard deviation of 0.31 with a description of Considerable Extent. It signifies that the health status of the

respondents is great in face-to-face or blended modality. Teaching performance has demonstrated that desire and performance are extremely important factors in union victory and realization (Gálvez Suarez, & Milla Toro, 2018). Therefore, an organization must accept a change if it affects what is happening in or outside the environment. The difference may motivate the organization to expand its advantage over its competitors. The research does, however, consider a more nuanced sense of the term teaching performance is the planning and preparation, teacher-student relationship, class management, student behavior management, instructional time, instructional presentation, and instructional monitoring of student performance. It is done to assess the level of job performance that physical education teachers are capable of. The weighted mean was the calculation method employed, and the results were laid out in the table.

Table 2. The Extent of Health-related Factors of PE Teachers in Face-to-face or Blended Modality.

Health-related Factors of PE Teachers	Mean	SD	Description
Social	3.88	0.49	Considerable Extent
Emotional	3.65	0.67	Considerable Extent
Physical	3.57	0.42	Considerable Extent
Mental	3.26	0.29	Moderate Extent
Overall	3.59	0.31	Considerable Extent

Table 3 shows the summary of the extent of the teaching performance of PE Teachers. Planning and preparation, student/teacher relationship, classroom management, student behavior management, instructional time, instructional presentation, and instructional monitoring of student performance garnered an overall standard deviation of 0.42 with a description of the greatest extent. It signifies that the teaching performance of PE teachers is all great despite the challenges brought on by the COVID-19 pandemic. Studies looking at instructors' perspectives and experiences in the classroom are becoming more and more common as learning and teaching have gained popularity. There is evidence to show that teaching offers teachers a chance to advance their careers because it aids in their understanding of instructional design, technological proficiency, and the diversity of online learning materials (Kim et al., 2021). This means that it calls for a variety of innovative teaching strategies, it also fosters critical thinking and innovative ideas.

Table 3. The Extent of Teaching Performance of PE Teachers.

Variables	Mean	SD	Verbal Description
Teacher/Student Relationship	4.55	0.47	Greatest Extent
Class Management	4.45	0.46	Greatest Extent
Instructional Monitoring of Students' Performance	4.41	0.46	Greatest Extent
Management of the Student Behavior	4.40	0.51	Greatest Extent
Instructional Presentation	4.39	0.44	Greatest Extent
Planning and Preparation	4.29	0.55	Greatest Extent
Instructional Time	4.21	0.60	Greatest Extent
Overall	4.39	0.42	Greatest Extent

This research is conducted to determine if the health status (physical, mental, emotional, and social) is related or associated with the teaching performance of PE Teachers. Results show that the four predictors explain 48% of variances under health status. $F(4,5,0) = 11.454$,

$p < 0.001$. Only Social Health ($B = -0.106$, $t = -5.903$, $p < 0.001$) shows a significant relationship to the teaching performance of the PE teachers. On the other hand, Physical Health ($B = -0.056$, $t = -0.515$, $p = 0.609$), Mental Health ($B = 0.238$, $t = 1.599$, $p = 0.116$), and Emotional Health ($B = -0.106$, $t = -1.423$, $p = 0.161$) are not significantly related with the outcome variable. The effectiveness of teachers' instruction will increase directly to the quantity of social support they receive (Chi *et al.*, 2014). This means that the teachers will have more life satisfaction, assertiveness, physical and mental health, and an improvement in their perceptions of well-being when they receive support from their families and coworkers (see Table 4).

Table 4. The Correlation Analysis Between Health Status and Teaching Performance of PE Teachers.

Variables	F	df	p	r	r ²	Interpretation
Health-related factors (Physical, Mental, Emotional and Social) x	11.454	54	<0.001	0.691	0.478	Significant/Strong Relationship
@0.05 Level of Significance						
Variables	Unstandardized Coefficient B		t	p	Interpretation	
Physical	-0.560		-0.515	0.609	Not significant	
Mental	0.238		1.599	0.116	Not significant	
Emotional	-1.060		-1.432	0.161	Not significant	
Social	0.624		5.903	<0.001	Significant	
@0.05 Level of significance						

5. CONCLUSION

Based on the findings, the researcher concluded that the PE teachers were dominantly young, energetic, dynamic, and health conscious. Similarly, they had a very good health status because they engaged in physical activities with an active mind, good feelings, and good social interaction. Hence, their overall health status is very good.

The PE teachers performed exceptionally, contributing to successful and efficient teaching practices. Students looked up to them as role models. These were reflected in the indulgence to work and the professional performance of day-to-day responsibilities. There is a considerable connection between the physical fitness of PE teachers and their teaching performance. The teachers' health-related factors affect their classes' performance.

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7. AUTHORS' NOTE

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

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