



## LEARNING ENVIRONMENT AND PHYSICAL EDUCATION TEACHER ATTITUDE AS DETERMINANTS OF THEIR PERCEIVED WELL-BEING

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### Abstract:

The purpose of this study was to determine the learning environment and Physical Education teacher attitude as determinants of their perceived well-being. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 320 MAPEH teachers of all public secondary schools under the Division of Davao del Sur, Region XI. The researcher utilized stratified random sampling and an online survey mode of data collection. The researcher also utilized statistical tools such as mean, Pearson  $r$ , and regression. From the results of the study, it was found out that there is a moderate level of mean score of the learning environment and very high level of PE teacher attitude, and a high level of perceived well-being. Furthermore, there is a significant relationship between learning environment and perceived well-being while there is no significant relationship between PE teacher attitude and perceived well-being of teachers. Moreover, there is a significant influence of learning environment and PE teacher attitude on the perceived well-being of teachers.

**Keywords:** education, learning environment, teacher attitude, perceived well-being, correlation, regression, Philippines

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## 1. Introduction

Schools are increasingly concerned about teachers' mental health and well-being especially when the connection is made between mental ill health, poor engagement, and the resultant negative implications for retention, attrition, and performance (Li & Carroll, 2017). Thus, certain interventions based on the introduction of proactive changes in the workplace for different types of teachers have had the effect of enhancing their well-being and performance at work. It would then be essential to look for mechanisms for improving well-being among these workers (Bakker, Rodríguez-Muñoz & Sanz-Vergel, 2016). It was also found out by Sisask et al. (2014) that poor well-being reduces teachers' belief that they can help students with emotional or behavioral problems. Poor teacher-student relationships have been found to be associated with childhood psychiatric disorders and exclusion from school three years later.

Perceived school well-being focuses on perceptions of their cognitive capacities, learning, and concentration, as well as on their feelings about the school, avoiding any overlap with peer relations that were examined separately. Relevant school-related factors, such as achievement, schoolwork load, and relationships with peers have been consistently reported to constitute strong determinants of complaints in teachers (Petanidou et al., 2013). Well-being has been well studied over recent decades and, consequently, substantial progress has been made regarding its conceptualization and assessment. Health is an important dimension of psychological well-being, and there is a consensus that it is more than just the absence of mental illness or physical infirmity (Leite et al., 2019). Research on teacher well-being has focused largely on stress and burnout. Organizational and social pressures such as administration workload, classroom management issues, and lack of supervisor and team support have been extensively studied (Spilt, Thijs & Koomen, 2011).

The Transactional Model of Stress and Coping by Lazarus (1991) is outlined as an organizational framework. The model explains the potential effects of external stressors on well-being through the experiences of everyday discrete emotions and is, therefore, highly useful to understand the effects of interpersonal teacher-student stressors on teacher well-being. The Self-Determination Theory by Deci and Ryan (2000) has been widely applied both in the field of organizational psychology and educational psychology to study motivation and well-being. Though relatively little research has been conducted on teaching, several studies have pointed to the importance of choice and control in teaching as well as support from supervisors and colleagues. Researchers have now turned their attention toward understanding the mechanisms that facilitate participation in physical activity and increased well-being (Gunnell et al., 2014). Participation in physical activity has been shown by studies to produce positive moods, and increase general psychological well-being and life satisfaction (Lapa, 2015).

There are only a few studies (Antoniou, Ploumpi & Ntalla, 2013; Buchanan et al., 2013; McCallum, Price & Graham, 2017; Yin, Huang & Wang, 2016) that discussed learning environment and physical education teacher attitude as determinants of their

perceived well-being. The researcher also did not come across any study on the learning environment and physical education teacher attitude as determinants of their perceived well-being which could be a tool for an improvement plan. The researcher is interested in conducting this study as there are no similar or existing studies using the same variables in the local setting. The researcher is determined to discover the influence of the learning environment and physical education teacher attitude toward the perceived well-being of teachers in Physical Education within the Davao region. The results of the study may provide new knowledge in the field of Physical Education, thus, the urgency to conduct this study.

## **2. Literature Review**

### **2.1 Learning Environment**

The importance of school buildings and classroom spaces for teachers' and students' practice had been ignored for many years. It was stated by Altmann (2015) that most teachers do not think about their school and their classrooms as a built environment for teaching and learning but rather, they focus on the restrictions of their school building and their classrooms. Effective, standards-aligned teaching and learning are only possible when an optimal learning environment is in place. In optimal learning environments, instruction addresses the needs of every learner with ever-present attention to equity and continuous academic, social, and emotional growth (New Teacher Center, 2018). The learning environment should actively engage all students and develop in them the capacity to understand themselves as learners with the necessary strategies to be able to learn more effectively. This principle means that learning-centeredness should fill in the priorities of the learning organization (OECD, 2017).

Also, a classroom setting has two major components, namely, the physical component and the human component. The physical component comprises all the physical objects present in the classroom such as blackboard, furniture, lighting, projector, books, computers, etc., whereas the human component comprises individuals like teachers and students in the classroom. It generally involves the nature of the interaction of teachers with students and student-student as well. This pattern of interaction generates a particular atmosphere which may be called a learning environment. Most scholars agree that students' academic achievement varies with learning conditions (Malik & Rizvi, 2018).

Recently, a new learning environment is a holistic and integrated environment with the goal of promoting opportunities for lifelong learning and individual study. It is an environment that is not yet fully established and contains many new elements which are still being experimented with. Its characteristics include openness and flexibility in terms of time, place, method, and the right to study. Typical features also include new forms of action and student groups, made possible by novel approaches and educational policy, together with the possibilities offered by new technology (Andersone, 2017).

The first indicator of the learning environment is perceived challenges wherein a study by Akareem and Hossain (2016) indicated that the environment created by higher education institutions influences the students' perception of quality. Students studying in universities where a high level of education quality is advocated generally have a higher level of perception of education quality. Thus, university authorities should ensure a supportive learning environment for the students. This type of challenging practice could be more effective if universities of different developing countries establish their own standard of the educational environment.

Moreover, in another study, the challenge for continuous quality improvement and innovation is essential in a school. The use of a regular monitoring tool would permit timely interventions to remediate problematic areas, which translates into improved student perceptions of the educational experience. The school's problematic areas center on timetabling, emphasis on factual learning, boredom, and stress. Formative assessment structure for students, improved administration, and systems to identify stressed students are key recommendations (Idon, Suleiman & Olasoji, 2015).

The second indicator of the learning environment is perceived threat wherein teachers' work involves addressing the needs of students, identifying problematic behaviors, and collaborating with many systems to develop intervention strategies that intend to educate students on minimizing the impact of school threats and promote safety (Soliman, 2017). As stated by Werner (2015), the teacher may be interested in learning about children who are at extreme levels of functioning, as they may need to prevent them from moving to more complex and advanced levels of deterioration and dysfunction. Accordingly, depending on their level of preparedness, school teachers can utilize preventive strategies that help reduce children's reactions to the crisis by focusing on children's feelings and activities. It is asserted that school teachers must have a solid understanding of the environments that make up the child's ecological system, such as school, community, and family. These statements are also applicable to teachers in Physical Education.

The third indicator of the learning environment is perceived competitiveness wherein the engineering of learning environments brings together several new proxies such as new teaching tools, new teaching methods, new interaction techniques, and new methods of evaluation. Faced with these challenges, a series of educational methods emerge. It was stated that a physical education gamification is a powerful tool for capturing people's attention and engaging them in a target activity. Such an environment is based on a process of application of physical education games wherein the notion of competitiveness during the learning adapts to everyday situations. Physical education gamification offers learners a space for interaction with themselves and their pairs (Simpson & Jenkins, 2015).

The last indicator of the learning environment is perceived internal control wherein it is defined as a process for assuring the achievement of an organization's objectives in operational effectiveness and efficiency, reliable reporting, and compliance with laws, regulations, and policies. An organization needs internal controls to provide

greater assurance that it will achieve its operating, reporting, and compliance objectives; in other words, to help the organization such as a school succeed in its mission (Obuogo, 2018). In addition, perceived internal control plays a significant role in forming relationships. It was mentioned Varga (2017) that students need to develop a sense of control by having a structured classroom environment and by experiencing a caring and trusting relationship with teachers. When students do not feel a sense of control or when they feel their teachers do not care about them, there are many negative consequences. The effects of perceived internal control directly contribute to forming relationships with teachers and the student's education.

## **2.2 Physical Education Teacher Attitude**

Attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon an individual's response to all situations to which it is related. Furthermore, attitudes mean the individual's prevailing tendency to respond favorably or unfavorably to an object, person, or group of people, institutions, or events (Elina, 2016). Attitudes of some secondary school teachers towards the teaching profession coupled with their unethical behavior are partly responsible for the poor perception of non-education undergraduate students of private universities to teacher education. This explains why non-education undergraduates of private universities are not interested in the teaching profession and therefore look down on their fellow students in the faculty of education (Odike & Nnaekwe, 2018). These statements are also applicable to teachers in Physical Education.

Moreover, knowing the attitude of an individual toward an object or a stimulus would make it possible to predict the behavior of the same individual toward the related stimulus. In this context, several studies were conducted in Turkey to determine the levels of positive or negative attitudes of pre-service teachers towards the teaching profession. When teacher behavior is analyzed in a classroom environment, it could be observed that one of the main factors determining teacher behavior was the quality of the attitude of the individual towards the profession (Demirtaş & Aksoy, 2016; Ekici, Çıbık & Fettahlıoğlu, 2014; Kutlu, Gökdere & Çakır, 2015).

The first indicator of physical education teacher attitude is classroom management wherein it was stated by Wu (2015) that with the increasing need for individualized instruction, teachers commonly report classroom management to be one of their greatest challenges. Classroom management involves teachers' efforts to oversee classroom activities such as learning, interaction, and behavior. Caner and Tertemiz (2015) mentioned that evidence from research on teachers' classroom management is necessary to enhance efforts to improve professional readiness alongside work and to develop and implement effective teacher training programs.

In addition, it is of high relevance for teachers to identify the classroom management techniques to be used. It was cited by Diaz et al. (2018) that this can be helpful for a number of reasons: to be aware of the techniques teachers mostly tend to use; to identify patterns of behavior; to find out which ones are more effective; to identify

teachers' beliefs behind their actions inside and outside the classroom; and, one of the most relevant ones, to enable pedagogical reflection by making teachers aware of their teaching process in order to identify weaknesses and strengths, as well as possible modifications of their practices. In fact, it was concluded that classroom management is a powerful component of the overall classroom climate that affects students' behavior, engagement, and the quality of students' learning (Martin, et al., 2016).

The second and final indicator of physical education teacher attitude is personal competence which is the integration and manifestation of knowledge, skills, and attitudes in performance in a specific, pre-defined context and in concrete, authentic tasks. The competencies needed in innovation processes can refer to knowledge, skills, and attitudes, but the influence of individual characteristics also seems to be significant. Individual innovation competencies are synonyms for a set of personal characteristics, knowledge, skills, and attitudes that are connected to creating concretized and implemented novelties through collaboration in complex innovation processes. Similar to other competences, innovation competence can be learned and developed (Hero, Lindfors & Taantila, 2017; Peschl et al., 2014).

Furthermore, competence is understood as a fundamental behavioral aspect or characteristic which can reveal itself in effective and successful action and depends on an action context, organizational factors and environmental factors, and also professional activity characteristics (McRae, 2012). In the competence description, the range of the context is called where a trainee can demonstrate it. An important aspect of teacher competence support is the manner in which a teacher expresses feedback to students, in terms of tone and sensitivity. The competence is focused on the requirement and is described in responsibility and autonomy terms (Urunbassarova, 2013).

### **2.3 Perceived Well-being**

The measurement of well-being, broadly defined as the quality and state of a person's life, has become an area of growing prominence for academics, healthcare professionals, and policymakers alike. However, despite extensive study on the topic, there is little available consensus in the literature on the range, contents, and differences between self-report measures of well-being (Linton, Dieppe & Medina-Lara, 2015).

Furthermore, the study by Kutsar, Soo, and Mandel (2019) aimed to understand and explain the low level of satisfaction with school life among teachers who, unlike their peers, did not exhibit a liking for the school. The study showed that teachers develop negative feelings about various aspects of the school that leads to dislike for the school. Teachers would have life skills and professional ethics to promote the perceived well-being of children and also have new and effective ways of taking care of themselves. The social environment of a perfect school would secure the physical, social, and mental perceived well-being of both children and teachers. A school would become a better place, if its physical environment supported everyday school life, was innovative in inspiring and inviting cooperation and enabled various activities, and offered appropriate privacy.

Moreover, the relationship between teacher stress and teachers' health has been shown to be important in previous studies (Dicke et al., 2015; Kjellström, Almquist & Modin, 2016; Lauermann & König, 2016). Preventing and supporting efforts to reduce teacher stress and fatigue would therefore give direct implications for a healthier teacher profession. Also, the study by Ramberg et al (2019) suggested that it would also convey direct implications for teachers' perceived well-being aspects that other studies raise as crucial for increasing school performance and for promoting future health. It may concern supporting individual teachers exposed to high levels of stress and preventive work at the school level. In order to reduce stress among teachers, and thereby increase students' school well-being, different actions on several levels can be taken into account.

The first indicator of perceived well-being is psychological well-being wherein assessing teachers' psychological well-being is the first step in protecting teachers' mental health and providing them with an environment that helps flourish their professional and personal development. As Ozu et al. (2017) cited, it is also crucial for good teacher-student interactions, which in turn, may affect student self-efficacy, social abilities, and even mental health.

Furthermore, in a qualitative study of the factors that contribute to the psychological well-being of teachers, psychological well-being was defined as a higher-order construct that draws from positive psychology, comprising the four facets of hope, self-efficacy, optimism, and resilience. Teacher participants reported that solidarity and teamwork between colleagues, being reminded that teaching improves new generations, and builds toward the future, impacted teachers' psychological well-being as the motivation of feeling responsible for creating a better society made them more determined to reach their objectives. In addition, it was found out that teachers' psychological well-being increased when teachers helped their students to overcome problems, particularly if the teachers were working in low socio-economic schools (Çimen & Özgan, 2018).

The second indicator of perceived well-being is physical well-being wherein in recent years, Hwang et al. (2017) mentioned several factors that have hindered the educational process, and among them, teachers' physical well-being has been one of the main affected. This fact also takes place in the physical education field, especially when considering that several health problems take part during physical education teachers' professional careers such as lower back pain, voice disorders, common cold, and auditory problems. Moreover, low salaries, job type, job promotion, bad relationships with colleagues, and poor management have interfered with perceived job satisfaction.

Furthermore, the research by Ekwulugo (2015) found that most teachers feel that the quality of their physical well-being is at the heart of their ability to work effectively and that the current climate of teaching is becoming increasingly difficult for teachers to manage and sustain healthy experiences of their own physical well-being by themselves. It is suggested that it is therefore important to allow more holistic discourses about efficacy, growth, and enhancement of standards within education, which go beyond the classroom and data-driven pedagogical practice.

Lastly, the study by Rahm and Heise (2019) concluded that the training was well-received by teachers and increased their physical well-being for at least 1 month after the training. In the context of the growing field of positive education, the training could prove to be a motivating starting point for school development processes to promote physical well-being and flourishing for teachers and students if the results found here can also be replicated in methodologically stricter research designs. Due to the low organizational and time expenditure, it can be easily integrated into the training systems for teachers.

#### **2.4 Correlation between Measures**

Besides content coverage and teaching practice, physical education teacher attitudes may also be influenced by the learning environment, and teaching quality, particularly in terms of classroom organization, and classroom management. For example, the study by Mensah, Okyere, and Kuranchie (2013) showed that teachers teaching in conducive learning environments tend to exhibit more positive attitudes. Another recent study by Ayob and Yasin (2017) on students in Romania also revealed that teachers who are successful in creating caring learning environments that encourage motivation can help mold students' positive attitudes.

In addition, the findings of the study by Barbieri et al (2019) support the idea that principals play a pivotal role in steering the direction of their school which requires guiding the day-to-day business of the school including matters associated with both students and teachers. Furthermore, the growing autonomy of schools compared to the regional authorities is creating confusing dynamics with respect to organizing school activities. From a practical point of view, the results of the said study highlight the importance of the school effect, in terms of teachers' perception of having both material and staff resources at their disposal in the work context. At the same time, the possibility of continuous professional development, and involvement in the management processes in the school environment result in influencing teachers' satisfaction and perceived well-being.

Moreover, the literature also indicated that the physical attributes of the environment and the configuration of the learning space act on the perception of students. It was stated by Zamar et al. (2020) that in this dialogue where the level of perceived well-being and the functional possibilities offered by space are related, the impact on the learning process of those who inhabit it can be positive if the conditions are met. Thereby, the physical distribution of the school environment, including all the components that configure it, as is the case of spatial proportionality and the physical arrangement of the classroom, are considered external conditions of learning.

Additionally, teachers look to their administrators for support and the kinds of professional development opportunities that will contribute to their self-efficacy, reduced stress levels, and increased effectiveness with their students. Attitudes and perceived well-being may shift, populations of teachers are always in flux, and notification of areas requiring professional development should be an ongoing endeavor.

These factors are known to be related to teacher burnout and attrition rates (Gaines & Barnes, 2017; Yu et al., 2015). Lastly, it was found out by Chou et al. (2016) that life attitude and perceived well-being were significantly positively correlative originally. These statements are also applicable to teachers in Physical Education.

This study is anchored on the Transactional Model of Stress and Coping of Lazarus (1991). It is stated by this model that an individual's reaction to stress is guided by the subjective interpretation of an external stressor which subsequently triggers an emotional response. The primary appraisal process involves subjective evaluations of whether the incident is relevant. Only incidents that are judged relevant to one's goals, values, or needs trigger emotions. The theory supports the study as it emphasizes that one's capacity to cope with challenges is a consequence of interactions that occur between a person and their environment.

This study is supported by the Ecological Systems Theory by Bronfenbrenner (1977) which encompasses the layered environmental system of microcosms in which human development takes place and emphasizes the importance of family, teachers, schools, and the larger sociocultural environment on the developmental process. It has focused on one or more of these aspects and has associated classroom environment variables with numerous positive and negative student outcomes in addition to the wide array of outcomes investigated in relation to the classroom environment. The theory supports the study as it suggests that the environment of the child is a nested arrangement of structures, each contained within the next. These are organized in order of how much of an impact they have on a child.

This study is also supported by the Self-determination theory (SDT) by Deci and Ryan (1985) which posits that an open awareness may be especially valuable in facilitating the choice of behaviors that are consistent with one's needs, values, and interests. On the other hand, automatic or controlled processing often precludes considerations of options that would be more congruent with needs and values. That is, awareness facilitates attention to prompts arising from basic needs, making one more likely to regulate behavior in a way that fulfills such needs. With that being said, mindfulness may facilitate well-being through self-regulated activity and fulfillment of the basic psychological needs for autonomy may it be in the form of a self-endorsed or freely chosen activity, competence, and relatedness. The theory supports the study as it underlines that the best way to motivate people to perform work is to reinforce their behavior with rewards.

### **3. Material and Methods**

This study utilized a quantitative non-experimental design of research using a descriptive-predictive correlational technique. This method of research is appropriate for this study because its objective is to determine the significant relationship between the independent variables and dependent variable including the influence of the independent variables on the dependent variable. This kind of design as stated by De

Vaus (2001) provides summary data specifically measures of central tendency including the mean, standard deviation, and correlation between variables or employing methods of analyzing correlations between multiple variables by using tests such as Pearson r and regression analysis.

Generally, correlational studies use independent and dependent variables, but the effect of the independent variable is observed on the dependent variable without manipulating the independent variable (Patidar, 2013). This method of research is appropriate for this study because its objective is to determine the influence of learning environment and learning attitude on the well-being of public school teachers who are teaching Physical Education.

The respondents of this study were the 320 public school teachers under the elementary and secondary departments teaching MAPEH and MAPEH Majors in all schools under the division of Davao del Sur, Province of Davao Del Sur. In determining the respondents of this study, stratified random sampling was used as the sampling technique. Stratified sampling is a common sampling technique used by researchers when trying to draw conclusions from different sub-groups or strata (Salkind, 2007). The researcher identified in particular, the teachers under the Physical Education, who are currently employed for the Academic Year 2021-2022. These respondents included those who are full-pledged P.E. teachers and non-P.E. teachers but who are presently handling or teaching P.E. subjects as they can answer the survey questionnaire considering that they are in the same working situation as the full-pledged P.E. teachers.

The teachers who were excluded as respondents of the study were those working in private schools even if they are teaching MAPEH subjects and those teachers in the identified research locale of the study but who hold a managerial or supervisor position in the MAPEH department, for they are in different work environment and supervision.

The respondents were chosen accordingly to answer the questionnaire with confidentiality. The target respondents were free to decline from participating in the survey. They were not forced to answer the research questionnaire and were encouraged to return the same to the researcher for its automatic disposal.

There was a systematic procedure followed in the conduct of the study. After the approval of the research instrument by the panel members, formal permission to conduct the study was requested from the Dean of the University of Mindanao and was forwarded to the Division Superintendent of Davao del Sur division, Province of Davao Del Sur to gain endorsement to the school principals for the conduct of the survey.

As soon as there is already an endorsement, the researcher immediately visited the concerned school heads of the different schools, as part of the courtesy call, and discussed the plan for the conduct of an online survey thru Google forms to all concerned teachers/respondents. The researcher strictly observed the safety protocols during this pandemic time as per mandate by the Inter-Agency Task Force for the Emerging Infectious Disease (COVID-19) such as physical/social distancing and the wearing of facemasks. During the courtesy call, a list and contact numbers/email addresses of

teachers were requested from the offices of the concerned school heads/principals. The list served as the basis for the researcher for the data gathering. Also, before the actual data collection, the researcher has secured the Certificate of Compliance from U MERC to ensure compliance with some ethical considerations in research. All data from the retrieved questionnaires were analysed and interpreted in line with the objectives of the study. Based on the findings of the study, conclusions and recommendations were formulated.

This study employed the following statistical tools: Mean was used to determine the levels of learning environment, teacher attitude, and perceived well-being of teachers in Physical Education. Pearson Product Moment Correlation (Pearson  $r$ ) was used to determine a significant relationship between learning environment, teacher attitude, and perceived well-being of teachers in Physical Education. Regression was used to determine the significant influence of learning environment and teacher attitude towards the perceived well-being of teachers in Physical Education.

#### 4. Results and Discussion

**Table 1: Learning Environment**

Indicators	Mean	SD	Descriptive Level
Perceived challenges	4.22	0.620	Very High
Perceived threat	1.88	0.749	Low
Perceived competitiveness	2.97	0.459	Moderate
Perceived internal control	3.98	0.526	High
Overall	3.26	0.236	Moderate

The moderate level of learning environment is due to the low, moderate, high, and very high ratings given by the respondents. The indicator of perceived challenges has a very high rating while the indicator of perceived internal control has a high rating. Moreover, the indicator of perceived competitiveness has a moderate rating while the indicator of perceived threat has a low rating.

The very high level of perceived challenges is suggestive of the high extent of the environment created by higher education institutions which influences the students' perception of quality. This claim is in line with various authors (Akareem & Hossain, 2016; Idon et al., 2015) stating that university authorities should ensure a supportive learning environment for students. Such type of challenging practice could be more effective if universities of different countries establish their own standard of the educational environment. The challenge for continuous quality improvement and innovation is essential in school. Further, the high level of perceived internal control is indicative of the high extent of processes for assuring the achievement of an organization's objectives in operational effectiveness and efficiency. This is in line with various authors (Obuogo, 2018; Varga, 2017) who mentioned that an organization needs internal controls to provide greater assurance that it will achieve its operating, reporting

and compliance objectives. The effects of perceived internal control directly contribute to forming relationships with teachers and the student's education.

In addition, the moderate level of perceived competitiveness suggests that learning environments moderately bring together new proxies such as new teaching tools, new teaching methods, new interaction techniques, and new methods of evaluation. This claim concurs with the statements of (Simpson & Jenkins, 2015) wherein a series of educational methods emerges. Having such an environment is based on a process of application of physical education games wherein the notion of competitiveness during learning adapts to everyday situations. Lastly, the low level of perceived threat is suggestive of the low levels of work which involves addressing the needs of students and identifying problematic behaviors. This claim negates the statements of various authors (Soliman, 2017; Werner, 2015) who stated that the teacher may be interested in learning about children who are at extreme levels of functioning, as they may need to prevent them from moving to more complex levels of deterioration and dysfunction. It is asserted that school teachers must have a solid understanding of the environments that make up the child's ecological system, such as school, community, and family.

**Table 2:** Physical Education Teacher Attitude

Indicators	Mean	SD	Descriptive Level
Classroom management	4.46	0.433	Very High
Personal competence	4.35	0.502	Very High
Overall	4.40	0.440	Very High

Another variable in this study is the physical education teacher's attitude. The very high level of physical education teacher attitude shows that the teachers have a very high mental state of readiness, organized through experience, and exert a dynamic influence upon a student's response to all situations with which it is related. The indicators of classroom management and personal competence are arranged from highest to lowest. The very high level of classroom management is indicative of the very high efforts of teachers to oversee classroom activities such as learning, interaction, and behavior. This claim is in line with various authors (Caner & Tertemiz, 2015; Martin et al., 2016) stating that classroom management is a powerful component of the overall classroom climate that affects students' behavior, engagement, and the quality of students' learning. Classroom management is necessary to enhance efforts to improve professional readiness alongside work and to implement effective teacher training programs.

Furthermore, the very high level of personal competence is suggestive of the very high integration and the manifestation of knowledge, skills, and attitudes in performance in specific, and in concrete, authentic tasks. This claim concurs with the statements of various authors (Hero et al., 2017; Peschl et al., 2014) wherein individual innovation competencies are also known as a set of personal characteristics, knowledge, skills, and attitudes that are connected to creating concretized and implemented novelties through

collaboration in complex innovation processes. Students also perceive that their physical education teachers have a high level of professional personality competencies.

**Table 3:** Perceived Well-Being of Teachers

Indicators	Mean	SD	Descriptive Level
Psychological well-being	4.20	0.739	Very High
Physical well-being	3.38	0.264	Moderate
Overall	3.79	0.476	High

The level of perceived well-being is high resulting from the very high and moderate levels of responses. The indicators of psychological well-being have a very high rating while the indicator of physical well-being has a moderate rating. These indicators are arranged from the highest to the lowest level. The very high level of psychological well-being is suggestive of the very high protection of teachers' mental health and the provision of an environment that helps flourish their professional and personal development. This claim is in line with various authors (Çimen & Özgan, 2018; Ozu et al., 2017) who stated that it is crucial for good teacher-student interactions, which in turn, may affect student self-efficacy, social abilities, and even mental health. Solidarity and teamwork between colleagues, and being reminded that teaching improves new generations, impacted teachers' psychological well-being as the motivation of feeling responsible for creating a better society which made them more determined to reach their objectives.

Additionally, the moderate level rating of physical well-being is indicative of the heart of the teachers' abilities to work effectively and that the current climate of teaching is moderately difficult for teachers to manage and sustain healthy experiences of their own physical well-being by themselves. This is also in line with various authors (Ekwulugo; 2015; Rahm & Heise, 2019) wherein training could prove to be a motivating starting point for school development processes to promote physical well-being and flourishing for teachers. It is important to allow more holistic discourses about efficacy, growth, and enhancement of standards within education, which go beyond the classroom and data-driven pedagogical practice.

**Table 4.1:** Significance on the Relationship between Learning Environment and Perceived Well-being

Learning Environment	Perceived Well-being		Overall
	Psychological Well-being	Physical Well-being	
Perceived Challenges	0.645	0.597	0.666
	<0.001	<0.001	<0.001
Perceived Threat	-0.708	-0.585	-0.712
	<0.001	<0.001	<0.001
Perceived Competitiveness	-0.132	-0.082	-0.125
	0.018	0.144	0.025
Perceived Internal Control	0.590	0.405	0.570

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	<0.001	<0.001	<0.001
Overall	0.129	0.115	0.132
	0.021	0.039	0.018

The correlation between measures of the learning environment and perceived well-being revealed a significant relationship. This implies that the learning environment is significantly correlated with perceived well-being. The findings of this study are in line with various authors (Barbieri et al., 2019; Zamar et al., 2020) stating that the possibility of continuous professional development and involvement in the management processes in the school environment results in influencing teachers' perceived well-being. It is essential that school leaders try to create a supportive learning environment in order to promote the professional growth of their teachers. Moreover, the level of perceived well-being and the functional possibilities offered by space are related as the impact on the learning process of those who inhabit it can be positive if the conditions are met. There is also a relationship between the environmental variables of the built space and its effect on teaching and learning processes, such as lighting, temperature, thermal comfort, color, materials, noise level, and indoor air quality, among others.

**Table 4.2:** Significance on the Relationship between  
 Physical Education Teacher Attitude and Perceived Well-being

Physical Education Teacher Attitude	Perceived Well-being		Overall
	Psychological Well-being	Physical Well-being	
Classroom Management	0.109	0.138	0.123
	0.051	0.014	0.028
Personal Competence	0.072	0.083	0.079
	0.198	0.140	0.159
Overall	0.095	0.115	0.106
	0.090	0.040	0.059

The correlation between measures revealed that there is no significant relationship between physical education teacher attitude and perceived well-being. This implies that physical education teacher attitude is not correlated with perceived well-being. The result of this study negates with various authors (Chou et al., 2016; Gaines & Barnes, 2017; Yu et al., 2015) who mentioned that life attitude and perceived well-being are significantly correlated. Teachers look to their administrators for support and the kinds of professional development opportunities that will contribute to their self-efficacy, reduced stress levels, and increased effectiveness. Attitudes and perceived well-being shift, populations of teachers are always in flux, and identification of areas requiring professional development should be an on-going endeavor. These factors are a relationship between teacher burnout and attrition rates.

**Table 5:** Significance on the Influence of Learning Environment and Physical Education Teacher Attitude on Perceived Well-being of Teachers

Model	R	R <sup>2</sup>	Overall Model Test			
			F	df1	df2	p
1	0.787	0.620	85.0	6	313	<0.001
	Sum of Squares		df	Mean Square	F	p
Perceived Challenges	2.4981		1	2.4981	28.302	<0.001
Perceived Threat	5.4487		1	5.4487	61.731	<0.001
Perceived Competitiveness	0.0851		1	0.0851	0.964	0.327
Perceived Internal Control	3.0025		1	3.0025	34.016	<0.001
Classroom Management	0.0183		1	0.0183	0.207	0.649
Personal Competence	0.1441		1	0.1441	1.632	0.202
Residuals	27.6272		313	0.0883		

The result of this study showed a significant influence of learning environment and physical education teacher attitude on perceived well-being as mentioned in the influence section of this study. Thus, the null hypothesis which stated that there is no significant influence between learning environment, physical education teacher attitude, and perceived well-being is rejected. The result implied that among the indicators of the learning environment and physical education teacher attitude, perceived threat, perceived internal control, and perceived challenges have the highest degrees of influence on perceived well-being compared to perceived competitiveness, classroom management, and personal competence. The result is linked to the statements of various authors (Ayob & Yasin, 2017; Mensah et al., 2013) wherein teachers teaching in conducive learning environments tend to exhibit more positive attitudes. Also, teachers who are successful in creating caring learning environments that encourage motivation can help mold students' positive attitudes.

## 5. Recommendations

The researcher came up with recommendations based on the results of the study. On the moderate level of teaching environment, the researcher recommends that school management may continue to establish an atmosphere in school where teachers feel that everything that they do matters to the school, to the students, and even to the community. School programs and activities like getting to know more about the students, honest and healthy dialogue between school management and teachers thru the conduct of focus group discussion as a mode of addressing some concerns of teachers or conduct of seminar about personality development and special counseling practices every semester. The school may give more importance to the plight of all teachers by providing activities like an annual outing or get-together, spiritual activities like retreats or recollections, and year-end celebrations of successes and achievements received by the school as recipients to competitions or best practices to teachers who are excelling in their fields of expertise. Another recommendation that the researcher may recommend is the conduct of mental

health awareness symposia or fora to be able to improve and check the mental health of teachers. This is a continuing activity considering that the life of teachers in this pandemic time has been greatly affected due to abrupt changes in the mode of teaching from face-to-face to online teaching platforms. Also, the conduct of some refresher courses on IT and the use of some platforms as part of the teaching strategies.

On the very high levels of teacher attitude, the researcher recommends that school activities and programs which are already established may be sustained such as the regular conduct of meetings between school management and teachers to thresh out problems or differences that are present in the class or in school and be able to find solutions on the existing problems before it gets worst. Open communication between school management, teachers and students, and even parents may be of great help to maintain a good working relationship among these stakeholders. The school may also conduct an evaluation of teachers (peer to peer) or school management-teachers and teachers and students. This will help come up with some good actions out on the results of the evaluation. On the other hand, on the high-level result on the perceived well-being of teachers, the researcher recommends that activities that will enhance the level of perceived well-being of teachers can be conducted regularly. This will include activities like participation of teachers in sports fest or school-wide physical activities so that they will be able to unwind and meet friends and colleagues in the said activity. School management can always establish a supportive and trusting workplace culture where everyone is given the chance to communicate their concerns and where it is open to the plans of teachers for professional development and proceed to enroll in their master's or doctoral degrees. The conduct of seminars on stress management, conflict resolution, decision-making, and other mental awareness activities may be regularly provided to the teachers as part of the self-care programs of the school.

The result on the significant relationship between learning environment and the perceived well-being of teachers only shows the learning environment is significant to the well-being of teachers and as such, the researcher hereby recommends that the school should maintain an environment that is not harmful or toxic to the teachers and students and that collaboration and self-preservation should always be encouraged in the classes and in school.

On the result of the significant influence of learning environment and attitude on the well-being of teachers, the researcher recommends that the teachers should always be aware of the school's vision, mission and goals so that they will be able to maintain the spirit of integrity and honesty and show the highest degree of competency in all class/school activities to be able to deliver and share the best knowledge for the students. Whatever the students learn from school, they will bring this out to their homes and to the community, as a whole.

Lastly, the researcher recommends the conduct of another quantitative study where additional variables may be included and will hopefully provide a significant result correlating all the variables. This can be done in a larger population at the national or regional levels.

## 6. Conclusion

With consideration of the findings of the study, conclusions are drawn in this section. There is a moderate level of the learning environment while there is a very high level of physical education teacher attitude. Also, there is a high level of perceived well-being. There is a significant relationship between the learning environment and perceived well-being. On the other hand, there is no significant relationship between physical education teacher attitude and perceived well-being. Moreover, there is a significant influence of learning environment and physical education teacher attitude on perceived well-being. In addition, the findings of the study clearly confirm the notion about the significant influence of the learning environment and physical education teacher attitude on perceived well-being. The findings are supported by the anchor theory, the Ecological Systems Theory by Bronfenbrenner (1977) which emphasized that schools and teachers should work to support the primary relationship and to create an environment that welcomes and nurtures families.

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## Conflict of Interest Statement

The authors declare no conflicts of interest.

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