

Development, Delivery, and Evaluation of Mental and Emotional Well-Being of College Health Education for Physical Education Students



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ABSTRACT: The study examines the mental and emotional well-being of physical education students at Guangdong Vocational College of Posts and Telecommunications. The research uses a descriptive-comparative design and three questionnaires. The majority of students are 17 years old or more, with a higher percentage of females. The study found no significant difference in student respondents' assessments of how their teachers deliver the comprehensive college health education program in terms of mental and emotional well-being. However, there was a significant difference in assessment when considering the course, with students pursuing education having a higher mean score and liberal arts students having a lower mean score. Teacher respondents, all full-pledge master's degree holders, had a high mean of 3.60 in terms of mental well-being, indicating that students have learned essential skills through self-reflection and emotional expression. Both male and female teachers have the same evaluation of their students' mental and emotional well-being in relation to the comprehensive college health education program.

KEYWORDS: Development, Delivery, Evaluation, Mental well-being, Emotional well-being, Health education

1. INTRODUCTION

Physical education (PE) involves various aspects, including mental and emotional well-being. Teachers must effectively integrate these concepts into PE lessons to maximize results. Environmental health in schools is influenced by factors such as building materials, classrooms, sports facilities, computer labs, health rooms, playground equipment, and more. Health-related problems in PE limit motivation and learning ability of urban minority youth. Interventions to address these problems can improve educational and health outcomes.

Recent research supports the causal role of educationally relevant health disparities in the educational achievement gap. College leaders must prioritize addressing health problems affecting youth, using criteria such as prevalence and extent of health disparities, evidence of causal effects on educational outcomes, and feasibility of implementing college-based programs and policies. Chinese students, particularly those in physical education, prioritize being physically fit and healthy. (Basch, 2017).

In China, every college has its comprehensive college health education program for all aspects. This study will investigate the mental and emotional aspects of the well-being of students particularly the physical education students or those students whose specialization is in physical education. This study will look further at the extent of the development, delivery and the evaluation of this comprehensive college health education for those students who are taking physical education as their specialization. Because once you are engaged in physical education whether you are in actual play, coaching or managing, the mental and emotional well-being is of paramount importance.

The need to belong is a fundamental human motivation (Baumeister & Leary, 2015) that refers to an important psychological construct including formative implications for both individuals' healthy development and wellbeing (Slaten et al. 2016). The sense of belonging is described as significant affiliations between individuals and their surroundings—peoples, groups, or places, such as school belonging. School belonging is based on the experiences of valued involvement and fit between a student and the school environment (Arslan & Duru, 2016; Hagerty et al., 2012). Thus, it refers to students' subjective perceptions of being accepted, respected, included, and supported by others in their school surroundings (Goodenow, 2016). Students with high levels of the sense of belonging perceive themselves as important, meaningful, and valuable part of their school environment (Arslan & Duru, 2016). School belonging is significantly associated with positive educational experiences (e.g. achievement, motivation, academic efficacy; psychological outcomes, behavioral problems, and wellbeing indicators).

Guangdong Vocational College prioritizes the whole physical welfare of each student. The health department consistently attends to the overall physical, mental, and emotional well-being. Extensive research has been conducted on physical well-being,

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but there has been less focus on mental and emotional well-being. The researcher decided to write a study on this topic because, as a physical education teacher and coach, they strongly think that persons who excel in athletics also possess robust mental and emotional well-being. Hence, this study.

Research Objective

This study will determine the development, delivery and evaluation of the mental and emotional well-being of the comprehensive college health education for physical education students in Guangdong Vocational College of Posts and Telecommunications. Differences in responses was determined based profile.

II. RESEARCH METHODOLOGY

This study aims to describe the current status of Guangdong Vocational College of Posts and Telecommunications' health program using a descriptive-comparative design. The research will focus on physical education administrators, students, and teachers, using three sets of questionnaires. The questionnaire consists of 21 items focusing on mental and emotional well-being of students. The data will be subjected to statistical treatment using frequency and percentage, weighted mean, and t-test or ANOVA to determine significant differences in the assessment of administrators, students, and teachers. The study will also involve validation with teachers from other universities with similar programs. The findings will be integrated into the revision process.

III. RESULTS AND DISCUSSION

The demographic profile of the student respondents revealed that the majority of students are 17 years old or more, with a higher percentage of females in the institution. Most students are undertaking psychology or health allied courses.

Students' assessments of how teachers deliver the Comprehensive College Health Education Program in terms of mental well-being showed a positive and intentional effort by teachers to address the mental well-being of their students. The highest mean of 3.64 was observed for teaching students how to develop strengths and plans to eliminate weaknesses, indicating a proactive approach to education that goes beyond traditional academic content.

The lowest mean of 2.40 was observed for teaching students how to use resistance skills when pressured to engage in harmful behavior, indicating a thoughtful and proactive approach to addressing challenges beyond the academic realm. This integration reflects a broader understanding that education extends beyond academic content and encompasses the overall health and development of students.

Emotional well-being was also observed, with the highest mean of 3.80 for teaching students how to use defense mechanisms in healthful ways, indicating a thoughtful approach to addressing emotional well-being. The lowest mean of 2.48 was observed for teaching students how to follow suicide prevention strategies when someone shows signs of being suicidal, demonstrating a critical aspect of addressing emotional well-being within the educational setting.

The study found no significant difference in student respondents' assessments of how their teachers deliver the comprehensive college health education program in terms of mental and emotional well-being. The null hypothesis was accepted, indicating that older and younger students have similar assessments. However, there was no significant difference in assessment when grouped by sex, suggesting that male and female students have similar assessments. Lastly, there was a significant difference in assessment when considering the course, with students pursuing education having a higher mean score of 3.23, and liberal arts students having a lower mean score of 3.03. This suggests that students have varying assessments of how their teachers deliver the program in terms of mental and emotional well-being, considering the variety of courses taken by the students.

The teacher respondents' demographic profile reveals that they are all full-pledge master's degree holders, indicating their professional preparedness and qualifications. They have a high mean of 3.60 in terms of mental well-being, with teachers evaluating the program's integration in terms of students' mental and emotional well-being. This indicates that students have learned essential skills through making wise decisions and engaging in self-reflection and emotional expression.

On the other hand, the lowest mean of 2.50 suggests that teachers sometimes evaluate the program's integration in terms of students' emotional well-being. Teachers observe that students have learned about mental and emotional well-being by sharing feelings in healthful ways, which signifies emotional intelligence, effective communication, and commitment to fostering a supportive social environment.

The overall mean of 3.16 shows that teachers often evaluate the integration of the comprehensive college health education program, ensuring that students effectively manifest their learning in terms of mental well-being. The assessment process involves a multifaceted approach that goes beyond traditional academic evaluations, considering the unique and nuanced nature of mental health and emotional well-being.

In terms of emotional well-being, the highest mean of 3.85 suggests that students have learned about mental and emotional well-being by following suicide prevention strategies when someone shows signs of being suicidal. This highlights the critical

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importance of incorporating mental health education into the curriculum and demonstrating practical skills to respond empathetically and effectively.

The overall mean of 3.34 shows that teachers often evaluate the integration of the comprehensive college health education program, ensuring a comprehensive understanding of students' manifestation of learning, particularly in terms of emotional well-being.

The study found no significant difference in the assessment of students' mental and emotional well-being by teacher respondents based on age, sex, or educational attainment. Both male and female teachers had the same evaluation of their students' mental and emotional well-being. However, there was no significant difference in assessment based on educational attainment. This suggests that teachers with higher and lower educational attainment have the same assessment of their students' mental and emotional well-being. This suggests that both male and female teachers have the same evaluation of their students' mental and emotional well-being in relation to the comprehensive college health education program. This suggests that the evaluation of mental and emotional well-being is consistent across all age groups and educational attainments.

The demographic profile of the administrator respondents reveals that most have been in the service for 6 to 15 years, with a majority being females. They have a master's degree, indicating their professional preparedness and qualifications.

The administrators' assessment of their teachers' mental wellbeing was high, with the highest mean of 4.00. They observed teachers actively addressing topics related to decision-making, peer pressure, and personal boundaries within the context of the comprehensive college health education program. By teaching students how to assertively say NO to harmful behaviors, educators contribute to the development of a resilient and mentally healthy student body.

The lowest mean of 2.35 indicated that teachers were sometimes observed integrating lessons on using resistance skills when pressured to engage in harmful behavior. This integration signifies a proactive effort in promoting students' mental well-being within the program. The overall mean of 3.33 shows that administrators often observe the manifestation in learning the comprehensive college health education program of the teachers, ensuring that they effectively integrate the program's learning objectives into their teaching practices, particularly concerning the mental well-being of students.

Emotional well-being was also observed, with the highest mean of 3.80, indicating that teachers are focusing on broader aspects of personal development and resilience. This integration addresses the critical dimension of emotional well-being by acknowledging and providing strategies for dealing with mental health challenges.

The overall mean of 3.31 shows that administrators often observe the manifestation in learning the comprehensive college health education program of the teachers, ensuring that teachers not only deliver theoretical content but also create a learning environment that nurtures the emotional health of the student body.

The study found no significant difference in the assessment of administrators' perceptions of their teachers' mental and emotional wellbeing in the comprehensive college health education program. Regardless of age, sex, or educational attainment, both male and female administrators had the same assessment of their teachers' mental and emotional wellbeing. This suggests that both higher and lower educational attainment administrators have the same perception of their teachers' mental and emotional wellbeing in the program. The study also found no significant difference in the assessment of teachers' mental and emotional wellbeing when grouped by educational attainment. This suggests that administrators' perceptions of their teachers' mental and emotional wellbeing are consistent across all age groups and educational levels.

IV. CONCLUSION

The integration of a comprehensive college health education program, particularly concerning mental well-being, is a proactive approach by teachers, recognizing that education is not just about academic achievement but also about nurturing students' overall health and resilience. This approach contributes to a supportive educational environment that prioritizes the holistic development of each student, setting the stage for a successful academic experience. Teachers play a pivotal role in creating a nurturing educational environment that promotes the holistic development of students, ensuring they are well-equipped to face the emotional challenges inherent in their academic journey and beyond.

The demographic profile of teacher respondents reveals that they are equally aged and sex, with the majority holding full-pledge master's degrees. Teachers often employ a diverse set of evaluation methods to assess the integration and learning manifestation of the program in terms of mental well-being. This comprehensive approach allows for continuous improvement, adaptation to evolving student needs, and the creation of an educational environment that genuinely supports the mental well-being of each student.

Administrators closely observe the manifestation of the comprehensive college health education program by closely monitoring how teachers incorporate mental well-being concepts into their lessons and create an inclusive and supportive learning environment.

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