

CHALLENGES AND OPPORTUNITIES IN PHYSICAL ACTIVITY OF TEACHING AND NON-TEACHING PERSONNEL IN SELECTED STATE UNIVERSITIES IN CENTRAL LUZON: BASIS FOR POLICY ENHANCEMENT

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ABSTRACT

World Health Organization (WHO) considered wellness as an important issue in the workplace which defined the term as physical, mental, and social well-being, not merely the absence of disease (WHO,1958), establishing school-based programs increases the likelihood of children and families to commit to enjoyable and lifelong physical activities. School-based programs influence the lives of youth, families and the community at large. Relative to this, Lau, Chan, Yuen, Myers, and Lee (2008) have affirmed the importance of the wellness of the school personnel in the educational arena. School personnel have to function towards maximizing their potential of which they are capable of which requires them to maintain a continuum of balance and purposeful direction within the school environment in which they are functioning. Amidst these occupational stresses, the researcher used sequential explanatory approach using survey technique in determining the physical activity of university personnel and interviews to find out which among the factors greatly affect the inactivity of the people. It was found that there was a significant difference between the perceptions of the teaching and non-teaching on the physical activity in all domains of physical activity. In these aspects, the teaching personnel provided significantly lower means compared to non-teaching personnel.

Keywords: *Fitness, wellness, health, sports.*

1. INTRODUCTION

Recent studies revealed that levels of inactivity are high in virtually all developed and developing countries (WHO, 2009). In developed countries more than half of adults are insufficiently active. In rapidly growing large cities of the developing world, physical inactivity is an even greater problem. Urbanization has resulted in several environmental factors which may discourage participation in physical activity, such as: population over-crowding, increased poverty, increased levels of crime, high-density traffic, low air quality and lack of parks, sidewalks and sports/recreation facilities. In the Philippines, the proportion of physically inactive Filipino adults are more than 20 years which is shown to be as high as 92.6 in transport-related activities and leisure-related activities in 2003. In the same year, more females are inactive in occupational-related activities while more males are inactive in non-occupational related activities. In a more recent survey (2008), more males have become sedentary in their occupational work and transport-related activities. Females had a slight decrease in sedentary occupational work but with increase in transport-related and leisure time activities.

Physical inactivity is a major risk factor for developing coronary artery disease and it also increases the risk of obesity, low HDL levels or good cholesterol, high blood pressure, stroke and diabetes mellitus (AHA, 2005). Disease outcomes related to physical inactivity in prospective observational studies include cardiovascular disease, thrombo-embolic stroke, hypertension, type 2 diabetes mellitus, osteoporosis, obesity, colon cancer, breast cancer, anxiety and depression. Consequently, NCDs associated with physical inactivity are the greatest public health problem in most countries around the world. Effective public health measures are urgently needed to improve physical activity behaviours in all populations. WHO (2002) identified four domains of physical activity in people's day-to-day lives: (1) at work (especially if the job involves manual labour); (2) in transport (walking or cycling to work); (3) in domestic duties (housework); and (4) in leisure time (sports and recreational activities). Improving physical activity can focus on any or all these domains of physical activity in daily life.

The Philippine National Guidelines on Physical Activity (2010) came up with physical activity prescriptions for different age groups: children (5-12 years old), adolescents to young adults (13-21 years old), adults (22-45 years old), older adults (46-59 years old) and seniors (60 years old and above). The

physical activity prescriptions are based on the different forms of physical activity. Therefore, the researcher decided to embark on the study of the physical activity of the teaching and non-teaching personnel of selected SUC's in Region III during Academic Year 2017-2018. This comes with the end of mind of understanding how the school can address the needs of the school personnel in improving their level of physical wellness. It is also aimed that a well-designed wellness program of teaching and non-teaching personnel can be developed and established to help these school personnel alleviate their stresses and encourage them to perform better in their jobs.

2. METHODS AND MATERIALS

2.1 Design and Participants

This study used a mixed method, a sequential explanatory approach using survey technique in determining the physical activity of university personnel. According to Cohen, Manion and Morrison (2011), it is a type of research that describes and interprets phenomena according to its characteristics such as practices, beliefs, processes and trends. To ensure representativeness of data, the study used stratified sampling in enlisting respondents. The population is large and dispersed for the study. Due to the large population of teaching and non-teaching personnel in state universities in Central Luzon, the researcher utilized google form for easy data gathering.

2.2 Research Instrument and Procedure

The instrument was modified version of International Physical Activity Questionnaire (October 2002) originally developed by Booth (2000). The researcher employed documentary analysis through books, journals, internet surfing and re-explored the local and foreign studies and literatures to save as guide in the construction of the survey-questionnaire. After reading and studying samples of questionnaire from related studies, the researcher prepared the questionnaire. The items were adopted from the exercise prescription on Philippine National Guidelines on Physical Activity. After finishing the initial draft of the questionnaire, it was forwarded to the adviser for criticism and revisions. The researcher sought the opinion of three (3) experts that served as validators of the survey-questionnaire. The final survey questionnaire was subjected for try run and was filled in by expert in the field of the study and they are not included as respondents of the study. As Abas (2013) said that content validity was undertaken to ascertain whether the content of the questionnaire was appropriate and relevant to the study purpose. As to content validation of the questionnaire, it is ensured that the problem under study would objectively measure what is supposed to come out in the evaluation. The overall Cronbach's alpha for the instrument was computed to be 0.846, indicating good internal consistency.

The self-administered questionnaire was the primary instrument used for collecting the data in this study. Part I of the questionnaire consisted of items on the respondent's basic characteristics, namely their age, sex and job position. Part II consisted of items on the respondent's Physical Activity based on five domains. Part III consist of an open ended question asking the respondents about the problems encountered by the respondents on Physical Activity.

3. RESULTS

Table 1: Summary indicator which categorize the population into three levels of physical activity

Indicators	Teaching		Non-Teaching		Combined	
	Mean	SD	Mean	SD	Mean	SD
1.1 Job Related Physical Activity						
Do vigorous physical activities like heavy lifting, digging, aerobics, or fast bicycling	2.48	0.41	3.25	0.40	2.86	0.40
Do moderate physical activities like carrying light loads, bicycling at a regular pace, or doubles tennis?	3.84	0.37	3.62	0.49	3.73	0.45
Walk for at least 10 minutes at a time? This includes walking at work and at home, walking to travel from place to place, and any other walking that you did solely for recreation, sport, exercise or leisure.	3.79	0.41	3.63	0.51	3.71	0.47
Composite Mean	3.37	0.33	3.50	0.38	3.43	0.36

Legend: 3.25–4.00(Strongly Agree);2.50–3.24(Agree); 1.75 – 2.49 (Disagree);1.00 – 1.74 (Strongly Disagree)

Table 2: Comparison between physical activity and age

	Age	Mean	SD	F	p
Job Related Physical Activity	21-45	3.60	0.35	0.317	0.729
	46-59	3.62	0.33		
	60-79	3.56	0.43		
Transportation	21-45	4.33	0.35	0.336	0.715
	46-59	4.32	0.38		
	60-79	4.28	0.37		
Housework	21-45	4.09	0.34	0.520	0.595
	46-59	4.22	1.21		
	60-79	4.10	0.37		
Recreation	21-45	3.81	0.48	1.284	0.280
	46-59	3.74	0.50		
	60-79	3.88	0.51		
Time Spent Sitting	21-45	4.20	0.34	1.135	0.324
	46-59	4.12	0.31		
	60-79	4.10	0.40		

Based on the respondents' answer to the open ended questionnaire in Part III of the questionnaire: What are the problems you encountered in doing physical activity the following are the summarized responses based on the thematic analysis conducted by the researcher:

- Physical Activity (PA) promotion programs are limited in SUCs.
- There are respondents who were either insufficiently motivated to change their behaviour or not already active.
- Interventions that focused on corporate-fitness type programs and the provision of generic health education programs were not effective in terms of adequate participation rates and sustained behaviour change.
- Lack of more individually-based programs which are tailored materials to individual needs.
- The greatest potential for influencing the overall workforce appeared to be programs that included less 'organized' approaches and promoted incidental PA within and around the workplace.
- Lack of linkages between the workplace and external settings.
- Lack of greater understanding and evaluation of desirable employer-related outcomes, such as reduced absenteeism, job stress and turnover and improved productivity and job satisfaction, coupled with the exploration of how these factors may relate to PA promotion and adoption.
- Finally, there were lack of in-depth evaluation strategies and complete descriptions of intervention programs in order to identify the most effective strategies.

4. DISCUSSION

1. On the Profile of the Respondents: The profile of the respondents in suggests that women respondents are higher than men, and there are more teaching personnel than non-teaching personnel. The respondents are mostly between 46-59 years old with 1-5 years in service and Master's degree holder.

2. On the Physical Activity of SUC Personnel:

2.1 Job Related Physical Activity: Mean ratings in general show strong agreement from the respondents on their job related physical activity and have the highest mean in terms of agreement on doing moderate physical activities such as carrying light loads, bicycling or playing. Also in SUC, in terms of job related physical activity, non-teaching are more active in doing vigorous physical activities as compared to teaching personnel.

2.2 Transportation Physical Activity of SUC Personnel: SUC personnel traveled from place to place. Most SUC personnel travelled in a motor vehicle and also walk for atleast 10 minutes at a time to go from place to place. Teaching personnel tend to walk more to go from place to place than none-teaching personnel. Likewise, most personnel expressed disagreement in using bicycle to go from place to place.

2.3 Housework, House Maintenance, and Caring for Family: Respondents have strong agreement that they are active in doing housework. Although, they disagree doing vigorous physical activities related to housework they strongly agree doing it moderately. They also strongly agree, doing moderate activities inside their home.

2.4 Recreation, Sport, and Leisure-Time Physical Activity: SUC personnel both teaching and non-teaching are into physical activities solely for recreation, sport, exercise or leisure. It's a good indication that people in the university are becoming more aware of living a healthy lifestyle and more active in recreation, sport, exercise and leisure.

2.5 Time Spent Sitting: SUC Personnel in general spent much time sitting both on weekdays and weekends. However, it can be noticed that non-teaching personnel tend to spend much time sitting on weekdays and weekends than teaching personnel.

5. CONCLUSION

Based on the findings of the study, the following conclusions are drawn:

- SUC Personnel have high level of physical activity in terms of Job Related, Transportation, Housework, Recreation, and Time Spent Sitting and need to sustain that motivation.
- Physical activity does not depend on age, sex, position, years in service, educational attainment.
- SUC Personnel despite the high level of physical activity recorded still have problems encountered.

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