

Sedentary Behavior and Self-Efficacy: Its Relationships to Teachers' Physical Wellbeing

Krenessa Magda E. Aguda¹, Roger A. Gimpaya²

¹Secondary School Teacher II, DepEd Talisay Integrated School, Tiaong II, 4325 Philippines

²Assistant Professor IV, Chairperson of Sports and Cultural Affairs, Program Head of BPED at Laguna State Polytechnic University, San Pablo City, Laguna 4000 Philippines

ABSTRACT: This research paper aimed to explore the complex interconnections among sedentary behavior, self-efficacy, and physical well-being in educators. This study seeks to investigate the impact of extended inactivity on teachers' self-efficacy concerning their physical health and overall well-being, in light of the escalating expectations on educators and the prevalence of sedentary lifestyles. The research used a mixed-methods approach, integrating quantitative surveys that evaluate sedentary behavior patterns and self-efficacy levels with qualitative interviews to obtain a more profound understanding of personal experiences and attitudes. The results indicate a substantial relationship among sedentary behavior, self-efficacy, and the physical well-being of the participants. Furthermore, qualitative results underscore the significance of school culture and support structures in promoting healthy habits. This study highlights the necessity of mitigating sedentary behavior in educational environments and the prospective advantages of improving self-efficacy to foster teachers' physical health, hence developing a healthier and more efficient teaching workforce. Interventions designed to diminish sedentary behavior and enhance self-efficacy among educators are examined.

KEYWORDS: sedentary behavior, self-efficacy, physical well-being.

1. INTRODUCTION

A teacher who is physically fit and in good health is better prepared to confront the challenges of classroom management, as they possess the energy and stamina to engage and manage students throughout the day effectively. They are likely to have a more positive and energetic presence in the classroom, which can lead to increased student engagement and motivation. Students are more likely to be inspired by a teacher who leads by example and demonstrates the importance of health and wellness. In contrast to some of the more archaic and hierarchical models, in which all power lies with the leader, shared leadership allows team members to play an active role in decision-making and claim ownership of their responsibilities.

Teachers who prioritize their health and fitness are less likely to experience burnout and fatigue, leading to fewer absences and a more consistent presence in the classroom. In addition to the benefits for teaching and student engagement, prioritizing health and physical fitness can lead to improved overall well-being for teachers. This can contribute to a more positive outlook on teaching, increased job satisfaction, and a better work-life balance.

Self-efficacy is a person's particular set of beliefs that determine how well one can execute a plan of action in prospective situations. In other words, self-efficacy is a person's belief in their ability to succeed in a particular situation. During the conduct of this study, the researcher wanted to dig deeper into the relationships between sedentary behaviors, how engaged they are in sedentary behaviors, and their level of self-efficacy that somehow has an impact on their perception of their physical well-being. This study aimed to better understand and investigate the sedentary behaviors of teachers, their relationship with self-efficacy, and how they perceive their physical well-being. First and foremost, whether they are evaluating papers at a desk, creating lessons on a computer, or attending meetings with colleagues, teachers spend a large portion of their workday seated. Long-term sitting has been connected to several detrimental health effects, such as obesity, cardiovascular disease, musculoskeletal ailments, and mental health problems. Teachers are also in charge of their pupils' education and well-being, and their health has a direct influence on how successfully they can carry out their job responsibilities.

From the moment we encountered the severe challenges of the pandemic, our daily lives were significantly altered. The use of technology has become more common, the duration of our indoor time has increased, and a variety of social media platforms have emerged, which have become a source of entertainment for most of us. Through this research study, we will be able to better understand the importance of physical fitness and explore linkages of one's physical activity and its impact on occupational

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health, holistic health, and wellbeing. The most recent and accepted definitions of these concepts will be briefly reviewed in this research study, and their relationships will be illustrated. In the present day, the discipline of occupational health will receive particular emphasis because most working adults spend a significant portion of their waking hours engaged in sedentary activities. Finally, to reduce sedentary behaviors, straightforward workplace modifications will be recommended. Teachers' capacity to concentrate, interact with pupils, and provide teaching successfully may be impacted if they are physically uncomfortable or in pain because of their sedentary lifestyles. Furthermore, we can find possible interventions and ways to support more active and healthy work environments by researching the sedentary behaviors of teachers and their effects on occupational health.

This can entail introducing standing workstations, promoting frequent pauses for movement, and offering tools for stress reduction and physical exercise. In general, fostering teachers' well-being and, eventually, raising the standard of instruction for pupils depends on a knowledge of the connection between sedentary behavior and occupational health.

1.1 Statement of the Problem

This study aimed to determine the respondent's sedentary behavior and self-efficacy and its relationships to teachers' physical wellbeing.

Specifically, it sought to answer the following questions:

1. How are the respondents be described in terms of:

- 1.1. Age
- 1.2. Sex?

2. How do the respondents perceive their sedentary behaviors?

3. What is the respondent's level of self-efficacy in:

- 3.1. Positive Emotion
- 3.2. Engagement
- 3.3. Relationship
- 3.4. Meaning
- 3.5. Accomplishment?

4. How do the respondents perceive their level of Physical wellbeing in:

- 4.1. Movement
- 4.2 Nourishment
- 4.3 Recovery
- 4.4 Mindset
- 4.5 Environment?

5. Is there a significant relationship between the respondent's profile and physical wellbeing?

6. Is there a significant relationship between respondent's sedentary behaviors and their physical wellbeing?

7. Is there a significant relationship between respondent's self-efficacy and their physical wellbeing?

1.METHODOLOGY

This chapter discussed the methodology that was employed in the conduct of the study. It included the research design, respondents of the study, research instrument, data gathering procedure and the statistical treatment of the data.

The main objective of this study is to determine relationships of sedentary behaviors towards self- efficacy and the respondent's perception on physical well-being. As most of the researchers that tested the degree of relationship between the variables; this research also functions in descriptive-correlational design.

The descriptive - correlational type of research was used in this study. As pointed out by Estolas as cited by Ofrin (2014) the use of descriptive method of research obtains facts about existing conditions to significant relationship between current phenomena, which generate and make available information needed by the researcher. The specific research problems were answered by the data gathered through researcher's self- devised questionnaire.

The respondents of the study were selected using random sampling techniques. The researcher selected 15 teaching or non-teaching staff among the four high schools in the 2nd District of Tiaong obtaining a total of 60 respondents.

Construction. The researcher made a Likert scale survey questionnaire to measure their sedentary behaviors, self-efficacy and perception of physical wellbeing to show the relationships of every sub variable of the study and to answer the research questions. Some of the questions were adapted from the Sedentary Behaviour Research Network (SBRN) and other related studies. The questionnaire was modified as to what is needed on the study and simplified for easy understanding and perception of the respondents. It consists of two parts; part one is the profile of the respondents such as age and gender. Part two consists of the

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assessment and evaluation of the respondent's sedentary behavior, self-efficacy and perceive physical wellbeing to show its implications on occupational health.

To determine the profile of the respondents in terms of age and sex, the researcher have prepared a checklist. First set of survey questionnaire was a 6-item survey questionnaire with a four-point Likert scale to identify the respondent's level of sedentary behavior in their sitting/reclining, lying and standing time. Another set of 6-item survey questionnaire in self-efficacy was used to identify the respondent's self-efficacy in mastery experiences, vicarious experiences, verbal persuasion and emotional and physiological states. The last part of the questionnaire was a 6-item survey questionnaire to identify the perception of the respondents towards physical well-being in terms of movement, nourishment, recovery, mindset and environment.

Part 1. Respondents Profile. This part includes the age bracket of the respondents and their sex.

Part 2. Sedentary Behavior Questionnaire. This research instrument was adapted and modified based on a standardized research questionnaire from Sedentary Behavior Research Network (SBRN) questionnaire by Rosenberg DE, Norman GJ, Wagner N, Patrick K, Calfas KJ, Sallis J. Reliability and validity of the Sedentary Behavior Questionnaire for adults. *J Phys Act Health.* 2010; 7:697-705.

Part 3. PERMA-Profiler for Self-Efficacy. This research instrument was adapted and based on a standardized research questionnaire by Julie Butler and Margaret L. Kern on their study The PERMA-Profiler: A brief multidimensional measure of flourishing.

Part 4. Respondent's Perception on Physical Well-being in terms of movement, nourishment, recovery, mindset and environment.

Validation. To guarantee its accuracy and consistency, the researcher gave the survey questionnaire to the thesis adviser and other panel members for revisions and recommendations. The researcher asked three master teachers in the same field of expertise to validate the content in order to guarantee their quality and conformity to the study's subject matter. In order to assess the internal consistency of the survey questionnaire's items, the researcher also ran a pilot test with thirty (30) teachers prior to the study. The data gathered during the pilot test was subjected to Cronbach's Alpha. The pertinent data needed in the study was collected through the following procedures: first, the researcher secured approval from the office of the Schools District Supervisor and the School heads allowing the conduct of the study at Talisay Integrated School, Lusacan National High School, Paiisa National High School and Cabay National High School. After it was approved, the questionnaires were handed personally by the researcher to the respondents of the study. Through the process of random sampling, the researcher selected 15 respondents from each of the secondary schools in the Tiaong II district. After the questionnaires was gathered, the researcher has sent the result to the Stat center to get the result of the study. The accomplished questionnaire was retrieved, tallied and summarized. The data gathered was treated and analyzed using the appropriate statistical tool.

In analysing and interpreting the data the following scheme was used: for the demographic profile of the respondents, sedentary behavior, self-efficacy and perceive physical well-being.

To determine the significant difference of the respondents and other grouped according to age and gender, the R-value was used.

To determine the relationship between the sedentary behavior and self-efficacy, the researcher will get the mean MPS, and the R-value was used.

To determine the relationship between the sedentary behavior, self-efficacy, and their perceive physical well-being, the R-value was used.

2. RESULTS AND DISCUSSION

Part I. Profile of the Respondents

Table 1 Distribution of the Respondents in terms of Age

Age	Frequency	Percent
26 - 30 y/o	15	25.00
31 - 40 y/o	19	31.67
41 - 50 y/o	19	31.67
51 - 60 y/o	7	11.67
Total	60	100

Table 1 shows 60 respondents fell under four age brackets. Using random sampling technique, the researcher conducted this research study with 15 teaching personnel coming from the four high schools in the 2nd District of Tiaong which are Talisay Integrated School, Lusacan National High School, Paiisa National High School and Cabay National High School. This table shows that out of 60 respondents, 19 of them are 31 – 40 years old as same as 41 – 50 years old. While there are 15 respondents who are 26 – 30 years old and 7 of them are 51 – 60 years of age.

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Table 2 Distribution of the Respondents in terms of Sex

Sex	Frequency	Percent
Male	14	23.33
Female	46	76.67
Total	60	100

This table describes that most of the respondents who have answered the questionnaire were female. The distribution of the respondents were not equally divided in terms of sex. Among the 60 respondents, 46 of them are female with while only 14 of them were male.

Part II – Perception of the Respondents' Sedentary Behavior and Self-Efficacy.

Table 3 Perceived level of the respondents' sedentary behavior

On a typical day, how much time do you spend (from when you wake up until you go to bed) doing the following?	Mean	SD	Verbal Interpretation
1. Watching television (including videos on VCR/DVD).	2.73	0.97	Active
2. Playing on a computer, mobile or video games.	2.73	1.10	Active
3. Sitting listening to music on the radio, tapes or CDs.	2.93	0.78	Active
4. Sitting and talking on the phone.	2.78	0.89	Active
5. Doing paperwork or computer work (office work, emails, paying bills, etc.)	2.55	1.06	Active
6. Sitting reading a book, other reading materials or magazine.	2.98	0.87	Active
7. Playing a musical Instrument	2.82	1.36	Active
8. Doing artwork or crafts.	2.97	1.18	Active
9. Sitting and driving in a car, bus, or train.	2.95	1.06	Active
Overall	2.83	0.61	Active

Legend: 1.00 – 1.74 (Inactive) 1.75 – 2.49 (Insufficiently Active) 2.50 – 3.24 (Active) 3.25 – 4.00 (Highly Active)

This table depicts the perceived level of the respondents' sedentary behavior. In measuring the level of respondents' sedentary behavior, the researcher used a 4-scale questionnaire that shows how often did the respondents spend their time in doing sedentary behaviors from their everyday living. Level 4 is equivalent to 15

- 30 minutes of sedentary behaviors a day, which means they are highly active showing that they spend less of the time doing sedentary behaviors while 3 has an equivalence of 1 – 2 hours of sedentary behavior each day that shows being active. Level 2 if they are spending 3 – 4 hrs. of sedentary behaviors per day which fell under the category of insufficiently active due to a longer time spent in sedentary behavior and 1 if they spend 5hrs or more in doing sedentary behaviors each day. The study findings show that with an overall mean of 2.83, most of the respondents may be active but not highly active spending only 1 – 2 hours of sedentary behaviors on their daily basis.

The highest mean obtained was 2.98, indicating that the respondents spend less time in sitting reading a book, other reading materials or magazines suggesting that respondents felt slightly more sedentary during this activity compared to others. Nowadays, reading habits are highly influenced in the digital era. Due to various social media and mobile use, people tend to spend less time reading. According to an article online written by Sheetal in 2023, in the age of smartphones, social media and instant gratification, it is evident that the art of reading has undergone a significant transformation.

On the other hand, the lowest mean obtained was 2.55, that clearly states that most of the respondents spend their time doing paperwork or computer work (office work, emails, paying bills, etc.) causing more time in sedentary behavior. Here in the Philippines, teachers face a very heavy workload that includes both extensive paper works and increasing computer-related tasks. It is evident that most of the time, teachers are working on administrative tasks and accomplishing urgent reports that need to be submitted to the office with all the data gatherings and accomplishment reports that need to be submitted on the scheduled time along with teaching.

All individual activities were interpreted as "**Active**," with mean scores ranging from **2.55 to 2.98**, reflecting a generally consistent perception across the various sedentary tasks. Most of the time we tend to confuse the activities we do with rest and do not realize that our time is gradually fading away. We tend to love the activities we do so much that we do not realize time is passing.

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Part III. Perceived Level of Self-Efficacy

Table 4 PERMA-Profiler for Self-Efficacy (Positive Emotion)

Positive Emotion	Mean	SD	Verbal Interpretation
1. How often do you feel joyful?	3.57	0.62	Frequently
2. How often do you feel positive?	3.72	0.49	Frequently
3. How often do you feel contented?	3.62	0.52	Frequently
4. How often do you feel motivated?	3.67	0.51	Frequently
5. How often do you feel optimistic?	3.73	0.55	Frequently
Overall	3.66	0.43	Frequently

Legend: 1.00 – 1.74 (Never) 1.75 – 2.49 (Rarely) 2.50 – 3.24 (Occasionally) 3.25 – 4.00 (Frequently)

This table shows the perceived level of respondent's positive emotion as part of a standardized research questionnaire by Butler and Kern on their study the PERMA-profiler used in measuring Self-Efficacy. The highest mean obtained are 3.73 and 3.72 with a point difference. The result shows most of the respondents feel optimistic and positive. As a Filipino, one of the most exemplary Pinoy custom and features is that we are optimistic. According to a survey conducted by France-based market research and consulting firm, 86% of Filipinos embrace 2024 with optimism making the Philippines one of the top five countries with the highest optimism levels for 2024. Based on the survey, the respondents show an inferior level of feeling joyful. One of the possible factors of this is the heavy workloads. Most of the teachers specially those working in the public school doesn't have the work-life balance.

We often bring our work at home even if we already have spent 8 hours in school. Because of this, most of the teachers felt stressed carrying the burden of their work even in their own home after school. Thus, the result of this study still proves that Filipino teachers specifically the respondents are optimistic having a high level of positive emotion.

Table 5 PERMA-Profiler for Self-Efficacy (Engagement)

Engagement	Mean	SD	Verbal Interpretation
1. How often do you become absorbed in what you are doing?	3.55	0.50	Frequently
2. How often do you feel excited and interested in things?	3.40	0.56	Frequently
3. How often do you lose track of time while doing something you enjoy?	3.37	0.69	Frequently
4. How often do you feel happy and less bored doing your hobbies?	3.60	0.67	Frequently
5. How often do you find joy and amusement in little things?	3.53	0.62	Frequently
Overall	3.49	0.40	Frequently

Legend: 1.00 – 1.74 (Never) 1.75 – 2.49 (Rarely) 2.50 – 3.24 (Occasionally) 3.25 – 4.00 (Frequently)

This table shows the respondents perceived level of engagement in self-efficacy with 3.49 overall mean showing that the respondents get frequently more engaged in what they do. Indicator 4 got the highest mean of 3.60 describes that most of the respondents frequently feel happy and less bored doing their hobbies. It is because these activities provide intrinsic enjoyment, reduce stress, foster creativity, and offer a sense of achievement. Hobbies engage the mind and body, creating a fulfilling and meaningful experience that enhances overall well-being. The respondents often but not always, get lost on time while doing things that they like. Teachers often struggle to find. Teachers juggle various responsibilities, including delivering lessons, monitoring student behavior, grading assignments, and handling administrative tasks—all within a limited timeframe.

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Table 6 PERMA-Profilr for Self-Efficacy (Relationship)

Relationship	Mean	SD	Verbal Interpretation
1. How often do you receive help and support from others when you need it?	3.12	0.61	Occasionally
2. How often have you been feeling loved?	3.65	0.63	Frequently
3. How often do you feel satisfied with your personal relationships?	3.65	0.61	Frequently
4. How often do you feel motivated by your loved ones?	3.63	0.66	Frequently
5. How often do you find inspiration on doing something by someone?	3.42	0.56	Frequently
Overall	3.49	0.49	Frequently

Legend: 1.00 – 1.74 (Never) 1.75 – 2.49 (Rarely) 2.50 – 3.24 (Occasionally) 3.25 – 4.00 (Frequently)

This table shows the respondents level of self-efficacy in terms of relationship. In this part of self- efficacy, it is evident that the respondents got the first indicator fall under the level of 3.12 with verbal interpretation of occasionally, meaning, in terms of interpersonal relationship, most of the respondents occasionally receives help and support from others when they need it. They may have answered it this way due to various personal, social, and environmental factors. Some respondents may have small social circles or limited connections with family and friends, making support less frequent. Also, some individuals prefer handling their challenges on their own and only seek help when necessary. In the contrary, most of the respondents answered that they often feel loved and they feel satisfied with their personal relationships. Most of the time, we tend to love the activities we do so much that we do not realize time is passing, we often confused the activities we do with rest and do not realize that our time is gradually fading away. A strong sense of self- reliance can lead to occasional rather than regular support from others.

Table 7 PERMA-Profilr for Self-Efficacy (Meaning)

Meaning	Mean	SD	Verbal Interpretation
1. How frequent do you think you lead a purposeful and meaningful life?	3.47	0.70	Frequently
2. How often do you feel that what you do in your life is valuable and worthwhile?	3.67	0.57	Frequently
3. How often do you generally feel you have a sense of direction in life?	3.70	0.56	Frequently
4. How often do you see your self-importance?	3.63	0.64	Frequently
5. How often do you see the purpose of your life?	3.63	0.64	Frequently
Overall	3.62	0.57	Frequently

Legend: 1.00 – 1.74 (Never) 1.75 – 2.49 (Rarely) 2.50 – 3.24 (Occasionally) 3.25 – 4.00 (Frequently)

This table indicate the perceived level of respondent's self-efficacy focusing on their meaning with an overall mean of 3.62. Meaning refers to having a sense of purpose in life, a direction where life is going, feeling that life is valuable and worthliving. On the question of having a meaningful and purposeful life, this one got the lowest mean among others. Being a teacher often means having multiple deadlines and various side tasks that keep us busy. Another common issue for teachers is anxiety from heavy workloads. This can lead to a loss of purpose in life. On the other hand, teachers often have a clear sense of direction in life because their job is closely linked to influence and impact. Their work goes beyond just delivering lessons; it's about shaping minds, encouraging growth, and making a lasting difference in students' lives. This sense of purpose serves as a guiding force, helping them face challenges with resilience and clarity.

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Table 8 PERMA-Profiler for Self-Efficacy (Accomplishment)

Accomplishment	Mean	SD	Verbal Interpretation
1. How much of the time do you feel you are making progress towards accomplishing your goals?	3.20	0.68	Occasionally
2. How often do you achieve the important goals you have set for yourself?	3.28	0.67	Frequently
3. How often are you able to handle your responsibilities?	3.70	0.56	Frequently
4. How often do you feel successful?	3.27	0.63	Frequently
5. How often do you feel like you are contented and accomplished?	3.47	0.70	Frequently
Overall	3.38	0.55	Frequently

Legend: 1.00 – 1.74 (Never) 1.75 – 2.49 (Rarely) 2.50 – 3.24 (Occasionally) 3.25 – 4.00 (Frequently)

This table shows the respondent's perceived level of self-efficacy in terms of their accomplishment. In the context of the findings, the respondents perceived level of self-efficacy in terms of accomplishment got 3.38. The result of this survey was surprisingly unique because of the different outcomes. The result of this survey exhibited with a mean of 3.20 which is the lowest among all the indicators stating that they occasionally feel that they are making progress towards accomplishing their goal. This may be due to simultaneous tasks at hand. Most of the time, teachers are doing multi-task in beating the deadlines so, in compliance with this, they tend to finish their work on time even though it doesn't meet their desired outcome. This may also be the reason why their response is a bit low when it comes to goal attainment and the feeling of success though they are very much able to handle all the given responsibilities.

Part IV. Perceived Level of Physical Wellbeing

The table below shows the respondents perceived level of physical well-being in terms of their movement. The respondents strongly agreed that having a good posture and doing physical activities helps in improving their body composition and have a positive impact on their overall health and well-being. On the other hand, indicator number 4 shows a low level of agreement which is a bit intriguing. If some of the respondents believe they don't have good posture, it might reflect a deeper blend of physical strain and self-perception.

Table 9 Perception of the Respondents in terms of Movement

Movement	Mean	SD	Verbal Interpretation
1. Improving my posture would have a positive impact on my overall health and well-being.	3.77	0.53	Strongly Agree
2. Poor posture can pose several health risks.	3.57	0.56	Strongly Agree
3. Sedentary behavior can affect my posture.	3.63	0.52	Strongly Agree
4. I have good posture.	2.97	0.55	Agree
5. Physical activity can improve my posture.	3.78	0.52	Strongly Agree
6. Doing Physical Exercise helps me improve my Body Composition.	3.83	0.49	Strongly Agree
Overall	3.59	0.39	Strongly Agree

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

Teaching is very physical, hours of standing, walking around the classroom, leaning over desks, and sometimes even sitting at odd angles while grading or using computers. Over time, these habits can lead to posture problems like rounded shoulders or forward head tilt. And because teachers are constantly observed, they might become more self-conscious about how they carry themselves.

The table below clearly shows that the respondents have a low level of Nourishment. In fact, the result revealed that they do not even count their calorie intake which is very much needed in maintaining a balanced and nutritious diet. These findings touched on a deeper truth about how the well-being of educators, those at the heart of shaping future generations, often goes overlooked.

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Table 10 Perception of the Respondents in terms of Nourishment.

Nourishment	Mean	SD	Verbal Interpretation
1. I always eat nutritious foods.	3.08	0.65	Agree
2. I have a regular diet/meal plan.	2.73	0.71	Agree
3. I always eat on time.	2.98	0.68	Agree
4. I always count my calorie intake.	2.07	0.94	Strongly Disagree
5. I am not a picky eater.	3.32	0.70	Strongly Agree
6. I have a balanced diet.	2.60	0.79	Agree
Overall	2.80	0.57	Agree

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

This is very meaningful and concerning at the same time. A low level of nourishment among teachers could be both personal and systemic. One of the possible reasons is the demanding schedules and workload of teachers. They often skip meals or just eat whatever is quick and accessible due to limited time between classes, meetings, grading, and lesson planning. This can lead to inadequate nutritional intake throughout the day. A 2023 review published in the International Journal of Behavioral Nutrition and Physical Activity examined over 100 studies on teachers' food and nutrition (FN) health. It found that while teachers are often expected to be role models and health promoters, their own FN needs are frequently overlooked. The review highlighted how workload, school environments, and lack of targeted interventions contribute to poor dietary habits and health outcomes.

It is also possible that stress and emotional exhaustion is a big factor in their low level of nourishment. Some may tend to overeat or undereat or just rely on comfort foods with little nutritional value. Also, some of the educators are experiencing economic constraints. Most of them are breadwinners and are having trouble when it comes to their financial capabilities due to piles of debts juggling their personal and professional responsibility in supporting their personal needs and professional growth. In a related study of financial literacy status of public-school teachers: the case of the Philippines (Casingal & Ancho 2021), it is revealed that teachers are financially unsatisfied and are struggling financially. School environments might not always provide access to fresh and nourishing foods. Sometimes, the school canteen cannot provide a fresh, delicious and healthy meal due to limited supplies and funds, so choices become restricted.

Table 11 Perception of the Respondents in terms of Recovery.

Recovery	Mean	SD	Verbal Interpretation
1. I always have enough sleep.	2.55	0.79	Agree
2. I can stand a fair amount of physical strain.	3.03	0.52	Agree
3. I am resilient.	3.32	0.57	Strongly Agree
4. I am in good shape physically.	2.73	0.69	Agree
5. Physical activity can improve the quality of sleep.	3.57	0.59	Strongly Agree
6. Sedentary behaviors can affect the quality of sleep.	3.38	0.56	Strongly Agree
Overall	3.10	0.43	Agree

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

A mean score of 3.10 in respondents' perceived level of physical well-being suggests a moderate level of physical health and recovery. This result revealed the often – overlooked emotional and physiological demands placed on educators. At first, being resilient but low in physical strain and recovery seems contradictory.

But this only suggests that teachers experience more mental and emotional than physical. Lesson planning, grading, managing students' behavior and meeting administrative demands don't necessarily push the body the way manual labor does, but they can be mentally and emotionally draining in ways that seriously affect sleep and recovery. Sleep deprivation and poor physical health. Many teachers work beyond contractual hours, sometimes deep into the night preparing lessons, or catching up on paperwork. In addition, family responsibilities and a lack of time for proper meals or exercise highly affects the quality of sleep and time for the

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body to restore itself.

Table 12 Perception of the Respondents in terms of Mindset

Mindset	Mean	SD	Verbal Interpretation
1. It is exciting to be alive.	3.92	0.28	Strongly Agree
2. I always find something interesting.	3.65	0.48	Strongly Agree
3. I am optimistic.	3.75	0.44	Strongly Agree
4. I can cope with stress.	3.40	0.67	Strongly Agree
5. I always care about what happens to me.	3.72	0.45	Strongly Agree
6. I always find solutions in every problem I am facing.	3.65	0.48	Strongly Agree
Overall	3.68	0.33	Strongly Agree

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

Teachers must shift gears quickly and creatively in handling every class and every child. Particularly in public schools where teachers are handling a large class size ranging 40 – 50 students in a class with different learning styles and needs. This constant mental agility helps build a strong, adaptable mindset over time.

This table shows a 3.56 overall mean in respondents perceived level of physical well-being in relation to their environment and it is a positive assessment. The environment both physical and social plays a profound role in shaping a teacher's physical well-being, often in ways that are subtle but cumulative.

Table 13 Perception of the Respondents in terms of Environment.

Environment	Mean	SD	Verbal Interpretation
1. Environment has a huge contribution to my overall physical health.	3.73	0.52	Strongly Agree
2. Working with noise levels and the presence of loud disruptive elements affects my physical health.	3.32	0.77	Strongly Agree
3. Physical well-being is highly influenced by clean surroundings.	3.78	0.42	Strongly Agree
4. My occupation contributed to developing sedentary behaviors.	3.38	0.67	Strongly Agree
5. My environment affects my ability to engage in physical activity and exercise.	3.28	0.67	Strongly Agree
6. Air quality, pollution and surroundings have a huge impact on my physical health.	3.85	0.36	Strongly Agree
Overall	3.56	0.42	Strongly Agree

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

One of the factors is classroom design and ergonomics. If classrooms lack proper chairs, desks or ventilation, this can lead to physical strain, poor posture and fatigue. Constant background noise, harsh lighting, and poor air circulation can wear down the body over time. If the environment is noisy, overstimulating, or poorly ventilated, the body never fully relaxes.

Table 14 Significant relationship between the respondent's profile and physical well-being.

Physical Wellbeing	Profile	
	sex	age
Movement	-0.157	-0.087
Nourishment	-0.118	0.117
Recovery	-0.153	-0.024

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Mindset	-0.118	0.296
Environment	-0.143	-0.27

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

This table shows the correlation between respondent's profile and their physical well-being. Movement and sex have a slight negative relationship suggesting that one sex moves less than the other. For example, female respondents might be more sedentary depending on cultural or institutional factors. Age could be mildly linked to better nourishment habits perhaps older teachers eat more regularly or make healthier choices.

Recovery may be slightly more challenging for one sex potentially due to unequal domestic burdens or expectations. The strongest positive correlation is mindset and age. Older teachers may possess more resilient or well-developed mindsets due to experience. The correlation of environment, sex and age is particularly interesting: older teachers may perceive their physical environment more negatively possibly due to accumulated strain or evolving expectations overtime.

Table 15 Significant relationship between respondent's sedentary behaviors and their physical wellbeing

Physical Wellbeing	Sedentary Behavior
Movement	-0.026
Nourishment	0.139
Recovery	0.157
Mindset	-0.065
Environment	-0.174

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

This table shows the correlation between the respondents' sedentary behavior and their physical well-being. The result revealed that there is essentially no relationship between movement and sedentary behavior. Sedentary time does not clearly affect their perception of movement possibly due to job – related routines dominating both domains. Nourishment has a low positive correlation stating that marginal correlation exists between increased sedentary behavior and improved nutrition. Those who are more sedentary may have slightly better nourishment habits perhaps because they are seated for meals or snack regularly though the cause is unclear. Recovery also has a slight positive correlation. Teachers who are more sedentary should feel a little better about their recovery and rest. Sedentary time may be seen as a kind of physical rest, or these people may give rest greater deliberate priority because of physical inactivity suggesting a more passive recovery benefit. Mindset has a slightly negative correlation meaning, a slightly less cheerful attitude could be related to somewhat more sedentary activity. Although not conclusive, it might suggest a connection between long-term inactivity and less positive or energetic emotions perhaps related to self-efficacy or motivation.

Environment is the strongest though still low and negative correlation. A less supporting or less enabling environment appears to be related to a more sedentary way of life. It can indicate a lack of access to places or possibilities that promote mobility, such open classrooms, walkable campuses, or movement-friendly timetables. More sedentary behavior might perceive their environment less favorably. This could stem from feeling confined, under-stimulated, or physically uncomfortable in their surroundings.

Table 16 Significant relationship between respondent's self-efficacy and their physical wellbeing

Physical Wellbeing	Self-Efficacy				
	Positive Emotion	Engagement	Relationship	Meaning	Accomplishment
Movement	-0.07	0.09	0.058	-0.011	0.139
Nourishment	0.068	0.147	0.088	0.061	0.273*
Recovery	0.123	0.187	0.108	0.095	0.297*
Mindset	0.274*	0.341**	0.176	0.262*	0.277*
Environment	-0.124	0.076	-0.035	-0.119	-0.188

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

This table shows a clear and concise interpretation of the relationship between self-efficacy and their physical well-being using the PERMA model and focusing on the significance of those relationships. Movement has a weak correlation across all dimensions.

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Movement does not seem strongly influenced by emotional or cognitive drivers perhaps due to the externally constrained structure of teacher's schedules. Nourishment on the other hand, have a positive relationship with accomplishment. Teachers who feel accomplished may be more intentional with their diet. Taking time to eat well can be a form of self-care linked to success. It can also imply that those who have a proper nourishment and healthy food intake are more likely to have more accomplishments and be more accomplished.

Recovery and accomplishment show a positive and high correlation. Teachers who are engaged and feel successful are more likely to prioritize rest, maybe seeing recovery as key part of sustained performance. The more rest you have, the more accomplishment you may have. Rest is as important as work, so this result clearly states that the more you take your time to rest, the more likely to have more accomplishments.

Mindset has the most consistently strong set of links across all dimensions. Teachers who are emotionally engaged, purposeful and positive tend to have a resilient mindset. Teacher's positive emotion highly affects their mindset. Respondents who have a positive and optimistic attitude have a strong mindset. Mindset and engagement show a strong positive relationship. When an individual believe they can improve through effort, they are more likely to stay emotionally invested and behaviorally active in their work. Teachers with a growth mindset about their teaching ability reported higher levels of enjoyment and engagement in their work. It suggests that when teachers feel emotionally and cognitively invested in their work, they are more likely to maintain a resilient, adaptive mindset and vice versa. Interestingly, environment has a weak to slightly negative correlation across other variables. Teacher's sense of self-efficacy doesn't seem to improve their perceptions of their physical environment. This may suggest a limit to what self-efficacy can buffer; external conditions remain frustrating regardless of inner strength.

3. RECOMMENDATIONS

Based on the results and conclusions of the study, the following recommendations are hereby suggested:

1. **Teachers.** Less sedentary time and more physical activity. The school and the organization are encouraged to have an intervention program like Zumba or any form of physical exercise to address the needs of the teaching and non-teaching personnel of physical activity during their working time in the light of this study showing that they spend most of their time doing paperwork.
2. **School and Administration.** The school and administration are encouraged to have a year-round assessment in sedentary behavior included with the annual medical assessment to lessen the possibility of acquiring unwanted health risks for teaching and non-teaching personnel that they may get through prolonged sedentary activities and lifestyle.
3. **Educational Institutions.** This paper encourages other researchers to further elaborate and to deepen similar studies about sedentary behaviors, self-efficacy and physical well-being. It is also recommended to explore internal factors, such as mindset or personal habits that have a more significant impact on physical well-being than external surroundings.
4. **Future Researchers.** Further research must be conducted along this light, to explore the extent of the effects and implications of sedentary behavior towards the physical well-being of an individual.

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