

Health Environment and the Wellness Dimension of Physical Education Teaching Force Amidst of the Covid-19 Pandemic: Basis for the Faculty Development Program

REYDANTE A. OABEL

reydanteoabelpogi@gmail.com

Southern Luzon State University, Lucban Quezon 4328 Philippines

Abstract

The World Health Organization declared the high risk of corona virus disease (COVID 19) around the world. Then it was declared a global pandemic causing all sections of society closed including educational institutions. The education sectors were forced to stop momentarily and shift to adjust their settings beneficial to all educational stakeholders.

This study aimed to determine the health environment status of Physical Education (P.E.) teaching force in SUCS Region IV A amidst of Covid 19 pandemic, as well as their workplace well-being and its relationship to their wellness lifestyle behavior. Based on the findings, what faculty development program can be developed in the academe.

Descriptive-survey method research design was employed in this study with one hundred sixteen (116) P.E. teaching force from the five state universities in region IV A (Cavite State University, Laguna State Polytechnic University, Batangas State University, University of Rizal System, and Southern Luzon State University) answered the questionnaire. Average weighted mean and Pearson r statistical tools was used in this study in order to determine their situation status and relationships.

On the analysis and interpretation of data, the following findings on the relationships of health environment, workplace well-being to the wellness lifestyle behaviors was formed. It can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the health environment of P.E. teaching force in SUCs Region IV A and wellness lifestyle behaviors" is rejected, the alternative should be accepted. Thus, the Health Environment have a significant relationship to the wellness lifestyle behavior of P.E. teaching force amidst of COVID 19 pandemic. On the other hand, it can also infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the workplace wellbeing of P.E. teaching force in SUCs Region IV A and wellness lifestyle behaviors" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them. Thus, the workplace wellbeing of P.E. teaching force in SUCs region IV A have a significant relation to their lifestyle wellness behavior amidst of COVID 19 pandemic.

Based on the summary of findings the following conclusion were drawn:

The P.E. teaching force in SUCS Region IV A have a favorable healthy physical, social and financial health environment. They were highly motivated, greatly involved in workplace and their work safety situation is highly apparent. They pursue their employee growth and development aspect and maintain work life balance amidst of COVID 19 pandemic.

The health environment and workplace well-being have a significant relationship to the wellness lifestyle behavior of P.E. teaching force in SUCs Region IV-A amidst of COVID 19 pandemic.

Based on the conclusion drawn, the following are hereby recommended:

The P.E. teaching force and colleagues may enable their schools to use gyms and other available sports facilities for their fitness training and bonding sessions provided they strictly follow certain health

guidelines and proper scheduling, since private gyms were closed. In terms of their economic health, the school must make provisions for their laptops and other devices for online instruction, as well as transportation aid to and from school and other places where they are required to accomplish their jobs in the event of a pandemic. Sufficient funding should be allocated for their seminars, as well as an internet allowance for their home-based online classes. Additional provisions for internet subsidies for their work from home teaching, attending online seminars, and conducting research at home may be made for their employee's growth and development. Regarding their work-life balance, authorities may make provisions for granting PE teachers a day off on their birthdays or a floating day if their birthday falls on a weekend, even if it is only during the pandemic.

With regards to their healthy physical health environment, additional support may be done for the equipment and supplies that they in teaching at home. A separate room at school can be provided to deliver their lessons without disturbances to other faculty. Fast and reliable internet connection must be provided and much more professional development undertaking should be pursued exclusively for Physical Education and other related courses.

Additional research, efforts, and caution can be considered in all aspects of health environment, workplace wellbeing, and wellness lifestyle behavior to ensure the safety and productivity of the Physical Education teaching force amidst of COVID 19 pandemic. That it was found out that health environment, workplace well-being, and wellness lifestyle behavior have a significant relationship

Keywords: Health Environment; Wellness Dimension; Teaching Force;

1. INTRODUCTION

A number of specific environmental issues can impede human health and wellness. These pressing issues on climate change, political conflicts, chemical pollution, air pollution, climate change, disease-causing microbes, lack of access to health care, poor infrastructure, and poor water quality, and the corona virus plaguing so much not only in the country but in the global arena as well.

In 2019, the World Health Organization (WHO) has identified a high threat of coronavirus infection (COVID-19) over the world. Consequently, the public health authorities took steps to restrict the spread, but they were unsuccessful. On March 11, 2020, the World Health Organization (WHO) declared the new coronavirus (COVID-19) spread a worldwide catastrophe (Cucinota and Vanelli 2020). To stop the disease from spreading, all sectors of society, including business, community, religion, government, and education, must work together (who.int).

The epidemic had expanded around the globe in just a few weeks, causing governments worldwide to enact restrictive procedures in order to minimize transfer rates and prevent congestion in emergency rooms. Many other countries enacted strict measures such as immigration restrictions, the shutdown of schools, marketplaces, restaurants, non-essential businesses, clubs, entertainment and recreation venues, and the banning of all types of affairs, assemblies, ceremonies and festivities (Tusl et al 2021). Since the onset of the epidemic, physical distancing and isolation have been heavily developed and implemented, resulting in substantial adjustments in community interactions and, for several people, feelings of separation and lonesomeness (Smith and Lim, 2020). As a result, the increasing global expansion of COVID-19 has an impact on physical, socioeconomic, emotional and academic outcomes. Indeed, school closures owing to

pandemics have been widespread on a global scale. Maintaining social distance and reducing infections are two of the most extensively employed techniques in helping to minimize the virus (Sheikh et al., 2020; Van Lancker and Parolin, 2020; Viner et al., 2020).

This was the beginning of the government's control over every Filipino's physical, social, emotional, and mental activity in the Philippines. People were physically prevented from performing their various vocations and activities. Schools, both public and private, were closed. In Luzon, the lockdown began. All public transportation came to a halt. Each family could only send one person to a market to buy what they needed. Activities related to religion were forbidden. Sports activities and recreational facilities were halted. Physical separation was imposed, and no socialization activities like as weddings, baptisms, or birthdays were permitted.

1.1. Objective of the Study

The goal of this research is to find out current situation status on the health environment, workplace wellbeing, and wellness lifestyle behavior of the Physical Education teaching force in SUCs Region 4 A amidst of COVID 19 pandemic. This research also looked into the relationship between the health environment, workplace well-being, and their wellness lifestyle behavior.

Specifically, this study sought to answer the following questions:

1. What is the situation status on the health environment of Physical Education Teaching force in SUCS Region IV A amidst of Covid 19 pandemic concerning the following areas:
 - 1.1 Social health environment;
 - 1.2 Economic health environment; and
 - 1.3 Healthy physical environment,
2. What is the situation status on the workplace wellbeing of Physical Education Teaching force in SUCs Region IV- A amidst of COVID 19 pandemic concerning to following areas:
 - 2.1 Work-Life Balance;
 - 2.2 Work Safety;
 - 2.3 Employee Growth and Development; and
 - 2.4 Employee work-place Involvement.
3. What is the wellness lifestyle behavior of Physical Education Teaching force in SUCs Region IV-A amidst of COVID 19 pandemic with regards to the following dimensions:
 - 3.1 Physical wellness;
 - 3.2 Intellectual wellness;
 - 3.3 Spiritual wellness;
 - 3.4 Environmental wellness;
 - 3.5 Social wellness;
 - 3.6 Vocational wellness;
 - 3.7 Financial wellness; and
 - 3.8 Emotional wellness.
4. Does the health environment and workplace wellbeing of Physical Education Teaching force in SUCs Region IV-A have a significant relationship to their wellness lifestyle behaviors?

2. METHODOLOGY

2.1. Research Design

This study used the descriptive-quantitative method of research in order to determine the current status of the Physical Education teaching force in terms of their health environment, workplace well-being, and wellness dimension amidst the pandemic.

2.2 Respondents of the Study

The sample size of the respondents was determined by the researcher. One hundred and sixteen (116) Physical Education instructor in State Universities and Colleges in CALABARZON were purposively selected.

2.3 Research Instrument

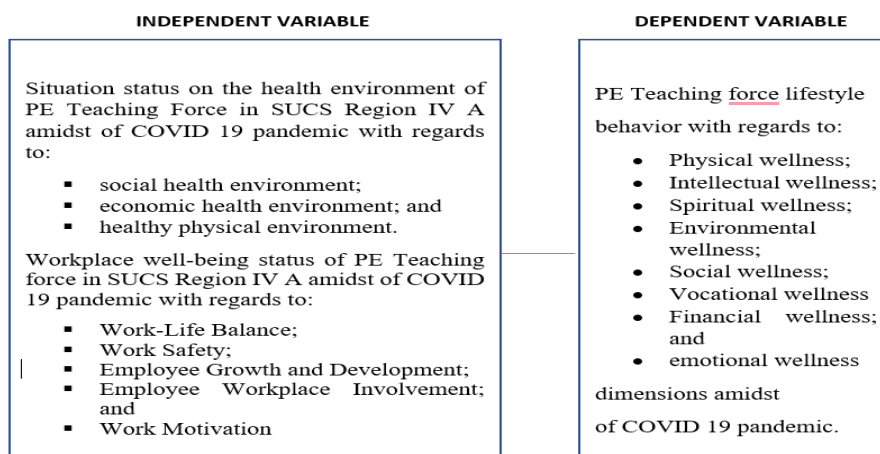
The questionnaire checklist was the main research instruments used in this study. In obtaining the data, a researcher formulated a questionnaire. The research made questionnaire was consisted of three (3) parts. The first part in the survey questionnaire dealt with the health environment of the Physical Education teaching force, comprised of social health environment, economic health environment and healthy physical environment amidst of COVID 19 pandemic. The second part in the survey questionnaire contained their situation status in their workplace well-being in terms of work-life balance, work safety, employee's growth and development, workplace Involvement and the work motivation. Lastly, the third part in the survey questionnaire encompassed their wellness lifestyle behavior in eight (8) dimensions which were composed of physical, intellectual, spiritual, environmental, social wellness, vocational, financial and emotional wellness dimension during pandemic. It was given to ten (10) of the researcher's college colleagues for face validation of the questionnaire. The researcher took into account all of the revisions and suggestions when creating the questionnaire. Some physical education teachers were also shown the questionnaire to double-check its content. The adviser, statistician, and topic specialist were given the first questionnaire to check, correct, revise, and polish it. Final edition of the questionnaire was done, items that were not intelligible were simplified, and all comments were incorporated and fixed. It was also given and answered by fourteen (14) Physical Education instructors from Infanta Junior and Senior High School as a dry run to ensure the questionnaire's dependability. Cronbach Alpha Reliability Test was used to create the final copy of the questionnaire.

The researcher made questionnaire was composed of positive statements that deals with their current situation while performing their duties as Professors or Instructors in their Physical Education subjects and other related subjects.

The existing health environment, workplace wellbeing, and wellness dimension of the Physical Education teaching force were rated using the five-point scale below.

Interval	Verbal Interpretation
4.20-5.00	Strongly agree/ Always
3.40-4.19	Agree/ often
2.60-3.39	Uncertain/ Sometimes
1.80-2.59	Disagree/ Rarely
1.00-1.79	Strongly Disagree/ Never

2.4 Conceptual Framework



Research Paradigm of the Study

The two independent variables in this study are the health environment and the workplace well-being. One of the greatly affected situation status is their health environment which includes social, economic and the healthy physical environment.

Another variable which was heavily affected is their workplace well-being status. This includes the work-life balance, work safety, employee's growth and development, workplace Involvement and the work motivation.

The dependent variable in this study is the wellness lifestyle behavior of the Physical Education teaching force. To treat them holistically, the eight-wellness lifestyle behavior dimension was investigated such as their physical, intellectual, spiritual, environmental, social wellness, vocational, financial and emotional wellness dimension amidst of COVID 19 pandemic.

2.5 Statistical Treatment

To collect, tabulate, analyze, and interpret the data, the following descriptive and inferential statistical tools were utilized. The researcher employed the average weighted and standard deviation to quantify the dispersion of the health environment, workplace well-being, and wellness component. The researcher employed Pearson r and standard deviation to determine the relationship between the variables in this study. The table below depicts the following descriptive and inferential statistical tools used in this study.

3. RESULTS AND DISCUSSION

This chapter presents the findings of the study and their corresponding analysis together with the interpretation of the statistical treatment of data, all statistical treatments are presented in graphical form for easy interpretation of the results.

Presentation, Analysis, and Interpretation of Data:

Situation Status on the Health Environment of Physical Education Teaching Force in SUCs Region IV-A Amidst the Covid 19 Pandemic

Table 1 illustrates the status on the health environment of Physical Education teaching force in SUCS Region IV A amidst of Pandemic concerning the social health environment.

Table 1. Status on the Health Environment of Physical Education Teaching Force in SUCS Region IV A amidst of Covid 19 Pandemic Concerning their Social Health Environment

<i>The PE teaching force</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>is with their family doing indoor games and other worthwhile activities.</i>	3.97	0.91	Often
<i>have enough exercise or workout sessions with their colleagues.</i>	3.72	0.90	Often
<i>can go to gyms and other sports facilities to have workouts and bond with their friends.</i>	3.28	1.37	Sometimes
<i>receive memos, news, updates, and other school related information on time.</i>	4.25	0.76	Always
<i>have a good internet signal at home, which allows them to stay connected with their co-teachers and school leaders.</i>	4.12	0.93	Often
<i>can contact their university Physicians and nurses and their staff through chat, text, or call for some medical consultations.</i>	4.12	0.95	Often
<i>use Facebook, Messenger Twitter, Instagram, and others internet application sites and apps that keep them connected with one another.</i>	4.55	0.61	Always
<i>use some application, programs, and other ways of communication that is provided by the university to contact them and stay connected with them.</i>	4.34	0.71	Always
<i>is encourage by the university to attend some parties like baptismal, weddings, birthday parties, and the like provided that they will practice the minimum health protocols.</i>	3.60	1.30	Often
<i>is provided by the university some professional development sessions like seminars that augment their skills and knowledge about blended teaching.</i>	4.19	1.07	Often
Overall Mean	4.01		
SD	1.04		
Verbal Interpretation	Evident		

The table above reveals that the PE teaching force always use Facebook, Messenger Twitter, Instagram, and others internet application sites and apps that keep them connected with one another ($M=4.55$, $SD=0.61$), they use some application, programs, and other ways of communication that is provided by the university to contact them and stay connected with them ($M=4.34$, $SD=0.71$) and they always receive memos, news, updates, and other school related information on time (4.25 , $SD=0.76$). On the other hand, the PE teaching force is often encouraged by the university to attend some parties like baptismal, weddings, birthday parties, and the like provided that they will practice the minimum health protocols ($M=3.60$, $SD=1.30$). Moreover, it reveals that the PE teaching force can go to gyms and other sports facilities to have workouts and bond with their friends in sometimes basis ($M=3.28$, $SD=1.37$).

The status on the health environment of Physical Education teaching force in SUCS Region IV A amidst of Pandemic concerning the social health environment attained a mean score of 4.01 and a standard deviation of 1.04 and was *Evident* among the respondents.

Table 2 illustrates the status on the health environment of Physical Education Instructors in SUCS Region IV A amidst of Pandemic concerning the economic health environment.

Level of Implementation of Sports Management Strategies

Table 2 illustrates the level of implementation of sports management strategies in terms of organizational structure.

Table 2. Status on the Health Environment of Physical Education Teaching Force in SUCS Region IV A amidst of COVID 19 Pandemic Concerning their Economic Health Environment

<i>The PE teaching force ...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>have enough food and basic needs at home during lockdowns.</i>	4.20	0.77	Always
<i>receives their salary on time during lockdowns.</i>	4.09	1.01	Often
<i>can avail healthy foods in their school canteen when they work at school observing minimum health protocols.</i>	3.52	1.18	Often
<i>can buy within their community the vitamins and medicine that they need.</i>	4.08	0.88	Often
<i>can easily pay through online their monthly dues like water, electricity, phone bills, etc.</i>	4.17	0.77	Often
<i>is well provided by the university with health kits and supplies such as alcohol, face masks, face shields, and other items they need to prevent the Covid-19 virus from spreading.</i>	3.72	1.03	Often
<i>is provided by the university with some allowances that support their internet needs at home.</i>	2.88	1.54	Sometimes
<i>is provided by the university with a laptop or tablet or any related gadget to connect with their students for their online classes.</i>	2.53	1.58	Rarely
<i>is provide by the university with transportation to aid them in going to school and to other places when necessary to perform their duties observing minimum health protocols.</i>	2.50	1.52	Rarely
<i>is provided by the university with adequate funds to attend seminars on current trends and issues in Physical Education while adhering to basic health guidelines.</i>	3.01	1.52	Sometimes
Overall Mean	3.47		
SD	1.38		
Verbal Interpretation	Evident		

The table above states the Physical Education teaching force always have enough food and basic needs at home during lockdowns ($M=4.20$, $SD=0.77$). On the other hand, they can often easily pay their monthly dues like water, electricity, phone bills, etc. through online mode ($M=4.17$, $SD=0.77$). They often easily pay through online their monthly dues like water, electricity, phone bills, etc. ($M=4.17$, $SD=0.77$). They can often buy within their community the vitamins and medicine that they need ($M=4.08$, $SD=0.88$). On the other hand, the PE teaching force sometime is provided by the university with some allowances that support their internet needs at home ($M=2.88$, $SD=1.54$) and they are sometimes provided by the university with adequate funds to attend seminars on current trends and issues in Physical Education while adhering to basic health guidelines ($M=3.01$, $SD=1.52$). Moreover, the table shows that the PE teaching force is rarely provided by the university with a laptop or tablet or any related gadget to connect with their students for their online classes ($M=2.53$, $SD=1.58$) and they are rarely provided by the university with transportation to aid them in

going to school and to other places when necessary to perform their duties observing minimum health protocols ($M=2.50$, $SD=1.52$).

The status on the health environment of Physical Education teaching force SUCS Region IV A amidst of Pandemic concerning the economic health environment attained a mean score of 3.47 and a standard deviation of 1.38 and was Evident among the respondents.

Table 3 illustrates the status on the health environment of Physical Education teaching force in SUCS Region IV A amidst of Pandemic concerning the Healthy physical environment amidst of COVID 19 pandemic.

Table 3. Status on the Health Environment of Physical Education Teaching Force in SUCS Region IV A amidst of COVID 19 Pandemic concerning their Healthy Physical Environment.

<i>The PE teaching force ...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>can bring some physical education equipment and supplies from their university for their blended teaching at home.</i>	3.49	1.21	Often
<i>have enough access to PE education supplies, equipment, and teaching materials at school.</i>	3.96	1.07	Often
<i>can lean on to their university information technologist/s when they encounter technical-related difficulties using educational platforms and gadgets</i>	4.01	0.89	Often
<i>have accessible transportation in going to school for reporting and conducting classes.</i>	4.13	0.90	Often
<i>have an available and fast enough Internet connection in their university to contact their students and perform online classes.</i>	3.93	0.99	Often
<i>have an available laptop, phone, or other gadgets and internet for their online classes at home.</i>	4.40	0.80	Always
<i>have an available area for their physical education activities in the university that they can use in their classes.</i>	4.24	0.84	Always
<i>have a facility or room at home where they can teach their Physical Education subjects without hassles and hindrances.</i>	4.06	0.92	Often
<i>have a separate room for each other to use at school to do some demonstrations and other activities in their PE teaching class.</i>	3.79	1.12	Often
<i>have a good internet signal/access at home that is enough to perform online classes, zoom meetings, and other online meetings.</i>	4.14	1.01	Often
Overall Mean	4.01		
SD	1.01		
Verbal Interpretation	Evident		

The table above reveals that the PE teaching force have an available laptop, phone, or other gadgets and internet for their online classes at home ($M=4.40$, $SD=0.80$) and they always have an available area for their physical and recreational activities in the university that they can use in their classes ($M=4.24$, $SD=0.84$). On the other hand, the other statement left in the table states that they often have a good internet signal/access at home that is enough to perform their online classes, zoom meetings, and other online meetings, they have accessible transportation in going to school for reporting and conducting classes, they have a facility or room at home where they can teach their Physical Education subjects without hassles and hindrances, they can often lean on their university information technologist/s when they encounter technical-

related difficulties using educational platforms and gadgets, they often have enough access to PE education supplies, equipment, and teaching materials at school, they often have an available and fast enough Internet connection in the university to contact their students and perform online classes and lastly they often have a separate room for each one of us at school to do some demonstrations and other activities in their PE teaching class. This shows ($M=4.14$, $SD=1.01$), ($M=4.13$, $SD=0.90$), ($M=4.06$, $SD=0.92$) ($M=4.01$, $SD=0.89$), ($M=3.96$, $SD=1.07$) ($M=3.93$, $SD=0.99$) and ($M=3.79$, $SD=1.12$) respectively. The rearmost statement on the table states that the PE teaching force can often bring some physical education equipment and supplies that they need from their university for their blended teaching at home ($M=3.49$, $SD=1.21$).

The status on the health environment of Physical Education teaching force in SUCS Region IV A amidst of Pandemic concerning the Healthy physical environment attained a mean score of 4.01 and a standard deviation of 1.01 and was Evident among the respondents. It means that, in the midst of the Covid 19 pandemic, Physical Education Instructors can be confident that they have a laptop, phone, or other device with internet access at home for their online classes, and that they have a physical and recreational activity area in their university that they can use for their classes and practices.

Situation Status on the Workplace well-being of Physical Education teaching force in SUCs Region IV- A Amidst the Covid 19 Pandemic.

Table 4 illustrates the status on the workplace wellbeing of Physical Education Instructors in SUCs Region IV- A concerning Work-Life Balance amidst of COVID 19 pandemic.

The table below reveals that the PE teaching force always have an Alternative Work Arrangement program in their university that limits their exposure to Covid 19 virus in their community ($M=4.29$, $SD=0.77$). On the other hand, the PE teaching force reveals that they often allow by the university to have flexible work

time to avoid overcrowding, to facilitate social distancing and to minimize the use of hallways, comfort rooms, and other amenities ($M=4.16$, $SD=0.84$). Moreover, the table reveals that the PE teaching force sometimes makes them feel special by the university by giving them the day off on their birthday, or a floating day if it falls on a weekend. ($M=3.35$, $SD=1.29$).

The status on the workplace wellbeing of Physical Education teaching force in SUCs Region IV- A concerning Work-Life Balance attained a mean score of 3.88 and a standard deviation of 1.08 and was Evident among the respondents. The Physical Education teaching force amidst the Covid 19 Pandemic greatly concur that their university has an Alternative Work Arrangement program that limits their exposure to Covid 19 virus in their community. It also agrees that their university implemented flexible work hours to avoid overcrowding, facilitate social distance, and reduce the use of hallways, comfort rooms, and other public amenities in the offices; the university libraries have helpful books and e-books on mental and physical well-being that are accessible to employees; and they are allowed to switch to a business-casual or just casual office clothing dress code once a week to feel more empowered by behaving in a more relaxed manner.

Table 4. Status on the Workplace Wellbeing of Physical Education Teaching Force in SUCs Region IV- A concerning Work-Life Balance amidst of COVID 19 Pandemic.

<i>The PE teaching force...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>have a wellness area provided by the university with equipment for them to use for exercises such as a treadmill, dumbbell set, exercise ball, and others so that they have a fun reason to leave their desks during their free time.</i>	3.89	1.24	Often
<i>has an Alternative Work Arrangement program in their university that limits their exposure to Covid 19 virus in their community.</i>	4.29	0.77	Always
<i>allows by their university to have to have break and break room areas to take their coffees, tea, milk, and snacks during their stay on the campus.</i>	3.94	0.97	Often
<i>are allowed to switch their school uniforms to a business-casual or just casual office clothing dress code once a week to feel more empowered and relaxed. .</i>	4.03	0.83	Often
<i>have recreational facilities for walking and biking paths outside the office to use during their free time.</i>	3.78	1.07	Often
<i>allows by the university to have flexible work time to avoid overcrowding, to facilitate social distancing and to minimize the use of hallways, comfort rooms, and other amenities. .</i>	4.16	0.84	Often
<i>allows by the university to have a break once a month for them to practice some spiritual activities such as holy mass, bible study, retreat, and other uplifting spiritual life.</i>	3.70	1.09	Often
<i>can avail in their university libraries of some helpful books and e-books on mental and physical well-being to read and use.</i>	4.10	0.90	Often
<i>can avail to their university canteen to order clean, delicious, and healthy meals for themselves and their families.</i>	3.58	1.29	Often
<i>makes them feel special by the university by giving them the day off on their birthday, or a floating day if it falls on a weekend.</i>	3.35	1.29	Sometimes
Overall Mean	3.88		
SD	1.08		
Verbal Interpretation	Evident		

Table 5 depicts the current state of workplace safety for the Physical Education teaching force in SUCs Region IV- A in the midst of the COVID 19 epidemic.

Table 5. Status on the Workplace Wellbeing of Physical Education Teaching Force in SUCs Region IV- A concerning Work Safety amidst of COVID 19 Pandemic.

<i>The PE teaching force....</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>have an adequate rest area in the workplace where they can catch up on some shuteye (rest) after some rigorous PE lessons/activities.</i>	3.93	0.96	Often
<i>can always avail to their University Physician and Nurses in the school by giving online counselling, health advices and current updates concerning Covid-19 pandemic and other seasonal diseases.</i>	4.06	0.86	Often
<i>encourage by the university to take a 15-minute break every 90 minutes of work to increase productivity and to feel physically and mentally refreshed as they come back to their workspaces.</i>	3.91	1.03	Often
<i>receives from the university a strict and clear programs and policies for them as teachers who work in school to fight the pandemic inside the university premises.</i>	4.31	0.84	Always
<i>have available alcohol, thermometers, soap and washing areas that are strategically installed in guard houses and in all offices in their university.</i>	4.50	0.76	Always
<i>receives from the university a regular updated Covid-19 pandemic advisories to ensure their safety in their work.</i>	4.47	0.80	Always
<i>has a regular wellness and satisfaction survey programs to check their present wellness status as provided by their university.</i>	4.35	0.82	Always
<i>have annual medical check-ups which are properly implemented, monitored, and well discussed with them by the university officials.</i>	4.38	0.87	Always
<i>can avail the university canteen services which follow the standard procedure set by the Department of Health that ensures the serving of healthy foods.</i>	3.77	1.23	Often
<i>receives an effective implementation of program regarding work-from-home teaching set by the university that minimizes their exposure to Covid 19 viruses.</i>	4.36	0.77	Always
Overall Mean	4.21		
SD	0.93		
Verbal Interpretation	Highly Evident		

The table 5 reveals that the Physical Education teaching force can avail alcohol, thermometers and washing areas that are strategically installed in guard houses and in all offices in their university ($M=4.50$, $SD=0.76$) and they always receive from the university a regular updated Covid-19 pandemic advisories to ensure their safety in their work ($M=4.47$, $SD=0.80$). They always have annual medical check-ups which are properly implemented, monitored, and well discussed with them by the university officials ($M=4.35$, $SD=0.82$) and they always receive an effective implementation of program regarding work-from-home teaching set by the university that minimizes their exposure to Covid 19 viruses ($M=4.36$, $SD=0.77$). The PE teaching force always receive from the university a strict and clear programs and policies for them as teachers who work in school to fight the pandemic inside the university premises ($M=4.31$, $SD=0.84$) and they always have available alcohol, thermometers, soap and washing areas that are strategically installed in guard houses and in all offices in their university. ($M=4.50$, $SD=0.76$).

On the other hand, it reveals that the university canteen services can be availed which follow the

standard procedure set by the Department of Health that ensures the serving of healthy foods ($M=3.77$, $SD=1.23$). The status on the workplace wellbeing of Physical Education Instructors in SUCs Region IV A concerning Work Safety attained a mean score of 4.21 and a standard deviation of 0.93 and was Highly Evident among the respondents

Table 6 illustrates the status on the workplace wellbeing of Physical Education teaching force in SUCs Region IV- A concerning Employee Growth and Development amidst of COVID 19 pandemic.

Table 6. Status on the Workplace Wellbeing of Physical Education Teaching Force in SUCs Region IV- A concerning Employee Growth and Development amidst of COVID 19 Pandemic.

<i>The PE teaching force ...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>encourage by the university to pursue their graduate school education by granting substantial scholarships that subsidize their full tuition fees, books, transportation allowances, and funds their research and the like.</i>	3.97	1.10	Often
<i>receives some webinars and other online seminars as provided by the university in order for them to upgrade their knowledge and skills in facilitating blended teaching in PE.</i>	4.02	0.88	Often
<i>receives from the university some internet subsidies for their work-from-home teaching, for recording of their online lessons and for researching needed for their blended teaching mode in PE.</i>	3.35	1.36	Sometimes
<i>try to develop their knowledge and skills which truly interest them and can bring them joy such as trying and learning new online games, sports and recreation, trying tik-tok and singing apps on the internet, or any other new activities related to physical education.</i>	4.14	0.82	Often
<i>study some apps, online platforms, gadgets, and other new educational technologies that can improve their productivity and value in the workplace during their free time.</i>	4.16	0.84	Often
<i>learn new language through the internet that broadens their horizons and thinks diversely to enable them to communicate with people outside their own culture, strengthen their brain as well as open up new ways of thinking.</i>	4.01	0.85	Often
<i>make and upload some blogs to present their creations such as documentaries, lectures in Physical Education, health and music, songs and dance composition, and demonstrations in sports and recreation to expand their creativity both personally and professionally.</i>	4.00	1.03	Often
<i>can avail a committee in the university that helps them in preparing, making, checking, and validating their modules and other teaching materials in PE for their blended teaching class.</i>	4.13	0.90	Often
<i>enables the institution to devote more time to developing modules and other learning tools for their blended teaching PE classes.</i>	4.24	0.79	Always
<i>receives support that comes from the university management for the provision of supplies, equipment, and other educational technology that they can use for studying, researching, recording, and executing their blended teaching.</i>	4.02	0.76	Often
Overall Mean	4.00		
SD	0.97		
Verbal Interpretation	Evident		

The table 6 above reveals that that the Physical Education teaching force always enables the university to devote more time to developing modules and other learning tools for their blended teaching PE classes. ($M=4.24$, $SD=0.79$). On the other hand, they often study some apps, online platforms, gadgets, and other new educational technologies that can improve their productivity and value in the workplace during their free time. ($M=4.16$, $SD=0.84$). Moreover, it reveals that they sometimes receive from the university some internet subsidies for their work-from-home teaching, for recording of their online lessons and for researching needed for their blended teaching mode in PE ($M=3.35$, $SD=1.36$).

Table 7 depicts the situation of the Physical Education teaching force in SUCs Region IV- A in terms of employee work-place involvement in the midst of the COVID 19 epidemic.

Table 7. Status on the Workplace Wellbeing of Physical Education Teaching Force in SUCs Region IV- A concerning Employee Work-place Involvement amidst of COVID 19 Pandemic.

<i>The PE teaching force ...</i>	MEAN	SD	REMARKS
<i>was asks and hears their suggestions and opinions by the university regarding the implementation of blended teaching in their PE area of specialization.</i>	4.09	0.75	Often
<i>receives consideration from the university for the date of submission of syllabus, modules, exams, table of specifications, rating sheets, module, and other teaching materials in PE amidst the pandemic.</i>	4.35	0.75	Always
<i>involves by the university in making provisions to solve issues, problems, and hindrances that they encountered in blended teaching in PE.</i>	4.13	0.76	Often
<i>have flexibility from the university by allowing them to modify their employment schedule or location to better fit students' needs during pandemics.</i>	4.30	0.78	Always
<i>allow the university to hear their thoughts, comments, and worries about the Covid-19 pandemic, which affects their blended PE instruction.</i>	4.30	0.77	Always
<i>saw support from the university by being constantly available to answer questions about the goals and responsibilities that they must accomplish as PE Instructors. in times of Covid-19 pandemic.</i>	4.27	0.85	Always
<i>can reached an Employee Assistance Provider from the university so that they can phone a counsellor for confidential support for their work or personal life in the midst of a pandemic.</i>	4.14	0.88	Often
<i>receives encouragement from the university to have collaboration among PE faculties from different units and campuses in preparing teaching and learning materials in PE and other related subjects needed for blended teaching as well as other matters related to instruction, research, extension, and production.</i>	4.21	0.85	Always
<i>saw supports from the university to some employee's organization who engage in campus emergencies and rescue operations during crises.</i>	4.25	0.76	Always
<i>receives breaks each day as provided by the university to minimize their workplace stresses amidst pandemic.</i>	4.24	0.83	Always
Overall Mean	4.23		
SD	0.80		
Verbal Interpretation	Highly Evident		

The table above reveals that the Physical Education teaching force always receives consideration from the university for the date of submission of syllabus, modules, exams, table of specifications, rating sheets, module, and other teaching materials in PE amidst the pandemic ($M=4.35$, $SD=0.75$). They always allow flexibility from the university by allowing them to modify their employment schedule or location to better fit students' needs during pandemics ($M=4.30$, $SD=0.78$) and they always allow by the university to hear their thoughts, comments, and worries about the Covid-19 pandemic, which affects their blended PE instruction ($M=4.30$, $SD=0.77$). They always saw support from the university by being constantly available to answer questions about the goals and responsibilities that they must accomplish as PE Instructors in times of Covid-19 pandemic ($M=4.27$, $SD=0.85$).

On the other hand, the Physical Education teaching force often asks and hears their suggestions and opinions by the university regarding the implementation of blended teaching in their PE area of specialization. ($M=4.09$, $SD=0.75$).

The status on the workplace wellbeing of Physical Education teaching force in SUCs Region IV- A concerning Employee work-place Involvement attained a mean score of 4.23 and a standard deviation of 0.80 and was *Highly Evident* among the respondents. This is because the institution provided continual assistance to the Physical Education teaching force by being present to answer concerns regarding the goals and obligations that they must fulfil as PE Instructors during the Covid-19 pandemic.

Table 8 illustrates the status on the workplace wellbeing of Physical Education teaching force in SUCs Region IV- A concerning Motivation to Work amidst of COVID 19 pandemic.

From the table below it reveals that the Physical Education teaching force is always is happy to do their work efficiently because their university is very supportive for their personal and professional growth and development being a Physical Education Professor/Instructor ($M=4.49$, $SD=0.69$). and they always enjoy what they do, and they do what they enjoy because the university supports their academic freedom of teaching PE using a flexible teaching mode. ($M=4.48$, $SD=0.68$). On the other hand, it reveals that the PE teaching force often feel motivated to work for their flexible learning modality because the university gives them ample time to finish their syllabus, learning modules, and other learning materials in PE. ($M=3.72$, $SD=1.42$).

Thus, the status on the workplace wellbeing of Physical Education Instructors in SUCs Region IV- A concerning Motivation to Work amidst of COVID 19 pandemic attained a mean score of 4.26 and a standard deviation of 0.94 and was remarked *Highly Evident* among the respondents.

This is because Physical Education Instructors consistently state that they are always happy to do their work efficiently because their university is very supportive of their personal and professional growth and development; they always enjoy what they do, and they do what they enjoy because their university supports their academic freedom in teaching Physical Education using a flexible teaching mode; they always love their job and feel like they are being cared for; they always love their job and feel like they are being cared for. In addition, they are constantly motivated to work on their flexible learning mode since the institution provides them with adequate time to complete their Physical Education learning materials. As a Physical Education Instructor, there is a regular faculty performance evaluation survey, and the results are adequately addressed with them, inspiring them to keep giving their best despite the Pandemic. They are not worried or stressed about going to school or work, and they have the assurance that they will not be sick with the Covid 19 virus since they have access to exclusive transportation that transports them from their homes to school and from school to home. The institution always provides enough seminars and workshops on teaching Physical Education in times of Pandemic to keep them motivated to work. Their institution constantly permits them to take home some of the school's instructional gadgets and Physical Education teaching materials, which encourages them to work efficiently.

Table 8. Status on the workplace wellbeing of Physical Education Teaching Force in SUCs Region
IV- A concerning Motivation to Work amidst of COVID 19 Pandemic.

<i>The PE teaching force.....</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
enjoy what they do, and they do what they enjoy because the university supports their academic freedom of teaching PE using a flexible teaching mode.	4.48	0.68	Always
love their job and they feel like they are being cared for by the university by providing them with the necessary Covid 19 virus prevention supplies such as alcohol, face mask, face shields, protection suits, and other related personal protective equipment.	4.37	0.84	Always
is happy to do their work efficiently because their university is very supportive for their personal and professional growth and development being a Physical Education Professor/Instructor.	4.49	0.69	Always
are not afraid and do not feel stressed to go to school to work and the feeling of not getting infected by the Covid 19 virus by providing them an exclusive transportation that fetch them from their home to school and school to their home.	4.22	0.99	Always
have enough gadgets and tools that they can use in their university that motivates them more to facilitate their blended teaching in PE.	4.12	0.98	Often
have a regular faculty performance evaluation survey about their performance as PE Instructor and its result was properly discussed with them that inspires them to continue doing their best in spite of Pandemic.	4.36	0.82	Always
allow by the university to borrow some school's instructional gadgets and Physical Education teaching materials to use at home that motivates me to perform my work efficiently.	4.21	0.88	Always
receives from the university some allowances for their internet fees at home that ensures and motivates them to perform well in their work from home online teaching and recording.	3.72	1.42	Often
feel motivated to work for their flexible learning modality because the university gives them ample time to finish their syllabus, learning modules, and other learning materials in PE.	4.37	0.77	Always
was provided enough by the university with seminars and workshops on teaching Physical Education in times of Pandemic that makes them feel motivated to work.	4.22	0.87	Always
Overall Mean	4.26		
SD	0.94		
Verbal Interpretation	Highly Evident		

Situation Status on the Wellness Dimension Lifestyle Behavior of Physical Education Teaching Force amidst the Covid 19 Pandemic.

Table 9 illustrates the level of wellness lifestyle behavior of Physical Education teaching force in SUCs Region IV-A amidst the COVID 19 pandemic with regards to Physical wellness.

Table 9. Level of Wellness Lifestyle Behavior of Physical Education Teaching Force in SUCs Region IV-A amidst the COVID 19 Pandemic with regards to Physical Wellness Dimension

<i>The PE teaching force</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
maintain their healthy weight by eating a balanced diet and performing moderate-intensity aerobic exercise.	4.16	0.79	Agree
perform muscular strength and endurance exercises at least two times per week.	4.04	0.95	Agree
limit their intake of foods that are salty and high in saturated and trans-fat.	4.03	0.86	Agree
limit the number of added sugars that they consume from sweetened beverages, desserts, and similar products and include fruits and vegetables in their everyday diet.	4.06	0.84	Agree
make self-care as part of their everyday health practices by strictly following the minimum health protocols set by the government such as wearing their personal protective equipment, physical distancing, and disinfecting their hands regularly and others.	4.36	0.68	Strongly Agree
Overall Mean	4.13		
SD	0.84		
Verbal Interpretation	Observed		

The table above state that the PE teaching force strongly agree that they make self-care as part of their everyday health practices by strictly following the minimum health procedures set by the administration such as wearing their personal protective equipment, physical distancing, and disinfecting their hands regularly and others. (M=4.36, SD=0.68). On the other hand, they agree that they maintain their healthy weight by eating a balanced diet and performing moderate-intensity aerobic exercise (M=4.16, SD=0.79) and assent that they limit the number of added sugars that they consume from sweetened beverages, desserts, and similar products and include fruits and vegetables in their everyday diet (M=4.06, SD=0.84). They concur that they perform muscular strength and endurance exercises at least two times per week (M=4.04, SD=0.95). Moreover, they agree that the PE teaching force limit their intake of foods that are salty and high in saturated and trans-fat (M=94.03, SD=0.86).

The level of wellness lifestyle behavior of Physical Education Instructors in SUCs Region IV-A amidst the pandemic with regards to Physical wellness attained a mean score of 4.13 and a standard deviation of 0.84 and was *Observed* among the respondents.

It means that, in the middle of the COVID 19 pandemic, PE teachers take good care of their physical health. They include self-care into their everyday health practices by closely adhering to the government's minimal health regulations, such as wearing personal protective equipment, physical distance, and sanitizing their hands on a regular basis, among other things. They maintain a healthy weight by eating a well-balanced diet and exercising aerobically and muscularly. Sugar, salt, and fats are all prohibited.

Table 10 illustrates the level of wellness lifestyle behavior of Physical Education teaching force in SUCs Region IV-A amidst the pandemic with regards to Intellectual wellness.

Table 10. Level of Wellness Lifestyle Behavior of Physical Education Teaching Force in SUCs Region IV-A amidst the COVID 19 Pandemic with Regards to Intellectual Wellness Dimension.

<i>The PE teaching force.....</i>	MEAN	SD	REMARKS
<i>make video blogs (vlog) about Music, health and Physical Education, that they can use for their blended teaching modality and share it to their colleagues.</i>	3.78	1.06	Agree
<i>was challenged to answer some puzzles and some problem-solving games that they encounter on social media related to my field of interest.</i>	4.01	0.95	Agree
<i>make learning materials such as modules, pamphlets, brochures, posters and the like related to physical education, music, Health and wellness as one of their pastimes at home and in school needed for their blended teaching modality.</i>	4.16	0.87	Agree
<i>upgrade their knowledge and skills by reading and making a thesis or dissertation related to their field of specialization.</i>	4.07	0.98	Agree
<i>make an outline, journal, or jot down important points in the topics they have read that they think are beneficial and necessary for their blended teaching modality in PE.</i>	4.23	0.84	Strongly Agree
Overall Mean	4.05		
SD	0.95		
Verbal Interpretation	Observed		

The table above reveals that the Physical Education teaching force strongly concur that they make an outline, journal, or jot down important points in the topics I have read that I think are beneficial and necessary for my blended teaching modality in PE ($M=4.23$, $SD=0.84$). On the other hand, they agree that they make learning materials such as modules, pamphlets, brochures, posters and the like related to physical education, music, Health and wellness as one of my pastimes at home and in school needed for my blended teaching modality ($M=4.16$, $SD=0.87$). They upgrade their knowledge and skills by reading and making a thesis or dissertation related to their field of specialization ($M=4.07$, $SD=0.98$). The PE teaching force was challenged to answer some puzzles and some problem-solving games that I encounter on social media related to my field of interest ($M=4.01$, $SD=0.95$).

Moreover, the table reveals that the PE teaching force agree that make video blogs (vlog) about Music, health and Physical Education, that they can use for their blended teaching modality and share it to their colleagues ($M=3.78$, $SD=1.06$).

Thus, the level of wellness lifestyle behavior of Physical Education teaching force in SUCs Region IV-A amidst the pandemic with regards to Intellectual wellness attained a mean score of 4.05 and a standard deviation of 0.95 and was Observed among the respondents.

Table 11 illustrates the level of wellness lifestyle behavior of Physical Education Instructors in SUCs Region IV-A amidst the pandemic with regards to Spiritual wellness.

Table 11. Level of Wellness Lifestyle Behavior of Physical Education Teaching Force in SUCs Region IV-A amidst the COVID 19 Pandemic with Regards to Spiritual Wellness Dimension.

<i>The PE teaching force....</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>pray every day and read some inspirational verses and they share it with others in accordance with their faith.</i>	4.43	0.69	Strongly Agree
<i>practice some personal reflection activities a couple of minutes daily during the workdays to reflect.</i>	4.30	0.75	Strongly Agree
<i>keep connected with their church or faith-based organizations through online social media platforms.</i>	4.24	0.84	Strongly Agree
<i>watch inspirational movies on Netflix, YouTube, and other applications and programs on the internet that provide good movies and videos that enrich their spiritual life.</i>	4.26	0.80	Strongly Agree
<i>listen, sing or dance some praises and worship songs that they subscribe to in online media and in their church as one part of their spiritual outlet.</i>	4.19	0.89	Agree
Overall Mean	4.28		
SD	0.80		
Verbal Interpretation	Highly Observed		

The table above reveals that the PE teaching force strongly agree that they pray every day and read some inspirational verses and I share it with others in accordance with my faith ($M=4.43$, $SD=0.69$). They strongly practice some personal reflection activities a couple of minutes daily during the workdays to reflect ($M=4.30$, $SD=0.75$). They strongly agree that they watch inspirational movies on Netflix, YouTube, and other applications and programs on the internet that provide good movies and videos that enrich their spiritual life ($M=4.26$, $SD=0.80$). They also strongly agree that they keep connected with their church or faith-based organizations through online social media platforms ($M=4.24$, $SD=0.84$). On the other hand, the PE teaching force agree that they listen, sing or dance some praises and worship songs that they subscribe to in online media and in on their church as one part of their spiritual outlet ($M=4.19$, $SD=0.89$).

Thus, the level of wellness lifestyle behavior of Physical Education teaching force in SUCs Region IV-A amidst the pandemic with regards to Spiritual wellness attained a mean score of 4.28 and a standard deviation of 0.80 and was Highly Observed among the respondents.

Table 12 illustrates the level of wellness lifestyle behavior of Physical Education teaching force in SUCs Region IV-A amidst the pandemic with regards to Environmental wellness.

Table 12. Level of Wellness Lifestyle Behavior of Physical Education Teaching Force in SUCs Region IV-A amidst the COVID 19 Pandemic with Regards to Environmental Wellness Dimension

<i>The PE teaching force...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>do practice waste segregations and do some recycling activities by reusing papers, cartoons, bottles and other plastics materials and other items that are still reusable for their blended teaching modality.</i>	4.26	0.74	Strongly Agree
<i>do some physical activities as their physical exercises by cleaning, gardening/farming, landscaping, and other home makeover activities at home during the pandemic</i>	4.30	0.69	Strongly Agree
<i>conserve energy by ensuring that their lights are off and their appliances are unplugged when not in use at home and office.</i>	4.38	0.65	Strongly Agree
<i>engage their time in caring for pets such as raising dogs, cats, rabbits, and other domestic animals, installing aquariums and fish ponds, and others during lockdowns at home.</i>	4.13	0.88	Agree
<i>support some environmental protection programs by watching, liking/hearting, commenting and sharing videos, documentaries, articles, blogs and the like posted in internet media showing deep concern to the environment.</i>	4.30	0.68	Strongly Agree
Overall Mean	4.27		
SD	0.73		
Verbal Interpretation	Highly Observed		

The table above reveals that the PE teaching force strongly agree that they conserve energy by ensuring that their lights are off and their appliances are unplugged when not in use at home and office ($M=4.38$, $SD=0.65$). They strongly agree that they do some physical activities as their physical exercises by cleaning, gardening/farming, landscaping, and other home makeover activities at home during the pandemic and they support some environmental protection programs by watching, liking/hearting, commenting and sharing videos, documentaries, articles, blogs and the like posted in internet media showing deep concern to our environment” with a mean score ($M=4.30$, $SD=0.69$, 0.68). They also strongly agree that they do practice waste segregations and do some recycling activities by reusing papers, cartoons, bottles and other plastics materials and other items that are still reusable for their blended teaching modality ($M=4.26$, $SD=0.74$). On the other hand, the PE teaching force agree that they engage their time in caring for pets such as raising dogs, cats, rabbits, and other domestic animals, installing aquariums and fish ponds, and others during lockdowns at home ($M=4.13$, $SD=0.88$).

The level of wellness lifestyle behavior of Physical Education Instructors in SUCs Region IV-A amidst the pandemic with regards to Environmental wellness attained a mean score of 4.27 and a standard deviation of 0.73 and was Highly Observed among the respondents. Physical Education Instructors unanimously agree in preserving energy, and engaging in some physical activities as part of their physical workouts, and support for environmental protection initiatives. Conducted garbage separation and recycling, too. They also confirm that during home lockdowns, they devote their efforts to caring for pets. Hence, the favourable environmental lifestyle behavior of Physical Education Instructors in SUCs Region IV-A amidst of COVID 19 pandemic was highly observed.

Table 13 illustrates the level of wellness lifestyle behavior of Physical Education Instructors in SUCs Region IV-A amidst the pandemic with regards to social wellness.

Table 13. Level of Wellness Lifestyle Behavior of Physical Education Teaching Force in SUCs Region IV-A amidst the COVID19 Pandemic with regards to Social Wellness Dimension

The PE teaching force...	MEAN	SD	REMARKS
<i>go to the park to meet their friends adhering minimum health protocols in order to enjoy walking, jogging, running, biking, or having a yoga session as their conditioning program.</i>	4.02	1.05	Agree
<i>join some groups on the internet or other social networking sites related to their field of interest to gain friends and linkages.</i>	3.47	1.25	Agree
<i>routinely establishes a conversation with members of their family in order to have an intimate relationship with them by working on their modules, sharing their interests, practicing common hobbies, playing games and sports, and discussing other things that they can talk about.</i>	4.11	0.78	Agree
<i>keep communicating and collaborating with their students through the available media at hand by sharing good and informative messages through internet related to health and wellness, physical education, music and sports.</i>	4.25	0.76	Strongly Agree
<i>have regular contact with their friends every week for maintaining close friendships through chatting, video call, and other internet-provided communication.</i>	4.27	0.76	Strongly Agree
Overall Mean	4.02		
SD	0.98		
Verbal Interpretation	Observed		

The table below showed that the PE teaching force strongly agree that they have regular contact with their friends every week for maintaining close friendships through chatting, video call, and other internet-provided communication ($M=4.27$, $SD=0.76$). They strongly agree that keep communicating and collaborating with their students through the available media at hand by sharing good and informative messages through internet related to health and wellness, physical education, music and sports ($M=4.25$, $SD=0.76$). On the other hand, they agree that they routinely establish a conversation with members of their family in order to have an intimate relationship with them by working on their modules, sharing their interests, practicing common hobbies, playing games and sports, and discussing other things that they can talk about ($M=4.11$, $SD=0.78$). They agree that they go to the park to meet their friends adhering minimum health protocols in order to enjoy walking, jogging, running, biking, or having a yoga session as their conditioning program ($M=4.02$, $SD=1.05$). They also agree that they join some groups on the internet or other social networking sites in their field of interest to gain friends and update their interests to gain friends and linkages ($M=3.47$, $SD=1.25$).

The level of wellness lifestyle behavior of Physical Education Instructors in SUCs Region IV-A amidst the pandemic with regards to social wellness attained a mean score of 4.02 and a standard deviation of 0.98 and was *Observed* among the respondents.

It indicates that PE teachers make adjustments using available technologies and engage in specific socially beneficial behaviors in order to maintain their social wellbeing dimension.

Table 14 illustrates the level of wellness lifestyle behavior of Physical Education Instructors in SUCs Region IV-A amidst the pandemic with regards to Vocational wellness.

Table 14. Level of Wellness Lifestyle Behavior of Physical Education Instructors in SUCs Region IV-A Amidst the COVID 19 pandemic with regards to Vocational Wellness Dimension

<i>The PE teaching force...</i>	MEAN	SD	REMARKS
<i>are happy with their career or job choice.</i>	4.49	0.74	Strongly Agree
<i>job responsibilities and duties are consistent with their values.</i>	4.50	0.72	Strongly Agree
<i>look forward to work as a Physical Education Instructor even if the pandemic continues to exist.</i>	4.57	0.68	Strongly Agree
<i>are working in a way that fits their teaching style.</i>	4.51	0.68	Strongly Agree
<i>write their occupational goals and create a plan to reach it - then start working on their plan.</i>	4.43	0.70	Strongly Agree
Overall Mean	4.50		
SD	0.70		
Verbal Interpretation	Highly Observed		

The table above shows that the PE teaching force strongly agree that they look forward to work as a Physical Education Instructor even if the pandemic continues to exist ($M=4.57$, $SD=0.68$). They strongly agree that they are working in a way that fits their learning style ($M=4.51$, $SD=0.68$). They strongly agree the job responsibilities and duties are consistent with their values $M=4.50$, $SD=0.72$). And lastly, they also strongly agree that they write their occupational goals and create a plan to reach them - then start working on the plan ($M=4.43$, $SD=0.70$).

The level of wellness lifestyle behavior of Physical Education teaching force in SUCs Region IV-A amidst the pandemic with regards to Vocational wellness attained a mean score of 4.50 and a standard deviation of 0.70 and was Highly Observed among the respondents.

Table 15 illustrates the level of wellness lifestyle behavior of Physical Education teaching force in SUCs Region IV-A amidst the pandemic with regards to financial wellness.

Table 15. Level of Wellness Lifestyle Behavior of Physical Education Teaching Force in SUCs Region IV-A amidst the COVID 19 pandemic with regards to Financial Wellness Dimension

<i>The PE teaching force....</i>	MEAN	SD	REMARKS
<i>do their personal and household budgeting.</i>	4.49	0.64	Strongly Agree
<i>have their short-term and long-term saving program.</i>	4.28	0.71	Strongly Agree
<i>have good spending behavior and consumer attitudes.</i>	4.14	0.81	Agree
<i>have an emergency fund in hand in case of a crisis arise.</i>	4.04	0.89	Agree
<i>understand the concept of credit and they do not engage in it unless necessary.</i>	4.22	0.79	Strongly Agree
Overall Mean	4.24		
SD	0.78		
Verbal Interpretation	Highly Observed		

The table above reveals that the PE teaching force strongly agree that they do their personal and household budgeting ($M=4.49$, $SD=0.64$). They strongly agree that they have short-term and long-term saving program ($M=4.28$, $SD=0.71$). It also revealed that PE teaching force strongly agree that they understand the concept of credit and they do not engage in it unless necessary ($M=4.22$, $SD=0.79$). On the other hand, the PE teaching force agree have good spending behavior and consumer attitudes ($M=4.14$, $SD=0.81$) and they agree that they have emergency fund in hand in case of an emergency ($M=4.04$, $SD=0.89$).

The Level of wellness lifestyle behavior of Physical Education Instructors in SUCs Region IV-A amidst the pandemic with regards to financial wellness attained a mean score of 4.24 and a standard deviation of 0.78 and was Highly Observed among the respondents.

Table 16 illustrates the level of wellness lifestyle behavior of Physical Education teaching force in SUCs Region IV-A amidst the pandemic with regards to Emotional wellness dimension.

Table 16. Level of Wellness Lifestyle Behavior of Physical Education Teaching Force in SUCs Region IV-A amidst the pandemic with regards to Emotional Wellness Dimension

<i>The PE teaching force...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>do share their feelings and talk with other people who have their best interests at heart and make they feel safe through the use of available internet applications and websites which they can create feelings of connectedness.</i>	4.23	0.76	Strongly Agree
<i>do practice distracting to escape themselves from emotional pain by doing some emotionally healthy alternatives that can lessen their emotional pain and help them feel better.</i>	4.28	0.70	Strongly Agree
<i>find ways of expressing kindness, patience, and compassion by helping others in need that creates more purpose for their days and well-being.</i>	4.49	0.64	Strongly Agree
<i>talk to a therapist to find their level of emotional stress that interferes their daily activities or threatening their well-being.</i>	3.67	1.24	Agree
<i>resolve conflicts with their family, friends, co-workers, and students in a positive and respectful way.</i>	4.46	0.66	Strongly Agree
Overall Mean	4.23		
SD	0.88		
Verbal Interpretation	Highly Observed		

The table above shows that the PE teaching force strongly agree that they find ways of expressing kindness, patience, and compassion by helping others in need that creates more purpose for their days and well-being ($M=4.49$, $SD=0.64$). They strongly agree that they resolve conflicts with family, friends, co-workers, and students in a positive and respectful way ($M=4.46$, $SD=0.66$). They strongly agree that they do practice distracting to escape themselves from emotional pain by doing some emotionally healthy alternatives that can lessen their emotional pain and help them feel better ($M=4.28$, $SD=0.70$). They strongly agree that they do share their feelings and talk with other people who have their best interests at heart and make they feel safe through the use of available internet applications and websites which they can create feelings of connectedness ($M=4.23$, $SD=0.76$).

On the other hand, they agree that they talk to a therapist to find their level of emotional stress interfering with their daily activities or threatening their well-being ($M=3.67$, $SD=1.24$).

The Relationships of Health Environment and Workplace Well-being to the Wellness Dimension of Physical Education teaching force in SUCs Region IV- A amidst of COVID 19 pandemic

Table 17 presents the significant relationship between health environment of Physical Education teaching force in SUCs Region IV A and wellness lifestyle behaviors.

Table 17. Relationship between the Health Environment of Physical Education Teaching Force in SUCs Region IV A and Wellness Lifestyle Behaviors amidst of COVID 19 pandemic

<i>Health Environment</i>	<i>Wellness Behaviors</i>	<i>Lifestyle</i>	<i>Computed r value</i>	<i>Strength</i>	<i>p-value</i>	<i>Analysis</i>
Social Health Environment	<i>Physical wellness</i>		0.528	Moderate	0.000	Significant
	<i>Intellectual wellness</i>		0.364	Weak	0.000	Significant
	<i>Spiritual wellness</i>		0.255	Weak	0.006	Significant
	<i>Environmental wellness</i>		0.431	Moderate	0.000	Significant
	<i>Social wellness</i>		0.561	Moderate	0.000	Significant
	<i>Vocational wellness</i>		0.289	Weak	0.002	Significant
	<i>Financial wellness</i>		0.384	Weak	0.000	Significant
	<i>Emotional wellness</i>		0.383	Weak	0.000	Significant
	<i>Physical wellness</i>		0.377	Weak	0.000	Significant
Economic Health Environment	<i>Intellectual wellness</i>		0.301	Weak	0.001	Significant
	<i>Spiritual wellness</i>		0.200	Weak	0.032	Significant
	<i>Environmental wellness</i>		0.363	Weak	0.000	Significant
	<i>Social wellness</i>		0.553	Moderate	0.000	Significant
	<i>Vocational wellness</i>		0.130	Very Weak	0.165	Not Significant
	<i>Financial wellness</i>		0.484	Moderate	0.000	Significant
	<i>Emotional wellness</i>		0.410	Moderate	0.000	Significant
	<i>Physical wellness</i>		0.528	Moderate	0.000	Significant
	<i>Intellectual wellness</i>		0.432	Moderate	0.000	Significant
Healthy Physical Environment	<i>Spiritual wellness</i>		0.348	Weak	0.000	Significant
	<i>Environmental wellness</i>		0.494	Moderate	0.000	Significant
	<i>Social wellness</i>		0.634	Strong	0.000	Significant
	<i>Vocational wellness</i>		0.370	Weak	0.000	Significant
	<i>Financial wellness</i>		0.521	Moderate	0.000	Significant
	<i>Emotional wellness</i>		0.468	Moderate	0.000	Significant

Legend:

Range	Verbal Interpretation
0.80-1.00	Very Strong
0.60-0.79	Strong
0.40-0.59	Moderate
0.20-0.39	Weak
0.00-0.19	Very Weak

Social Health Environment was observed to have a weak to moderate relationship to the wellness lifestyle behaviors. This is based on the computed r values obtained from the tests which were greater than the critical r value. Furthermore, p-values obtained were less than the significance alpha 0.05, hence there is a significance. Specifically, it shows on the table that the PE teaching force social health environment have a

moderate relationship to the Physical, Environmental, Social Wellness dimension. The remaining wellness dimension have a weak relationship.

While the Economic Health Environment was observed to have a weak to moderate relationship to the wellness lifestyle behaviors except for the Vocational wellness. This is based on the computed r values obtained from the tests which were greater than the critical r value. Furthermore, p -values obtained were less than the significance $\alpha 0.05$, hence there is a significance. Specifically, it shows on the table that the PE teaching force economic health environment have a moderate relationship to the Social Financial and Emotional Wellness dimension. The remaining wellness dimensions have a weak relationship, except the vocational wellness.

On the other hand, Healthy Physical Environment was observed to have a weak to strong relationship to the wellness lifestyle behaviors. This is based on the computed r values obtained from the tests which were greater than the critical r value. Furthermore, p -values obtained were less than the significance $\alpha 0.05$, hence there is a significance. Specifically, it shows on the table that the PE teaching force healthy physical environment have a strong relationship to the Social Wellness dimension. The remaining wellness dimensions have weak and moderate relationships. It is also within these grounds that the Health Environment was deemed to have a significant relationship with any of the descriptors of the wellness lifestyle behaviors.

From the findings above, it can be inferred that at 0.05 level of significance, the null hypothesis stating that "There is no significant relationship between the health environment of Physical Education Instructors in SUCs Region IV A and wellness lifestyle behaviors" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

Table 18 presents the significant relationship between workplace wellbeing of Physical Education Instructors in SUCs Region IV A and wellness lifestyle behaviors amidst of COVID 19 pandemic.

The table below shows the Work-Life Balance was observed to have a weak to strong relationship to the wellness lifestyle behaviors. This is based on the computed r values obtained from the tests which were greater than the critical r value. Furthermore, p -values obtained were less than the significance $\alpha 0.05$, hence there is a significance. The work-life balance of PE teachers has a strong relationship to their social health dimension, according to all of the wellness dimensions evaluated. It suggests that, in order to preserve workers' work-life balance, it is necessary to include their social health dimension for better management in the face of the COVID 19 epidemic.

Followed by the Work Safety was observed to have a moderate to strong relationship to the wellness lifestyle behaviors. This is based on the computed r values obtained from the tests which were greater than the critical r value. Furthermore, p -values obtained were less than the significance $\alpha 0.05$, hence there is a significance. The work safety of the PE teaching force has a strong relationship to their physical wellness dimension, according to all of the wellness aspects evaluated. It implies that in order to protect the workers' safety at work, their physical well-being must also be strengthened amidst of COVID 19 pandemic.

And the Employee Growth and Development was observed to have a moderate to strong relationship to the wellness lifestyle behaviors. This is based on the computed r values obtained from the tests which were greater than the critical r value. Furthermore, p -values obtained were less than the significance $\alpha 0.05$, hence there is a significance. Specifically, it indicates that the physical, intellectual, environmental, and emotional social health components of the PE teaching force's employee growth and development have a strong association with their physical, intellectual, environmental, and emotional social wellness dimensions. It means that in order to promote employee growth and development, the physical, intellectual, environmental, and emotional social wellbeing dimensions must all be improved amidst of COVID 19 pandemic.

Table 18. Relationship between the Workplace Wellbeing of Physical Education Teaching Force in SUCs Region IV A and the Wellness Lifestyle Behaviors amidst of COVID 19 Pandemic

<i>Workplace Wellbeing</i>	<i>Wellness Lifestyle Behaviors</i>	<i>Computed value</i>	<i>r</i>	<i>Strength</i>	<i>p-value</i>	<i>Analysis</i>
Work-Life Balance	<i>Physical wellness</i>	0.477		Moderate	0.000	Significant
	<i>Intellectual wellness</i>	0.424		Moderate	0.000	Significant
	<i>Spiritual wellness</i>	0.273		Weak	0.003	Significant
	<i>Environmental wellness</i>	0.447		Moderate	0.000	Significant
	<i>Social wellness</i>	0.645		Strong	0.000	Significant
	<i>Vocational wellness</i>	0.246		Weak	0.008	Significant
	<i>Financial wellness</i>	0.496		Moderate	0.000	Significant
Work Safety	<i>Emotional wellness</i>	0.439		Moderate	0.000	Significant
	<i>Physical wellness</i>	0.634		Strong	0.000	Significant
	<i>Intellectual wellness</i>	0.539		Moderate	0.000	Significant
	<i>Spiritual wellness</i>	0.502		Moderate	0.000	Significant
	<i>Environmental wellness</i>	0.494		Moderate	0.000	Significant
	<i>Social wellness</i>	0.495		Moderate	0.000	Significant
	<i>Vocational wellness</i>	0.582		Moderate	0.000	Significant
Employee Growth and Development	<i>Financial wellness</i>	0.468		Moderate	0.000	Significant
	<i>Emotional wellness</i>	0.508		Moderate	0.000	Significant
	<i>Physical wellness</i>	0.624		Strong	0.000	Significant
	<i>Intellectual wellness</i>	0.626		Strong	0.000	Significant
	<i>Spiritual wellness</i>	0.450		Moderate	0.000	Significant
	<i>Environmental wellness</i>	0.600		Strong	0.000	Significant
	<i>Social wellness</i>	0.636		Strong	0.000	Significant
Employee work-place Involvement	<i>Vocational wellness</i>	0.486		Moderate	0.000	Significant
	<i>Financial wellness</i>	0.595		Moderate	0.000	Significant
	<i>Emotional wellness</i>	0.638		Strong	0.000	Significant
	<i>Physical wellness</i>	0.584		Moderate	0.000	Significant
	<i>Intellectual wellness</i>	0.589		Moderate	0.000	Significant
	<i>Spiritual wellness</i>	0.614		Strong	0.000	Significant
	<i>Environmental wellness</i>	0.588		Moderate	0.000	Significant
Motivation to Work	<i>Social wellness</i>	0.463		Moderate	0.000	Significant
	<i>Vocational wellness</i>	0.606		Strong	0.000	Significant
	<i>Financial wellness</i>	0.442		Moderate	0.000	Significant
	<i>Emotional wellness</i>	0.531		Moderate	0.000	Significant
	<i>Physical wellness</i>	0.568		Moderate	0.000	Significant
	<i>Intellectual wellness</i>	0.658		Strong	0.000	Significant
	<i>Spiritual wellness</i>	0.610		Strong	0.000	Significant
	<i>Environmental wellness</i>	0.469		Moderate	0.000	Significant
	<i>Social wellness</i>	0.283		Weak	0.002	Significant
	<i>Vocational wellness</i>	0.596		Moderate	0.000	Significant
	<i>Financial wellness</i>	0.314		Weak	0.000	Significant
	<i>Emotional wellness</i>	0.550		Moderate	0.000	Significant

Meanwhile, the Employee work-place Involvement was observed to have a moderate to strong relationship to the wellness lifestyle behaviors. This is based on the computed r values obtained from the tests which were greater than the critical r value. While, p -values obtained were less than the significance alpha 0.05, hence there is a significance. Specifically, research reveals that the work-place involvement of the PE teaching force has a strong relationship to their spiritual and vocational wellbeing dimensions. It means that, in order to ensure employee workplace involvement, workers' spiritual and vocational well-being must also be prioritized amidst of COVID 19 pandemic.

On the other hand, Motivation to Work was observed to have a weak to strong relationship to the wellness lifestyle behaviors. This is based on the computed r values obtained from the tests which were greater than the critical r value. Furthermore, p -values obtained were less than the significance alpha 0.05, hence there is a significance. Among all the wellness dimensions researched, it demonstrates that the motivation to work of the PE teaching force is strongly linked to their intellectual and spiritual wellness. It means that, in the face of the COVID 19 pandemic, workers' intellectual and spiritual wellness may be improved in order to keep them motivated at work amidst of COVID 19 pandemic.

It is also within these grounds that the *Workplace Wellbeing* was deemed to have a significant relationship with any of the descriptors of the wellness lifestyle behaviors.

4. CONCLUSION AND RECOMMENDATIONS

Based on the summary of findings the following conclusion were drawn:

The Physical Education teaching force in SUCS Region IV A have a favorable healthy physical, social and financial health environment amidst of COVID 19 pandemic. The Physical Education teaching force in SUCs Region IV- A were highly motivated, greatly involved in workplace and their work safety situation is highly apparent amidst of COVID 19 pandemic. The Employee Growth and Development and work life balance of the Physical Education teaching force in SUCs Region IV- A was evident amidst of COVID 19 pandemic. The lifestyle behavior on vocational, spiritual, environmental, financial and emotional wellness of Physical Education teaching force in SUCs Region IV-A were highly observed amidst the COVID 19 pandemic.

The lifestyle behavior on physical, intellectual and social wellness of Physical Education teaching force in SUCs Region IV-A were observed amidst of COVID 19 pandemic. The health environment and workplace well-being have a significant relationship to the wellness lifestyle behavior of Physical Education teaching force in SUCs Region IV-A amidst of COVID 19 pandemic

Concerning to the economic health environment of Physical Education teaching force amidst of COVID 19 pandemic, the university may find provisions in supporting them for their laptop or any gadget that they can use in connecting their students for online PE classes. The school may provide them for transportation aid to go to school and other places necessarily to perform their duties. Adequate funds should be provided by the schools to attend seminars on the current trends and issues in teaching Physical education. With regards to healthy physical health environment of the Physical Education teaching force additional support may be done for the equipment, supplies that they need from the university for their blended teaching at home. Separate rooms or area for each Physical Education Instructors at school must be provided to do some physical demonstration and other related activities in their PE classes to avoid disturbances to each other. Much faster, reliable and fast internet connection must be provided by the school for their blended teaching mode. On the other hand, dealing with their social health, their school may allow their employees to use gyms and other available sports facilities for their exercise workout sessions provided that they adhere minimum health protocols and flexible schedules of use to ensure their health safety.

5. ACKNOWLEDGMENTS

The author wishes to extend appreciation to the participants of the study.

6. REFERENCES

- Ahrens, K. (2020), The Effects of Covid-19 On the Workplace: Reinforcing Culture, Creating an Amenity, www.workdesign.com.
- Alsukah, A. I., Algadheeb, N. A., Almegren, M. A., Alharbi, F. S., Alanazi, R. A., Alsheri, A. A., Alsubie, F. N., and Ahajri, R. K. (2020). Individuals' Self-Reactions Toward COVID-19 Pandemic in Relation to the Awareness of the Disease, and Psychological Hardiness in Saudi Arabia School of Psychology. *Princess Nourah Bint Abdulrahman University*, Riyadh, Saudi Arabia
- Aperribai L, Cortabarria L, Aguirre T, Verche E and Borges Á (2020) Teacher's Physical Activity and Mental Health During Lockdown Due to the COVID-2019 Pandemic. *Front. Psychol.* 11:577886. Doi: 10.3389/fpsyg.2020.577886
- Clay, J. M., and Parker, M. O. (2020). Alcohol use and misuse during the COVID-19 pandemic: a potential public health crisis? *Lancet Public Health* 5: e259. doi: 10.1016/S2468-2667(20)30088-8
- Daum, D. N. (2020). Thinking about hybrid or online learning in physical education? Start here! *JOPERD* 91, 42–44.
- de San José C. A. (2019, May 6). HOW TO ADDRESS THE 7 DIMENSIONS OF WELLNESS IN THE WORKPLACE, *allwork.space*, .
- de San José C. A. (2019, April 29), 20 WORKPLACE WELLNESS PROGRAM IDEAS, *allwork.space*,
- Eichenberg, C., and Schott, M. (2019). Use of web-based health services in individuals with and without symptoms of hypochondria: *survey study. J. Med. Internet Res.* 21: e10980. doi: 10.2196/10980
- Endresen, J. (2020). COVID-19's impact on work, workers, and the workplace of the future. *Cornell SC Johnson College of Business Ithaca, NY 14853-6201*,
- Uildriks, L. (2020), "Pandemic measures had a strong impact on mental and physical health", *NEWSLETTER, medicalnewstoday.com*.
- Gilbert, V. (2020, April 3) Workplace Wellness – What Effects is COVID-19 Having in the Workplace? *knowledge-leader.colliers.com*.
- Gong, K., Xu, Z., Cai, Z., Chen, Y., and Wang, Z. (2020). Internet hospitals

help prevent and control the epidemic of COVID-19 in China:
multicenter user profiling study. J. Med. Internet Res. 22: e18908.
 doi:10.2196/18908

Grensing-Pophal, L. (2020, April 7). Pandemic Takes a Toll on Employees' Emotional Well-Being. www.shrm.org

Huang, Y., and Zhao, N. (2020). Generalized anxiety disorder, depressive symptoms and sleep quality during COVID-19 epidemic in China: *a web-based cross-sectional survey. Psychiatry Res.* 288:112954. doi: 10.1016/j.psychres.2020.112954

Joaquin, J. B., Biana, H. T., and Dacela, M. A. (2020, October 22). The Philippine Higher Education Sector in the Time of COVID-19. frontiersin.org

Kearney, A., Hamel, L., and Brodie, M. (2021, April 14), Mental Health Impact of the COVID-19 Pandemic: An Update. www.kff.org.

Matthew Wilson, M. (2020, June 9 12:17AM) .13 potential long-term effects the coronavirus pandemic could have on mental health. businessinsider.com.

Ozamiz-Etxebarria N, Berasategi Santxo N, Idoiaga Mondragon N and Dosil Santamaría M. (2021). The Psychological State of Teachers During the COVID-19 Crisis: The Challenge of Returning to Face-to-Face Teaching. *Front. Psychol.* 11:620718. Doi: 10.3389/fpsyg.2020.620718

Reynolds, G. (2020, October 7), How the Pandemic Is Changing Our Exercise Habits. www.nytimes.com.

Schumaker, Erin. (2021). Timeline: How coronavirus got started? The outbreak spanning the globe began in December, in Wuhan, China. *ABC News Internet Ventures.U.S.A.*

Shahil Feroz A, Akber Ali N, Akber Ali N, et al, (2020) Impact of the COVID-19 pandemics on mental health and well-being of communities: an exploratory qualitative study protocol. *BMJ Open* 2020;10: e041641. doi: 10.1136/bmjopen-2020-041641

Simbulan, N. P. (2020, June 4). The Philippines – COVID-19 and Its Impact on Higher Education in the Philippines. headfoundation.org.

Stoewen D. L. (2017). Dimensions of wellness: Change your habits, change your life. *The Canadian veterinary journal = La revue veterinaire canadienne*, 58(8), 861–862.

Su-Kubricht, L. P. (2019), The 8 Dimensions of Wellness, Rocky Mountain University of Health Profession. *Health & Wellness, Miscellaneous*

Thompson, D. (2020). Mental, physical health has suffered during pandemic

lockdowns. *UPI HealthDay News*.

- Tušl, M., Brauchli, R., Kerksieck, P. *et al.* (2021). Impact of the COVID-19 crisis on work and private life, mental well-being and self-rated health in German and Swiss employees: a cross-sectional online survey. *BMC Public Health* **21**, 741
- Violant-Holz V., Gallego-Jiménez M.G., González-González C.S., Muñoz-Violant S., Rodríguez M.J., Sansano-Nadal O., and Guerra-Balic M.(2020, December 15). Psychological Health and Physical Activity Levels during the COVID-19 Pandemic: A Systematic Review. *Int J Environ Res Public Health*.
- Webster, C. A., Emily, D. A., Urtel, M., McMullen, J., Culp, B., Egan, C. A., et al. (2021). Physical education in the COVID era: considerations for online program delivery using the comprehensive school physical activity program framework. *J. Teach. Phys. Educ.* **40**, 337–336. doi: 10.1123/jtpe.2020-0182
- Wolf, M. S., Serper, M., Opsasnick, L., O’Conor, R. M., Curtis, L. M., Benavente, J. Y., et al. (2020). Awareness, attitudes, and actions related to COVID-19 among adults with chronic conditions at the onset of the US outbreak: a cross-sectional survey. *Ann. Intern. Med.* **2020**, M20–M1239.

Reydante A. Oabel is a graduate of Doctor of Education in Educational Management (2022) and Master of Arts in Education major in Physical Education (2006) at Laguna State Polytechnic University. He finished his baccalaureate degree, BSEd major in PEHM at Southern Luzon State University, Lucban Quezon in 1994. At present, he teaches Physical Education courses to undergraduate students of Southern Luzon State University, Infanta Quezon.