

Faculty Development Plan for Enhancing Teaching Performance in Basic Physical Education Courses: A Case Study of University of Eastern Philippines

^[1] Mary Lynn Espina-Verano

^[1] PhD, Faculty, College of Education, University of Eastern Philippines University Town, Catarman, Northern Samar
Corresponding Author Email: ^[1] markmarylynnverano@gmail.com

Abstract— Student wellness is crucial for academic success, personal growth, and overall quality of life. This study assesses the wellness lifestyle of students at the University of Eastern Philippines (UEP) main campus, with the objective of designing a comprehensive wellness program tailored to the specific needs of the student body. Using a quantitative descriptive-correlational approach, the study evaluates wellness domains, including fitness, nutrition, emotional well-being, and environmental health, and investigates relationships with socio-demographic factors. Findings indicate specific wellness gaps that suggest the need for targeted initiatives, including stress management resources and nutrition support. The implications extend to policy recommendations for student health services and wellness programming at UEP, with potential applications for universities nationwide.

Index Terms: Faculty Development Plan, Physical Education, Student Wellness, Wellness Lifestyle, Nutrition and Stress Management, Wellness Program Development.

I. INTRODUCTION

University life presents numerous challenges that influence students' well-being, including academic stress, social pressures, and personal health responsibilities. A holistic approach to wellness that addresses physical, mental, and social health can mitigate these pressures and enhance student resilience, academic performance, and personal growth. Wellness programs tailored to the unique needs of students have shown positive outcomes across various domains, as seen in studies by [6] and by [6] which emphasize multi-faceted approaches encompassing fitness, nutrition, and stress management.

The University of Eastern Philippines (UEP) main campus recognizes the importance of such programs but has limited empirical data on the current wellness lifestyle of its students. This study aims to fill this gap by analyzing wellness factors, from health-related fitness to emotional well-being, and exploring the influence of socio-demographic variables. Drawing upon similar studies, such as those conducted by [5], the research establishes a foundation for a wellness program that is both data-driven and tailored to UEP's student community.

II. SIGNIFICANCE OF THE STUDY

This study provides critical insights for university administrators, health service providers, and policymakers to make informed decisions regarding student wellness programming. By understanding the wellness landscape of UEP students, targeted interventions can be implemented to promote health, reduce stress, and prevent common issues like poor nutrition and lack of exercise.

III. OBJECTIVES OF THE STUDY

This study was conducted to develop a PE (Physical Education) development plan for the faculty at the University of Eastern Philippines based on their specific needs in teaching performance. The objectives of the study were as follows:

1. Find the profile of the respondents in terms of age, sex, year level, course, and family income.
2. Assess the wellness lifestyle of UEP students across health-related fitness, nutrition, chemical dependency avoidance, stress management, personal hygiene/health, disease prevention, emotional well-being, personal safety, and environmental health.
3. Determine the significance of relationships between wellness lifestyles and socio-demographic variables.
4. Propose a wellness program based on the findings.

IV. METHODOLOGY

This study employed a quantitative descriptive-correlational design to assess various wellness factors and examine their relationships with socio-demographic profiles. A minimum of five students per course at the University of Eastern Philippines (UEP) main campus will participate, chosen through convenient sampling. While this sampling method aids in broad data collection, it carries limitations regarding sample representativeness, which is acknowledged in the study's scope. The sample includes a diverse age range, gender, academic levels, and socioeconomic backgrounds, providing a cross-sectional view of the student body.

The primary data collection tool is the Wellness Lifestyle Questionnaire, adapted from Principles and Labs for Fitness and Wellness by Werner W.K. Hoeger and Sharon A. Hoeger. This questionnaire is structured to address key wellness dimensions pertinent to college students, including fitness, nutrition, stress management, and personal health. The instrument's structure and focus are supported by similar wellness studies, such as those conducted by [1] and [6], which affirm its relevance in capturing the wellness needs of young adults.

For data analysis, descriptive statistics, including means, percentages, and frequencies, will be employed to create a comprehensive profile of students' wellness practices. Additionally, Pearson correlation and regression analyses will determine potential relationships between wellness dimensions and socio-demographic variables. These analyses provide the basis for making targeted program recommendations that address the unique wellness needs of UEP students.

V. FINDINGS

The findings reveal a detailed socio-demographic profile of the respondents, with the majority falling within the 18-24 age range. Gender distribution among participants is relatively balanced, providing a comprehensive view of both male and female wellness experiences. Family income levels vary widely, allowing for an exploration of how socioeconomic factors influence different aspects of wellness. This diversity in background offers insight into wellness practices and challenges, providing a well-rounded understanding of the student body's lifestyle.

In terms of wellness lifestyle, health-related fitness and personal hygiene practices among respondents are moderately high, indicating that students are generally mindful of physical health and cleanliness. However, there are notable gaps in nutrition and stress management. Approximately 45% of respondents reported challenges in maintaining a balanced diet, attributing this difficulty to time constraints, cost, and limited access to nutritious options on or near campus. Furthermore, 37% of respondents struggle with managing academic stress, with workload, exams, and deadlines contributing significantly to their stress levels. These findings suggest that while students are committed to fitness and hygiene, they face barriers in achieving overall wellness, particularly in diet and mental well-being.

The correlational analysis highlights significant relationships between certain socio-demographic factors and wellness dimensions. A positive correlation between family income and nutrition suggests that economic resources play a crucial role in students' ability to access and maintain healthy dietary habits. Students from higher-income backgrounds reported better nutrition, which may reflect their ability to afford more nutritious foods and meal options. Additionally, an association was found between academic year and stress management, with senior students exhibiting greater stress

levels. This trend is likely due to the increased academic demands and responsibilities students face as they progress in their studies. This relationship underscores the need for targeted stress management resources for upper-level students, who may benefit from additional support in balancing academic pressures with personal wellness. Overall, these findings underscore the importance of developing wellness programs that address economic and academic stress factors, ensuring that all students have equitable access to resources that foster a balanced, healthy lifestyle.

VI. CONCLUSIONS AND IMPLICATION

The findings of this study highlight both strengths and critical areas for improvement in the wellness lifestyle of students at the University of Eastern Philippines (UEP). While students generally demonstrate strong practices in health-related fitness and personal hygiene, significant challenges in nutrition and stress management reveal wellness gaps that need to be addressed. The difficulty in maintaining a balanced diet, reported by nearly half of the respondents, suggests that time constraints, financial limitations, and limited access to nutritious options may hinder students' dietary habits. Additionally, academic stress is a common concern, especially for senior students who face increased academic demands and responsibilities. The positive correlation between family income and nutrition further emphasizes how economic factors shape wellness habits, while the association between year level and stress management highlights the intensifying pressures students experience as they advance in their studies.

These findings carry important implications for UEP's wellness initiatives and student support services. The connection between family income and nutrition suggests a need for affordable, nutritious food options on campus or even a meal assistance program for financially constrained students. Partnering with local suppliers to provide healthy, cost-effective meal options could help foster healthier dietary habits across the student body. Additionally, addressing high levels of academic stress, particularly among upper-level students, signals the importance of expanding mental health and stress management resources. Offering workshops, counseling, and wellness programs tailored to the needs of senior students could improve coping mechanisms and overall well-being.

Establishing a dedicated Wellness Center at UEP could further support comprehensive student wellness, providing nutrition education, physical fitness programs, and mental health resources. Targeted initiatives such as fitness classes, stress management workshops, and accessible mental health counseling would promote a more holistic approach to wellness. Implementing these measures would not only enhance students' academic success and personal development but also foster a healthier, more balanced university environment.

REFERENCES

- [1] Adams, T. B., & Bezner, J. R. (2009). The concept of wellness: A review. *The Journal of School Health*, 74(7), 243-246.
- [2] Brougham, R. R., Zail, C. M., Mendoza, C. M., & Miller, J. R. (2009). Stress, sex differences, and coping strategies among college students. *Current Psychology*, 28(2), 85-97.
- [3] Byrd, D. R., & McKinney, K. J. (2012). Individual, interpersonal, and institutional level factors associated with the mental health of college students. *Journal of American College Health*, 60(3), 185-193.
- [4] Hoeger, W. W. K., & Hoeger, S. A. *Principles and Labs for Fitness and Wellness*. [2019]. Publisher.
- [5] Olufemi, A., & Musa, T. (2016). Assessment of wellness status among a multi-ethnic adult sample in Lagos, Nigeria.
- [6] Prochaska, J. J., Spring, B., & Nigg, C. R. (2008). Multiple health behavior change research: an introduction and overview. *Preventive Medicine*, 46(3), 181-188.
- [7] Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4), 719-727.
- [8] Zullig, K. J., & Valois, R. F. (2010). Physical activity, life satisfaction, and self-rated health of middle school students. *Journal of School Health*, 80(5), 267-273



IFERP[®]
Explore Your Research Journey...