

Harmonizing Physical Education, Academic Excellence, And Mental Well-Being: Nurturing Bohol Island State University Students

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ABSTRACT

The recent study aims are to assess the goals of physical education programs and their impact on academic performance and psychological well-being of college students from six campuses of Bohol Island State University. A study used a normative survey questionnaire formulated by the researcher to determine the degree of achievement of the curriculum goals, based on the CHED mandates of the Physical Education Program, and a standard instrument by Ryff, C., Almeida D.m., Ayanian to assessed the psychological well-being of students. The respondents were 367 students in six campuses of Bohol Island State University. The students' performance in BISU was assessed using a questionnaire of Physical Education Program, Academic Performance, and Psychological Well-Being (Cronbach's Alpha results of Physical Education Program, Academic Performance, and Psychological Well-Being of students were 0.959 and acceptable and reliable).

There is a significant degree of correlation between the Physical Education objectives, Level of Academic Performance and Psychological Well-Being of students in Bohol Island State University. Friedman test revealed the degree of variance in the four physical education subjects on the level of attainment in physical education objectives of the respondents. Kruskal Wallis formula showed the data on the Degree of variance in the different dimensions of psychological well-being.

Keywords: Physical Education Program, Academic Performance, Psychological Well-Being of Students, Quantitative Method, Non-Parametric Tests, Bohol Island State University.

INTRODUCTION

As a result of the COVID-19 epidemic, many universities have been forced to change to online class delivery as quickly as feasible. However, creating good online classes in a short period of time has proven to be incredibly stressful and difficult for many professors. Instructors must guarantee the quality of learning is sustained in their field of specialization, even in the absence of face-to-face interactions, from lesson design to class conduct and assignment distribution. In schools, where close proximity and physical contact are widespread, physical education (PE) has long been conceived of as a practical and "hands-on" issue (Varea, 2020). Because of the Covid-19 epidemic, the delivery of Physical Education has changed significantly, with substantial implications for Physical Education instructors. Physical Education is also included in the school and college curricula. This is a fundamental feature of a comprehensive, well-balanced program, and it has become an important part of general education. Furthermore, physical programs and activities promote the learning and development of abilities that are considered significant in achieving educational achievement, such as physical, emotional, and social abilities. Schools and universities are making preparations to guarantee that their students have access to a suitable and effective learning program. It emphasized the importance of movement as a curricular discipline, providing opportunities for social connection, assessing the impact of surroundings on a person's well-being, and recognizing physical activity and involvement in sports. (Republic Act (RA) No. 7722 Higher Education Act of 1994 CMO 46 S.2012).

In educational processes, physical education (PE) plays an important role in improving physical health and psychological well-being, and enhancing physical competence and trust as children learn a range of motor skills. The Physical Education program, in turn, links to the entire school curriculum, integrating and tying information from other teaching areas to physical activity. In addition, engaging in a physical education program leads to the social, physical, mental, and other aspects of psychological well-being. Physical education aids pupils in pursuing their goals.

Physical activity in physical education aids in the improvement of physical form, social maturity, concentration management, academic success, and the achievement of the student's goals. The Bohol Island State University (BISU) in the province of Bohol has committed to providing quality and innovative education in strategic sectors for the development of Bohol and the country; this is their explicit mission statement as well as their goal of directing all of their efforts towards excellence. Recognizing the value of physical education and sport, UNESCO proclaimed in its 1978 Charter that "every human being has a fundamental right to participate in physical education and sport in order to improve their personality" (UNESCO). It raised concerns related to "education for all" and required all countries at the global level to incorporate physical education into their education policies in that direction. As a result, many nations, including Tanzania, have made changes to their general education policy to incorporate physical as a component of it (UNESCO 2005).

In educational processes, physical education (PE) plays an important role in improving physical health and psychological well-being, and enhancing physical competence and trust as children learn a range of motor skills. The Physical Education program, in turn, links to the entire school curriculum, integrating and tying information from other teaching areas to physical activity. In addition, engaging in a physical education program leads to the social, physical, mental, and other aspects of psychological well-being. Physical education aids pupils in pursuing their goals. Physical activity in physical education aids in the improvement of physical form, social maturity, concentration management, academic success, and the achievement of the student's goals. The Bohol Island State University (BISU) in the province of Bohol has committed to providing quality and innovative education in strategic sectors for the development of Bohol and the country; this is their explicit mission statement as well as their goal of directing all of their efforts towards excellence. Recognizing the value of physical education and sport, UNESCO proclaimed in its 1978 Charter that "every human being has a fundamental right to participate in physical education and sport in order to improve their personality" (UNESCO). It raised concerns related to "education for all" and required all countries at the global level to incorporate physical education into their education policies in that direction. As a result, many nations, including Tanzania, have made

changes to their general education policy to incorporate physical as a component of it (UNESCO 2005).

In the curriculum, the subject of Physical Education is mandated; however, (Throst, 2007) claimed that many students downsized or eliminated Physical Education subjects, believing that the major topics are far more relevant. They claim that dancing and exercise are actually Physical Education. They are unaware that it has a stronger impact on their physical, behavioral, emotional, and social well-being, allowing children to develop into fit individuals. Physical education's significance. "Health is Wealth". Many that have recognized their significance will strive to keep themselves fit. Physical exercises are important, apart from a healthy diet, to preserve one's health. If an individual does not play on a consistent basis, his body does not grow. His body becomes frail. For several of the diseases, he might become a target. To promote physical fitness and good health, physical activities are important. They also inculcate among men good qualities. It will foster healthy competition by engaging oneself in physical activity. "All study and no play makes Jack a dull boy," according to a saying. These proverbs are applicable to everyone, not just Jack. Exercise awareness as an action approach for health promotion can be shown in activities like "Walk for Life." Studies have shown that exercise enhances self-esteem, self-perception, anxiety, and stress with recent studies finding that physical activity can be as effective as psychopharmacological drugs in the treatment of memory (Biddle, Fox & Boutcher, 2000); (Bulgatz, 2005). Higher education institutions must also conduct an examination to identify the needs or disparities between what is needed and the actual status of the school. In this view, the researcher is encouraged to undertake this study, essentially to assess the Physical Education Curriculum and its relation to the student's academic success and psychological well-being. These can be corrected if and when loopholes and ambiguities are found to intentionally achieve the desire to enhance academic performance and grow the overall psychological well-being personality.

In the educational processes, physical education plays an important role in improving physical health and psychological well-being, and enhancing physical competence and trust as students learn a range of motor skills. The Physical Education program in the school curriculum ultimately relates to the entire school program,

integrating and relating knowledge from other teaching specializations to physics.

The Teaching-Learning Physical Education Program, Academic Achievement and Psychological Well-Being have been progressed in many hypotheses and relationships.

Experiential learning theory. This David Kolbs, (1984) theory includes learning from experience. The theory explains that, through the transformation of experience, knowledge is generated. In the teaching of physical education, the combination of comprehending and transforming experience leads to awareness. The theory of experiential learning differs from the theories of cognition and behavior. Experiential theory adopts a more holistic approach, emphasizing how interactions, such as cognitions, contextual effects, and emotions, influence the learning process.

Schmidt's Schema Theory, (1975). which is based on the view that actions are not stored, but refers to abstract relationships or movement laws. Four pieces of information are collected every time movement is carried out: the initial condition-starting point; some aspects of motor activity-how fast, how high; the action results-how it felt.

Physical Education plays an significant part in human development as an academic discipline and as a practice. Physical Education's distinct character as an academic discipline stems from its goal of understanding persons, particularly with regard to their ability to move, the ways in which they use that ability, and how that ability is connected to other characteristics as a whole.

Fitts and Poster Theory, (1967). proposed that Learning procedures that must be repeated and specific sentences that must be memorized. The Cognitive phase entails the creation of a mental image or ability, the Associative phase entails the ability to practice and use input to perfect the ability, and the Autonomous phase entails the presentation of the skill. Learning physical skills necessitates the assembly of necessary actions and their polishing into a fluid action. It is vital to practice the skill on a regular basis and in the correct manner. During a teaching practicum, six preservice elementary physical education teachers were given focused rehearsal to improve their teaching skills. In a study by

Ward (1997) entitled, "Teacher Training: Effects of Directed Rehearsal on the Teaching Skills of Physical Education Majors" the teaching skills lesson introduction, lesson closure, task presentation, and general and specific subject-matter feedback were evaluated using a number of baseline design across behaviors for each teacher. A questionnaire was used to test social validity in the form of the acceptability of directed rehearsal as a teacher training intervention. Directed practice was effective in improving the teaching skills of the teachers to either 100% correct implementation or, in the case of subject-matter feedback, to an established rate.

METHODOLOGY

In order to meet the objective of this study, a normative survey method using a questionnaire was disseminated to the respondents. Based on the CHED mandates of the Physical Education Program, the researcher created a questionnaire to assess the profile of the respondents and another to measure the degree of completion of the curriculum goals. A standard tool of Ryff, C., Almeida, D. M., Ayanain, (2010), Correlational Survey Method is a quantitative method of research in where two or more quantitative variables were determined from the same sample of individuals if there is a relationship between the two variables and it will be utilized by the researcher to measure the psychological well-being of students where she is employed. Moreover, a documentary analysis was utilized for the academic performance of the students.

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RESULTS AND DISCUSSION

The main thrust of the study is to evaluate the physical education program and its contribution to the academic performance and psychological well-being of college students of six campuses of Bohol Island State University Province of Bohol during the academic year 2021- 2022. The findings of this study will serve as the basis for proposing an enhancement program.

The findings were formulated after the data was analyzed and interpreted using statistical runs. The general conclusions of the previous chapter's investigation are listed below.

On the profile of the respondents. 351 or 95.6% out of 367 respondents belonged to the age group of 18-22 years old. The most of the students (76.8%) are female, and the majority of the courses taken are BS (Bachelor of Science).

On Level of Attainment of Physical Education Objectives. For the level of attainment of Physical Education 1 objectives the composite mean is 3.2626 interpreted as fully attained, for the level of attainment of Physical Education 2 the composite mean is 3.1572 interpreted as moderately attained, for the level of attainment of Physical Education 3 objectives the composite mean is 3.0527 interpreted as moderately attained, and lastly, for the level of attainment of Physical Education 4 objectives the composite mean is 3.2450 interpreted as moderately attained.

On Academic Performance Level of Physical Education. The respondents were considered under outstanding in their academic performance level in the four programs of Physical Education existing in Bohol Island State University. For all the four programs, almost of the respondents have an outstanding academic performance

On Level of Psychological Well-being. There are six criteria for students' psychological well-being: autonomy, environmental mastery, personal growth, relationships with others, life purpose, and self-acceptance. The six categories' composite means are 3.0997, 3.1160, 3.1368, 3.1642, 2.8940, and 2.9701, respectively; all six categories' means are considered high. This indicates that the

respondents in six categories have a high level of psychological well-being.

In terms of autonomy, the remark "I am not scared to speak my thoughts, even when they are contrary to the majority of people" comes to mind. The highest mean indicates that respondents are loud in expressing their opinions. When it comes to environmental mastery, the statement "In general, I feel in control of the circumstance in which I live" comes to mind." got the highest mean, implying that the respondents felt the essence of responsibility. When it comes to personal development, the statement "Life has been a continuous process of learning, changing, and growth for me." The highest mean indicates that the respondents recognize that life is in perpetual flux. In terms of interpersonal relationships, the remark "I appreciate personal and mutual interactions with family members and friends" comes to mind got the highest mean, implying that the respondents enjoy having a conversation with their family and friends. As for purpose in life, the statement "I enjoy making plans for the future and working to make them a reality." got the highest mean, implying that the respondents do have a plan for their future. Lastly, as for self-acceptance, the statement "In general, I feel confident and positive about myself." got the highest mean, implying that the respondents believed in their selves.

Testing on the Significance of Relationship

On Profile and Level of Attainment of Physical Education Objectives. There is no significant relationship between the profile of the respondents and their level of attainment in Physical Education objectives. Thus, this implies that the level of attainment of PE objectives of the students do not matter with the respondents' profile.

On Profile and Academic Performance Level in Physical Education program. There is a significant relationship between the respondents' profile and their academic achievement level in the Physical Education program in terms of age and sex, but not in terms of the course chosen. This suggests that age and gender have an impact on academic performance, but not the courses taken.

On Profile and Level of Psychological Well-being. There is no substantial association between the respondents' profile and their level of psychological well-being, according to the study's findings. As a result, the respondents' level of psychological well-being is unaffected by their profile.

Testing on the Significance of Correlation

On Level of Attainment on the Physical Education Objectives and Academic Performance Level in Physical Education. The link between the respondents' degree of achievement of Physical Education objectives and their academic performance level is greater than the level of significance. As a result, no significant relationship exists between the level of achievement of Physical Education objectives and academic success in Physical Education. The null hypothesis was so accepted. This means that the respondents' degree of achievement on Physical Education objectives and their academic performance levels are unrelated. The level of achievement in the Physical Education program objectives has no bearing on academic performance.

On Level of Attainment on the Physical Education Objectives and Level of Psychological Well-being. The relationship between the respondents' level of achievement of Physical Education objectives and their level of psychological well-being was less than statistically significant. As a result, the outcome was important. Then there was a substantial link between the level of achievement of Physical Education goals and psychological well-being. As a result, the null hypothesis was disproved. This means that the respondents' degree of psychological well-being and their achievement of Physical Education objectives are linked. The level of psychological well-being can be influenced by the level of achievement of physical education objectives.

On Academic Performance Level in Physical Education and Level of Psychological Well-being. The level of significance in the correlation between academic performance and psychological well-being of the respondents was lower than the level of significance in the connection between academic performance and psychological well-being of the respondents. As a result, the findings revealed that there is a significant link between academic

achievement in Physical Education and psychological well-being. As a result, the null hypothesis was disproved. This means that the respondents' academic success as well as their psychological well-being are important.

Testing on the Significance of Difference Between Male and Female

On Level of Attainment on the PE Objectives. There is no significant difference in male and female respondents' levels of performance on the Physical Education objective. As a result, the null hypothesis was not disproved. This means that there is no difference in the degree of achievement on the Physical Education objectives between men and women.

On Academic Performance Level. On the level of academic performance, there is no substantial difference between male and female responders. As a result, the null hypothesis was not disproved. This means that there was no substantial difference in academic achievement between male and female students.

On Level of Psychological Well-being. The level of psychological well-being among male and female respondents did not differ significantly. As a result, the null hypothesis was not disproved. This means there was no difference in psychological well-being between male and female participants.

Testing on the Significance of Variance

On Level of Attainment of Four Physical Education Subjects Objectives. Physical Education 1 – Physical Fitness, Physical Education 2 – Rhythmic Activities, and Physical Education 3 – Physical Education 4 – Physical Education 5 – Physical Education 6 – Physical Education 7 – Physical Education 8 – Physical Education 9 – Physical Education 10 – Physical Education 11 – Physical Education 12 3 – Physical Education and Individual and Dual Sports The result demonstrates that there is a considerable difference between the four subjects in 4 – Team Sports. As a result, the null hypothesis was disproved.

On Academic Performance Level in Four Physical Education Subjects. The null hypothesis is rejected since there is a

substantial difference in academic achievement levels in four Physical Education subjects. As a result, the respondents' academic achievement in four Physical Education areas differs. The pe4 received the lowest rated mean of 2.32 in four physical education subjects, while the pe2 received the highest rated mean of 2.67.

On Different Dimensions of Psychological Well-being. The results of the study reveal that there is a significant difference between the different dimensions of psychological well-being, leading to the null hypothesis being rejected. This means that the many aspects of psychological well-being differ from one another.

On Level of Attainment in Physical Education according to Students' Course Taken. The study's findings demonstrate that there is a significant relationship between students' degree of achievement in Physical Education objectives and the course they are taking. As a result, the null hypothesis was disproved. This indicates that the students' levels of achievement differed depending on the course they took.

CONCLUSION AND RECOMMENDATIONS

According to the findings, the majority of the respondents were between the ages of 18 and 22, and the majority of them were female students enrolled in a Bachelor of Science program.

The pupils were able to fully achieve the goals of physical education, particularly in terms of physical fitness, implying that they are completely conscious of their own health and well-being. The greater the number of students who achieve the goals, the better their psychological well-being will be. However, students only moderately attained their goals in rhythmic activities, individual and dual sports, and team sports, according to the results. As a result, in order for physical education program objectives to be realized, students must become fully aware, engaged, and involved in these areas.

Students, on the other hand, had great academic results in individual and dual sports, as well as team sports, while achieving very excellent academic results in physical fitness and rhythmic activities. As a result, kids were very skilled in athletics, but they needed to engage in more physical fitness and rhythmic activities in order to maintain and improve academic performance.

Furthermore, students experience a high level of psychological well-being in six areas, including autonomy, environmental mastery, personal growth, interpersonal relationships, life purpose, and self-acceptance. To put it another way, high-quality educational programs are required to increase one's psychological well-being. On the other side, it was discovered that there is a link between students' demographics, such as age and gender, and their academic achievement in physical education. As a result, age and gender are influencing factors in academic success. The conclusion that there is a substantial association between physical education objectives and level of well-being is another focus of this study. The psychological well-being of students was influenced by physical education objectives. As a result, the more kids participate in physical education activities, the better their psychological well-being would be. Furthermore, there is a link between students' psychological well-being and their academic achievement in physical education. This shown that academic performance had an impact on the students' psychological well-being. It was discovered through findings and analysis that there is a significant difference between the four physical education subjects in terms of level of attainment in physical education, academic performance of students in the four Physical Education subjects, and different dimensions on students' psychological well-being. Finally, when students are grouped according to the course they took, there is a large amount of variation in their level of achievement in physical education.

RECOMMENDATIONS

Anchored on the findings and conclusions, the following recommendations are offered:

1. The findings and output of this study should be presented to all Physical Education Instructors, Campus Directors and University President of Bohol Island State University System and be disseminated to all the faculty handling physical education subjects for their information.
2. Students should be made aware of the relevance of Physical Education through an orientation at the beginning of the semester to increase their level of attainment on the physical education program objectives in four areas. Although the achievement of objectives has reached the point of completion, it cannot be denied that there are still students who are

unaware of the Physical Education program's objectives, so they should be made aware at the start of the semester through a review using an essay test or a simple practical exam that will help them remember the basics. objectives of the Physical Education program.

3. Some students are only interested in certain types of Physical Education activities, so part of raising their awareness is the idea that the Physical Education program aims to develop the whole person, including their physical, mental, social, and emotional aspects, and allows them to explore these different aspects. Teachers should encourage students to develop their dancing skills by hosting a contest or other activities and rewarding those who perform well. This would motivate pupils to participate.
4. Knowing that physical activities have an impact on one's academic achievement or performance, students should be taught that the physical and mental aspects of their lives must be properly balanced, and teachers should continue to encourage their students to participate actively in all activities designed to help them maintain their physical development. More applicable activities should be given to the students and also more time for the activities so that the students can utilize and explore every activity that will be introduced to them. The physical education coordinator and school administration should establish or organize a Sports club for students with various fields of interest, as well as students who do not have or have completed the Physical Education program, so that those who have completed the program can continue to improve and assist those who are new to it.
5. The administration, in cooperation with the faculty, encourages students to attend a forum on "Building Self-Esteem" organized by the school's guidance councilor in order to promote their psychological well-being. Students are encouraged to participate enthusiastically in social activities at school in order to preserve and improve their mental health and grow socially well-developed individuals. Students should be taught to value the importance of physical activities because this will help them to improve their emotional and psychological well-being.
6. The researcher is enthusiastic for the proposed enhancement program to be completed right away.

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