

Life status and demographic characteristics of IAPES' members during the COVID-19 pandemic

by Jesus Argarin

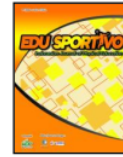
Submission date: 20-Aug-2022 04:41PM (UTC+0700)

Submission ID: 1884669866

File name: 7._Jess_1.docx (231.38K)

Word count: 7909

Character count: 44459



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Received: 13 February 2022; Accepted 17 August 2022; Published 20 August 2022



ABSTRACT

This study on the life status of IAPES members based on identified conditions and their demographic characteristics during the COVID-19 pandemic was conducted to provide an updated profile of the members of the International Association of Physical Education and Sports. The objectives of the study is to collect data and information based on the following: (i) demographic characteristics of selected IAPES members as to their country of origin, age, sex, civil status, educational attainment, length of service as PE teacher, length of service in their current institution, and the type of institution they are employed; (ii) the current life status of selected IAPES members in terms of psychological, physical, financial, work/professional, and sociocultural conditions; (iii) presence of significant relationships on the current life status when grouped according to their demographic characteristics; (iv) how the selected IAPES' members describe their greatest attributes that have helped them cope with the COVID-19 pandemic; and, (v) what other matters have been bothering the selected IAPES' members in relation to the prevalence of the pandemic. The study used mixed methods of research, the quantitative (descriptive-correlational) and qualitative (descriptive-exploratory) methods. Moreover, the study utilized purposive-convenient sampling techniques in the selection of 246 IAPES' members from the Philippines, India, Malaysia, Bangladesh, Egypt, Ethiopia, Pakistan, Iran, Thailand, and United States. Results show that respondents' life status based on the cited conditions have significant relationships when grouped according to the respondents' country of origin, sex (except for the physical condition), and educational attainment, while there are no significant relationships based on their age, civil status (except for physical and work/professional conditions), length of service as PE teacher, length of service in the current institution, and type of institution. Moreover, there were 5 greatest attributes in coping with the COVID-19 pandemic identified by the respondents, resilience, attitude of maintaining good physical condition, seeking for families' and friends' support in times of crisis, volunteerism, and faith in God. Other matters bothering the respondents related to COVID-19 pandemic are financial stability, family's safety, learning more about mental health, their students' learning conditions, and the lack of initiatives from the authorities in battling the COVID-19 pandemic.

Keywords: Life status; demographic characteristics; covid-19; physical and sports educators

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[https://doi.org/10.25299/es:ijope.2021.vol3\(2\).8970](https://doi.org/10.25299/es:ijope.2021.vol3(2).8970)

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How to Cite: Argarin, J., & Cruz, L. B. D. (2022). Life Status and demographic characteristics of IAPES' members during the COVID-19 pandemic. *Edu Sportivo: Indonesian Journal of Physical Education*, 3(2), 168-185. [https://doi.org/10.25299/es:ijope.2021.vol3\(2\).8970](https://doi.org/10.25299/es:ijope.2021.vol3(2).8970)

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Authors' Contribution: a – Study Design; b – Data Collection; c – Statistical Analysis; d – Manuscript Preparation; e – Funds Collection



INTRODUCTION

We shape the world of Physical Education and Sports, as the main thrust of the International Association of Physical Education and Sports (IAPES) (Barrena & Antonio, 2017), shaping the world of Physical Education and Sports basically deals with the basic component of the organization, the Physical and Sports' Educators. As envisioned, IAPES strive to become the leading voice at the intersection of Physical Education and Sports. It hopes to use this voice to unite, challenge, and inspire the next generation of leaders to improve the lives of professionals and to act as stewards of the best practices in physical education and sports industry as a whole (Primer for IAPES Members). In doing so,

Physical and Sports Educator-members worldwide strive to do their best to contribute and assist in the achievement of the organization's goals and objectives (Arias et al., 2018).

In any organizational endeavors, success and achievements of goals always depend on the support and commitment of the professional members. Membership in any organizations indeed aims to provide assistance to its individual members professionally and to support them to improve their career and profession, yet (Alsoufi et al., 2020), hard work and commitment will always be the foundation of success for both the organization and its associates. Hence, personal and professional conditions of these committed members are highly relevant in order to realize the vision-mission of the organization. Relative to the Physical and Sports Educators of IAPES, it is not only their duties to disseminate information and facilitate knowledge to help their students develop their skills and promote wellness, but likewise maintain their own healthy life status to guarantee that they can perform their duties to their students and the school community.

Teaching, as a profession, is an advanced and complex undertaking. A person who decides to teach must possess particular personal and professional qualities applicable to the profession (Makovec, 2018). His/her must be someone of strong moral character, a role model, and a caregiver as well. A teacher is often expected to put the needs of the students above his own. Teachers must equally possess competence in classroom management, planning and implementing instructions, and monitoring and evaluating their students' progress and potential (Poulou et al., 2019). Teaching and Learning International Survey (TALIS) emphasizes that teaching has also been recognized as a very demanding and stressful occupation leading to high levels of burnout, chronic depression, frustration, low self-esteem, and high levels of attrition (Haynes-Brown et al., 2021).

At the onset of COVID-19 pandemic, educators/teachers in general, were surprised with an unpredictable scenario where the lockdown situation has hastened the swift shift of the educational method from traditional to online instruction, has affected relationships by avoiding direct contact with others towards the varied implications on the peoples' mental health (Lei & Medwell, 2021). Thus, physical activity is seen as a basic factor that could prevent the development of psychological disorders such as anxiety and/or depression during this peculiar situation (Aizorribai et al., 2020). Educational systems all over the world were forced to stop through a series of shutdowns, and schools were pushed to move to an online environment, in some capacity, to continue learning (Young & Donovan, 2020). It is important to understand the way Physical and Sports' Educators perceived and experienced this abrupt change to online learning during the COVID-19 pandemic since it has implications towards the success in teaching Physical Education in the future. Thus, we may imagine that teachers were considering best practices in Physical Education, yet, they were manipulating what they know in a general setting into how they could effectively deliver in this new trend of online environment (Centeio et al., 2021). We therefore have to admit the fact that PE is a major discipline in education that requires high physical engagement and activities, yet, currently has to bring the lessons virtually. This is why it is very important that Physical and Sports' Educators who are challenged to come up with new and effective strategies in classroom management shall maintain a well-adjusted set of skills and a balanced and healthy life in general. Relatively, as noted by Marshall et al. (2020) many teachers also expressed that their personal circumstances made it even more difficult to shift from in-person to online instruction.

We have to acknowledge that the changes took a personal toll. Teachers struggled like most of others. They likewise experienced anxieties about being locked down, being

socially isolated, getting sick, and being overwhelmed by the varied tasks of an administrator, classroom manager, and the only technical support staff available for their students and parents (Hepburn et al., 2021). This is the usual issue of teachers who are worried about their students. Evidence suggests that some teachers could reach less than ten percent (10%) of their students online (Rashid et al., 2021). Some braved the lockdown and took the initiative to go into communities to give work and meals to the students they could not reach online (Haynes-Brown et al., 2021). These and the other many situations are the reasons why Physical, and Sports' Educators shall be physically, mentally, financially, and socio-culturally prepared and healthy.

Similarly, a longitudinal study reported that prior to the COVID-19 pandemic, 63 Chilean teachers were already with low perception on their Quality of Life (QoL) with a significant influence on mental and physical health due to various stressors associated with work overload (Lizana et al., 2021). The study evaluated the impact of QoL on Chilean teachers before and during the COVID-19 pandemic. QoL perception, along with teachers' sociodemographic data, was evaluated. Sociodemographic variables presented no significant variations in pre-pandemic and pandemic comparisons. However, QoL showed a significant decrease during the pandemic compared to the pre-pandemic. In each gender, there were significant differences between pre-pandemic and pandemic timeframes, with a greater impact among women in the mental and physical component of all the variables and seven of the eight QoL scales (Lizana et al., 2021). Between age categories, respondents under 45 presented significant differences between pre-pandemic and pandemic timeframes. In conclusion, Chilean teachers' perception on QoL has been affected by the COVID-19 pandemic (Lizana et al., 2021).

Consequently, this study on the life status of IAPES members based on identified conditions during the COVID-19 pandemic were measured and results were used to find for significant relationship with their demographic characteristics. Specifically, this research tried to collect data and information to provide output for following objectives: (i) To collect data on the demographic characteristics of selected IAPES members based on their country of origin, age, sex, civil status, educational attainment, length of service as physical educator, length of service in the current institution, and the type of Institution they are employed; (ii) To find out the current life status of selected IAPES members in terms of psychological, physical, financial, professional/work, and sociocultural conditions; (iii) To find for significant relationships on the current life statuses of the selected IAPES members based on the cited conditions when grouped according to their demographic characteristics; (iv) To find out how the selected IAPES members describe their greatest attributes that have helped them cope with the COVID-19 pandemic; and (v) To describe what other matters have been bothering the selected IAPES members in relation to the prevalence of COVID-19 pandemic.

METHOD

This research was conducted to find out the current status of IAPES members from the various countries (mostly in Asia) based on some given conditions. In doing this, the researchers used mixed research methods. For the quantitative method, descriptive-correlational research design was utilized. This was employed to find out the existence of significant relationships on the psychological, physiological, financial, work/professional and sociocultural conditions of the IAPES' members based on their identified demographic characteristics. For the qualitative method, descriptive-exploratory was used to describe the greatest attributes that have helped the respondents cope and what other matters have been bothering them in relation to the prevalence of COVID-19

pandemic. Moreover, the study utilized purposive-convenient sampling techniques in the selection of 246 Physical and Sports Educators and members of IAPES from the Philippines, India, Malaysia, Bangladesh, Egypt, Ethiopia, Pakistan, Iran, Thailand, and United States. Data from these respondents were gathered using a researchers'-made survey tool which overall reliability result is equals to .91 based on the Cronbach Alpha reliability index. Furthermore, statistical treatment used for data analysis were frequency (f) and percentage (%) distributions, composite mean (Wx), and chi-square to measure the existence of significant relationships among variables. For the qualitative data, thematic analysis was used to identify patterns and categories from the respondents' discussions on problems 4 and 5 (with discussions from Dela Cruz and Silverio, 2019).

RESULTS AND DISCUSSION

To present the results and findings, the following data are presented in figures and tables.

1. Demographic Characteristics of IAPES' Members

1.1 In terms of country of origin

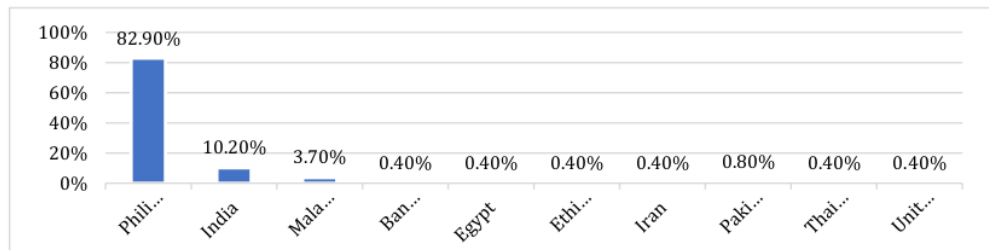


Figure 1. Demographic Characteristics of IAPES' Members in terms of Country of Origin

The figure above shows that most of the respondents who participated in the study are from the Philippines with 82.9% and followed by India with 10.20%. Beside Pakistan with 0.80%, the rest have only one or 0.40% respondent each from Bangladesh, Egypt, Ethiopia, Iran, Thailand, and the United States. It is obvious that majority of the respondents are from the Philippines due to the researchers' accessibility to these professionals.

1.2 In terms of age

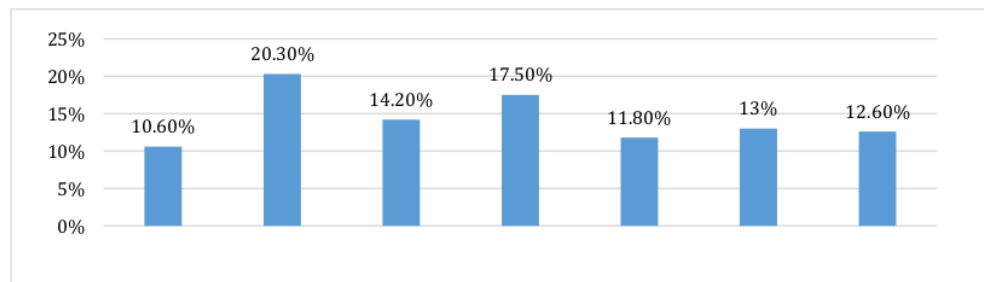


Figure 2. Demographic Characteristics of IAPES' Members in terms of Age

As shown in the above figure, ages of the respondents varied. The greatest number of respondents' age is between 26 to 30 years old, with 20.30%. This is followed by respondents who are 36 to 40 years old with 17.50% and those who are 31 to 35 years old with 14.20%. The rest are within 13% down with the lowest percentage of 10.60% for those who are between 25 years old and below. This explains that there are more respondents who are considerably young in the field of Physical Education.

1.3 In terms of sex

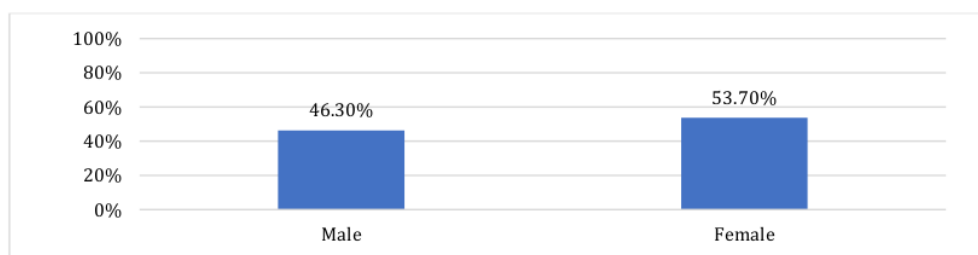


Figure 3. Demographic Characteristics of IAPES' Members in terms of Sex

Figure 3 reveals that there are more female-respondents with 53.70%, though the discrepancy is not remarkably great since male-respondents has 46.30%. This may explain that though Physical Education as a field is dominated by males, female PE professionals are seemed to be more accommodating and interested in participating to research work.

1.4. In terms of civil status

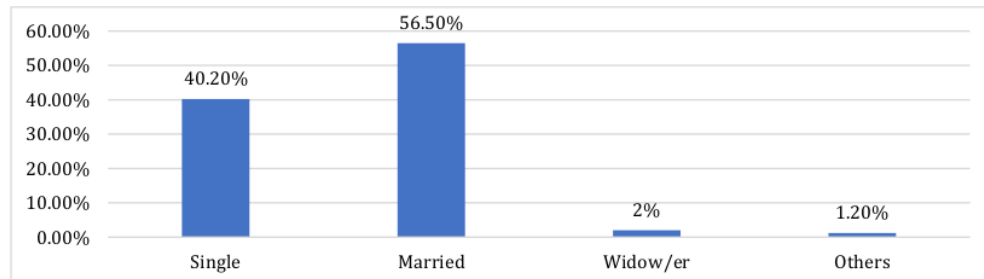


Figure 4. Demographic Characteristics of IAPES' Members in terms of Civil Status

It is shown in the figure that more than half of the respondents are married with 56.50%. This is followed by those respondents who are single with 40.20%. The rest has 0.20% for the widow/er and 1.20% for other type of civil status. Since most of the respondents are within the young to middle adulthood stages of life, it is expected that most of them are family people.

1.5. In terms of educational attainment

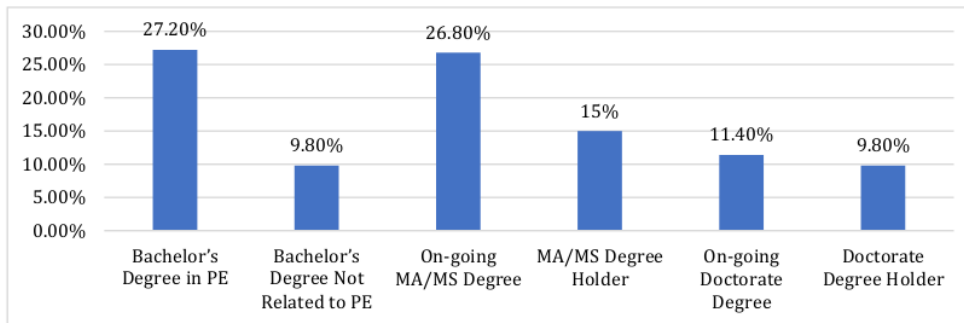


Figure 5. Demographic Characteristics of IAPES' Members in terms of Educational Attainment

It can be seen that most of the respondents have Bachelors' degree in Physical Education with 27.20% followed by a very little difference from those who have ongoing MA/MS degree with 26.80%. For the other types of educational attainment, 15% is for those with MA/MS degrees, 11.40% is for those with ongoing Doctorate degrees, while 9.80% is both for those Doctorate degree holders and with Bachelors' degrees not related to PE. This shows that more PE professionals may still be in pursuit of graduate degrees. They may have found it a little difficult because most of them have families to support.

1.6 In terms of length of service as PE teacher

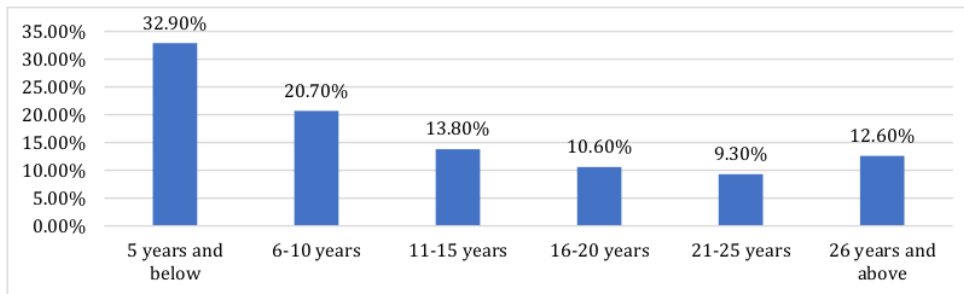


Figure 6. Demographic Characteristics of IAPES' Members in terms of Length of Service as PE Teacher

Figure 6 describes that most of the respondents have been in the field of Physical Education for only 5 years and below with 32.90%. This is followed by those who are in the field of service for 6 to 10 years with 20.70%. Others are in the service for 11 to 15 years with 13.80%, 26 years and above with 12.60%, 16 to 20 years with 10.60%, and 21 to 25 years with 9.30%. This supports the findings on the respondents' age and educational attainment where most of them are considerably young and may still in pursuit of graduate degrees.

6 1.7 In terms of length of service in the current institution

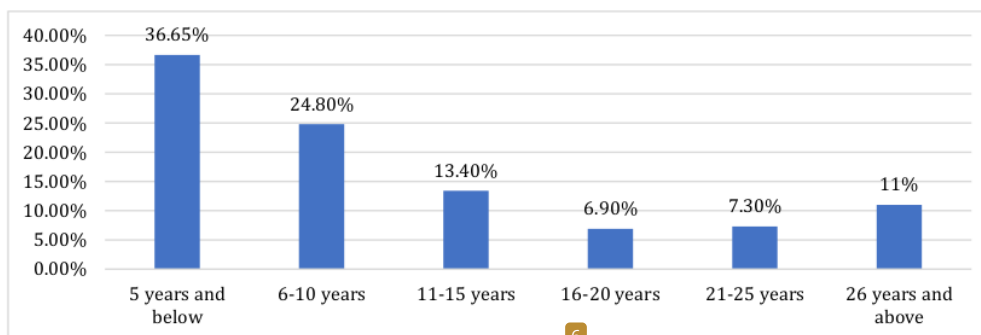


Figure 7. Demographic Characteristics of IAPES' Members in terms of Length of Service in the Current Institution

It is evident on the data in the figure that most of the respondents have been connected to their current schools for 5 years or below with 36.65%. This is followed by those who have been hired in their current schools for 6 to 10 years with 24.80%. On the other hand, respondents who have been in their current schools for 11 to 15 years has the percentage of 13.40 while those who are 26 years and more has 11%. The rest of the respondents are those within 21 to 25 years of service with 7.30% and 16 to 29 with 6.90%. This output is very consistent with the previous result on the length of service in the field of Physical Education. This only proves that most of the respondents are younger and still gaining experiences in the field.

1.8 In terms of type of institution

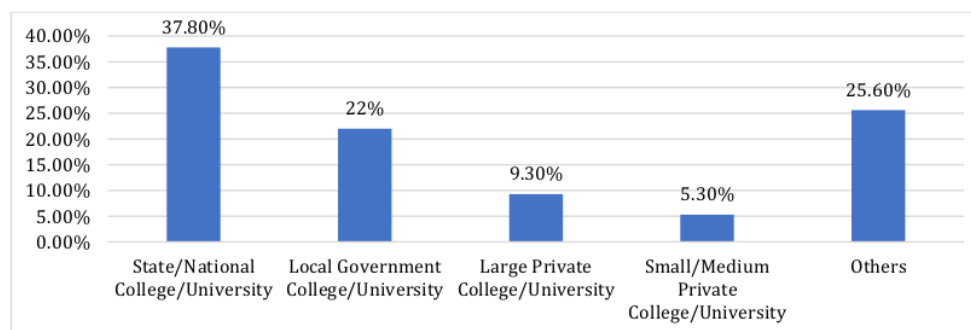


Figure 8. Demographic Characteristics of IAPES' Members in terms of Type of Institution

Figure 8 shows that there are more respondents who are employed in state or national universities and colleges with 37.80% followed by those whose employment is in the other types of institutions with 25.60%. The other type of tertiary schools where the rest of the respondents have 9.30% for large, private colleges/universities while 5.30% for small to medium private colleges/universities. It can surmise that most of the respondents are government employees both under the national and local government units. This may mean that these educators are in stable work organizations and have not been much affected financially by the pandemic.

2. Life Status of IAPES' Members During the Covid-19 Pandemic

2.1 In terms of psychological condition

Table 1. Life Status of IAPES' Members During the Covid-19 Pandemic in terms of Psychological Condition

| No. | Indicators | Mean | Verbal Interpretation |
|------------------|---|-------------|-----------------------|
| 1 | Aware of my mental condition during the pandemic. | 4.28 | Often |
| 2 | Sleep well at night or during my siesta time. | 3.65 | Often |
| 3 | Worried to be infected by the COVID-19 virus but managed to be optimistic about the situation. | 3.72 | Often |
| 4 | Able to express my thoughts and feelings to my family and friends without agitation or with less tension. | 4.07 | Often |
| 5 | Able to describe my feelings and emotions towards particular experience | 4.05 | Often |
| 6 | Identify/Pinpoint the source/s or reason/s of my feelings and emotions either happy, sad, angry, fearful, etc. | 3.92 | Often |
| 7 | Tell other people around me my honest opinion/s about what is happening. | 3.89 | Often |
| 8 | Affected by the situations of others brought by the pandemic and can find for reasons/explanations of such condition/s. | 3.68 | Often |
| 9 | Cry when I am afraid or sad, but not for long and managed to go back to my usual self. | 3.19 | Fairly Often |
| 10 | Empathize to those who suffer and try to reach out for them for comfort and help when I could. | 3.99 | Often |
| Composite | | 3.84 | Often |

Legend: 1.00-1.50-Never; 1.51-2.50-Seldom; 2.51-3.50-Fairly Often; 3.51-4.50-Often; 4.51-5.00-Always

Data in the table shows that the respondents are Often aware of their psychological condition as revealed by the composite mean of 3.84. They are often aware of their mental health during the pandemic. However, they fairly often cry when afraid or sad, but not for long and managed to go back to their usual self. This shows that the respondents have somehow strong psychological and/or personal condition despite the uncertainty which COVID-19 pandemic has brought to peoples' life.

2.2 In terms of physical condition

Table 2. Life Status of IAPES' Members During the Covid-19 Pandemic in terms of Physical Condition

| No. | Indicators | Mean | Verbal Interpretation |
|------------------|--|-------------|-----------------------|
| 1 | Managed to be physically fit despite the restrictions to go out. | 3.83 | Often |
| 2 | Maintain to do some work-out and/or physical exercises at home/within the neighborhood | 3.62 | Often |
| 3 | Managed to eat a well-balanced diet | 3.71 | Often |
| 4 | Able to maintain the required body weight for me even if I have to stay at home most of the time | 3.54 | Often |
| 5 | Get enough time/number of hours to sleep everyday | 3.52 | Often |
| 6 | Managed to recover faster from some illnesses/sickness | 3.85 | Often |
| 7 | Overcome physical fatigue without any serious medications | 3.85 | Often |
| 8 | Perform all the physical activities required of me as a PE teacher/instructor just like before the pandemic arrive | 3.85 | Often |
| 9 | Generally fine physically, all throughout the period of the pandemic | 3.81 | Often |
| 10 | Take all the precautionary measures to protect myself from getting infected by COVID-19 | 4.07 | Often |
| Composite | | 3.76 | Often |

Legend: 1.00-1.50-Never; 1.51-2.50-Seldom; 2.51-3.50-Fairly Often; 3.51-4.50-Often; 4.51-5.00-Always

In terms of physical condition, the respondents are Often aware about it as described by the composite mean of 3.76. They often manage to recover faster from some illnesses/sickness, overcome physical fatigue without any serious medications, and perform all physical activities required of them as a PE teacher/instructor just like before the pandemic arrive. Since the respondents are PE teachers/instructors, the results prove that they can manage themselves physically. They make themselves physically fit at all times and take all the precautionary measures to protect them from getting infected by COVID-19.

2.3 In terms of financial condition

Table 3. Life Status of IAPES' Members During the Covid-19 Pandemic in terms of Financial Condition

| No. | Indicators | Mean | Verbal Interpretation |
|------------------|---|-------------|-----------------------|
| 1 | Have a stable financial condition | 3.72 | Often |
| 2 | Managed to settle all my bills and financial obligations on time | 3.98 | Often |
| 3 | Managed to support my needs and the needs of those who depend/s on me | 3.89 | Often |
| 4 | Have a sustainable livelihood despite the economic condition brought by COVID-19 pandemic | 3.83 | Often |
| 5 | Managed to buy other material belongings without sacrificing the budget for basic necessities | 3.70 | Often |
| 6 | Able to put some savings from my work income | 3.57 | Often |
| 7 | Well-compensated by the work I am doing | 3.78 | Often |
| 8 | Receive the pay/salary that is appropriate to my skills and efforts in my work | 3.85 | Often |
| 9 | Have a good job that pays me good as well | 3.89 | Often |
| 10 | Contented with my financial condition now | 3.67 | Often |
| Composite | | 3.79 | Often |

Legend: 1.00-1.50-Never; 1.51-2.50-Seldom; 2.51-3.50-Fairly Often; 3.51-4.50-Often; 4.51-5.00-Always

Table 3 illustrates that the respondents have strong/stable financial condition as revealed by the composite mean of 3.79. This is shown by the results that the respondents often manage to settle all their bills and financial obligations on time, support their needs and those who depend on them, and have a good job that pays them good as well. This may mean that the respondents are not among those people whose jobs were affected by the pandemic. This is because most of them are employed by the government and their salaries are drawn from the national and local funds.

2.4 In terms of work/professional condition

Table 4. Life Status of IAPES' Members During the Covid-19 Pandemic in terms of Professional/Work Condition

| No. | Indicators | Mean | Verbal Interpretation |
|------------------|---|-------------|-----------------------|
| 1 | Perform well in my job as a Physical Education teacher/lecturer | 4.11 | Often |
| 2 | Submit the needed requirements in my job on time | 4.12 | Often |
| 3 | Provide my students the needed knowledge and skills required by the discipline | 4.15 | Often |
| 4 | Able to meet the goals and objectives of the course through my students' performance every end of term/semester | 4.15 | Often |
| 5 | Attend to my students who are having difficulties to adjust because of the pandemic | 4.04 | Often |
| 6 | Able to motivate my students to perform well even thru virtual learning | 4.14 | Often |
| 7 | Effectively demonstrate the physical fitness/exercises, sports, dance, and other activities required by the discipline | 3.98 | Often |
| 8 | Attend webinars necessary to improve my knowledge and skills | 4.07 | Often |
| 9 | Attend faculty and other meetings required by the institution regularly | 4.20 | Often |
| 10 | Coordinate with my immediate head/supervisor and co-faculty/teacher in the team/department for other concerns, tasks, and plans | 4.22 | Often |
| Composite | | 4.12 | Often |

Legend: 1.00-1.50-Never; 1.51-2.50-Seldom; 2.51-3.50-Fairly Often; 3.51-4.50-Often; 4.51-5.00-Always

Based on the composite mean of 4.12, data in Table 4 shows that the respondents have good work/professional condition. It is evident that they often coordinate with their immediate head/supervisor and co-faculty/teachers in the team/department for other concerns, tasks, or plans. They also often attend faculty and other meetings required by the institution regularly. Hence, they are able to adjust with the situation brought by the pandemic in their jobs and managed to adapt with the online learning system.

2.5 In terms of sociocultural condition

Table 5. Life Status of IAPES' Members During the Covid-19 Pandemic in terms of Sociocultural Condition

| No. | Indicators | Mean | Verbal Interpretation |
|------------------|--|-------------|-----------------------|
| 1 | Managed to connect to my friends and relatives despite the present condition | 3.96 | Often |
| 2 | Maintain good relationship with my relatives and friends even without seeing them face-to-face or personally | 4.02 | Often |
| 3 | Managed to offer assistance to some of my friends/relatives who need help | 3.95 | Often |
| 4 | Participate to some voluntary works in the community or in support to people who were victims of disasters | 3.71 | Often |
| 5 | Able to extend help, financially or in kind, to patients of COVID-19 and/or other serious illnesses | 3.67 | Often |
| 6 | Participate in other advocacies for the environment, cultural minorities, abandoned children, children with disabilities, abused women, etc. | 3.60 | Often |
| 7 | Extend assistance to my community/ies in the promotion and dissemination of safety measures in the prevention of COVID-19 | 3.68 | Often |
| 8 | Volunteer to my school's out-reach programs and activities during the pandemic | 3.68 | Often |
| 9 | Share my knowledge and skills to others (not my students) who seek for information necessary for physical fitness and wellness | 3.96 | Often |
| 10 | Make myself available for consultation, facilitation, and other assistance for those who ask for my help/support | 3.97 | Often |
| Composite | | 3.82 | Often |

Legend: 1.00-1.50-Never; 1.51-2.50-Seldom; 2.51-3.50-Fairly Often; 3.51-4.50-Often; 4.51-5.00-Always

In terms of sociocultural condition of the respondents, the composite mean of 3.82 proves that they often maintain good relationship with their relatives and friends even without seeing them face-to-face or personally. They still find time to meet them, maybe, for mental health purposes. That they can still feel their presence, love, and care through online platforms. Communication is still of great importance. They also make themselves available for consultation, facilitation, and other assistance for those who ask for help/support, share their knowledge and skills to others, not necessarily their students, who seek for information relevant to their physical fitness and wellness, manage to connect to friends and relatives despite the present condition, and offer assistance to some friends/relatives who need help. Thus, Physical and Sports Educators are able to do more of their shares as members of their community at home, school, and their other socio-civic groups.

Table 6. Summary of the Life Status of IAPES' Members During the Covid-19 Pandemic

| Domains | Mean | Verbal Interpretation |
|----------------------------------|------|-----------------------|
| Psychological/Personal Condition | 3.84 | Often |
| Physical Condition | 3.76 | Often |
| Economic/Financial Condition | 3.79 | Often |
| Professional/Work Condition | 4.12 | Often |
| Sociocultural Condition | 3.82 | Often |

Legend: 1.00-1.50-Never; 1.51-2.50-Seldom; 2.51-3.50-Fairly Often; 3.51-4.50-Often; 4.51-5.00-Always

Summary of results show that among all the life statuses, it is the respondents professional/work condition which has the highest composite mean of 4.12. This proves that the respondents have gradually adjusted in or adapted into the new normal situation or setup. On the other hand, the physical condition of the respondents which has the lowest result, though still within a favorable outcome, is seen quite affected by the pandemic.

3. Relationship Between the Current Status of IAPES' Members During the Covid-19 Pandemic and Their Demographic Profile

3.1 Life status and country of origin

Table 7. Relationship Between the Life Status of IAPES' Members During the Covid-19 Pandemic and Country of Origin

| Domains | Chi-square | df | P-value | Decision Ho | Interpretation |
|----------------------------------|------------|----|---------|-------------|----------------|
| Psychological/Personal Condition | 165.226 | 36 | .000* | Reject | Significant |
| Physical Condition | 123.265 | 36 | .000* | Reject | Significant |
| Economic/Financial Condition | 77.781 | 36 | .000* | Reject | Significant |
| Work/Professional Condition | 143.561 | 36 | .000* | Reject | Significant |
| Sociocultural Condition | 76.276 | 36 | .000* | Reject | Significant |

*Significant at 0.05

Results shown in Table 7 emphasize that there is a significant relationship between the life status of IAPES' members and their country of origin during the pandemic. P-values which are less than the 0.05 level of significance lead to the rejection of the null hypotheses. Thus, significant relationship exists between the variables.

3.2 Life status and sex

Table 8. Relationship Between Life Status of IAPES' Members During the Covid-19 Pandemic and Sex

| Domains | Chi-square | df | P-value | Decision Ho | Interpretation |
|----------------------------------|------------|----|---------|-------------|-----------------|
| Psychological/Personal Condition | 24.707 | 4 | .000* | Reject | Significant |
| Physical Condition | 6.370 | 4 | .173 | Accept | Not Significant |
| Economic/Financial Condition | 12.445 | 4 | .014* | Reject | Significant |
| Work/Professional Condition | 15.525 | 4 | .004* | Reject | Significant |
| Sociocultural Condition | 13.234 | 4 | .010* | Reject | Significant |

*Significant at 0.05

Findings reveal that P-values for respondents' sex and psychological, financial, professional/work, and sociocultural conditions are all less than 0.05 level of significance which bring to the decision to reject the null hypotheses. On the other hand, relationship between respondents' physical condition and sex is found to be not significant as shown in the P-value which is greater than 0.05 level of significance.

3.3 Life status and age

Table 9. Relationship Between the Life Status of IAPES' Members During the Covid-19 Pandemic and Age

| Domains | Chi-square | df | P-value | Decision Ho | Interpretation |
|----------------------------------|------------|----|---------|-------------|-----------------|
| Psychological/Personal Condition | 21.167 | 24 | .629 | Accept | Not Significant |
| Physical Condition | 20.242 | 24 | .683 | Accept | Not Significant |
| Economic/Financial Condition | 19.437 | 24 | .728 | Accept | Not Significant |
| Work/Professional Condition | 20.401 | 24 | .674 | Accept | Not Significant |
| Sociocultural Condition | 20.879 | 24 | .646 | Accept | Not Significant |

*Significant at 0.05

Table 9 posits that there is no significant relationship between the current status of IAPES' members during the pandemic and age. P-values which are greater than the 0.05 level of significance lead to the acceptance of the null hypothesis. Thus, significant relationships among the variables do not exist.

3.4 Life status and civil status

Table 10. Relationship Between the Current Status of IAPES' Members During the Covid-19 Pandemic and Civil Status

| Domains | Chi-square | df | P-value | Decision Ho | Interpretation |
|----------------------------------|------------|----|---------|-------------|-----------------|
| Psychological/Personal Condition | 8.406 | 12 | .753 | Accept | Not Significant |
| Physical Condition | 23.919 | 12 | .021* | Reject | Significant |
| Economic/Financial Condition | 5.921 | 12 | .920 | Accept | Not Significant |
| Work/Professional Condition | 23.866 | 12 | .021* | Reject | Significant |
| Sociocultural Condition | 8.709 | 12 | .728 | Accept | Not Significant |

*Significant at 0.05

Findings for life status and civil status of respondents show varied results. Significant relationship exists between respondents' physical and professional/work condition and their civil status based on the P-values that are less than 0.05 level of significance. On the other hand, no significant relationship exists on the respondents' psychological, financial, and sociocultural conditions based on the P-value that are greater than 0.05.

3.5 Life status and educational attainment

Table 11. Relationship Between the Current Status of IAPES' Members During the Covid-19 Pandemic and Educational Attainment

| Domains | Chi-square | df | P-value | Decision Ho | Interpretation |
|----------------------------------|------------|----|---------|-------------|----------------|
| Psychological/Personal Condition | 34.760 | 20 | .021* | Reject | Significant |
| Physical Condition | 38.327 | 20 | .008* | Reject | Significant |
| Economic/Financial Condition | 35.667 | 20 | .017* | Reject | Significant |
| Work/Professional Condition | 33.430 | 20 | .030* | Reject | Significant |
| Sociocultural Condition | 32.843 | 20 | .035* | Reject | Significant |

*Significant at 0.05

It is indicated in the table that there are significant relationships among the variables of life status and educational attainment during the pandemic. P-values which are less than the 0.05 level of significance lead to the rejection of all the null hypotheses. Thus, significant relationship exists.

3.6 Life status and length of service as PE teacher

Table 12. Relationship Between the Life Status of IAPES' Members During the Covid-19 Pandemic and Length of Service as PE Teachers

| Domains | Chi-square | df | P-value | Decision Ho | Interpretation |
|----------------------------------|------------|----|---------|-------------|-----------------|
| Psychological/Personal Condition | 16.955 | 20 | .656 | Accept | Not Significant |
| Physical Condition | 13.351 | 20 | .862 | Accept | Not Significant |
| Economic/Financial Condition | 22.590 | 20 | .309 | Accept | Not Significant |
| Work/Professional Condition | 16.019 | 20 | .715 | Accept | Not Significant |
| Sociocultural Condition | 19.726 | 20 | .475 | Accept | Not Significant |

*Significant at 0.05

Unlike the previous findings, Table 12 reveals that significant relationships do not exist among life status of respondents and number of years as a PE teacher during the pandemic. P-values which are greater than the 0.05 level of significance lead to the acceptance of the null hypothesis.

3.7 Life status and length of service in the current institution

Table 13. Relationship Between the Life Status of IAPES' Members During the Covid-19 Pandemic and Length of Service in the Current Institution

| Domains | Chi-square | df | P-value | Decision Ho | Interpretation |
|----------------------------------|------------|----|---------|-------------|-----------------|
| Psychological/Personal Condition | 16.155 | 20 | .707 | Accept | Not Significant |
| Physical Condition | 16.215 | 20 | .703 | Accept | Not Significant |
| Economic/Financial Condition | 18.105 | 20 | .581 | Accept | Not Significant |
| Work/Professional Condition | 16.126 | 20 | .709 | Accept | Not Significant |
| Sociocultural Condition | 22.387 | 20 | .320 | Accept | Not Significant |

*Significant at 0.05

Similar to the previous findings, significant relationships among the variables on life status and length of service of the respondents in their current institution during the pandemic do not exist. P-values which are greater than the 0.05 level of significance lead to the acceptance of all the null hypotheses.

3.8 Life status and type of institution

Table 14. Relationship Between the Life Status of IAPES' Members During the Covid-19 Pandemic and Type of Institution

| Domains | Chi-square | df | P-value | Decision Ho | Interpretation |
|----------------------------------|------------|----|---------|-------------|-----------------|
| Psychological/Personal Condition | 24.424 | 16 | .081 | Accept | Not Significant |
| Physical Condition | 23.961 | 16 | .090 | Accept | Not Significant |
| Economic/Financial Condition | 23.315 | 16 | .106 | Accept | Not Significant |
| Work/Professional Condition | 18.807 | 16 | .279 | Accept | Not Significant |
| Sociocultural Condition | 14.254 | 16 | .580 | Accept | Not Significant |

*Significant at 0.05

Table 14 reveals that significant relationship does not exist between the current status of IAPES' members during the pandemic and type of institution. P-values which are greater than the 0.05 level of significance lead to the acceptance of the null hypothesis. In support to this, Centeio et al. (2021) explained that it is important for the educators in Physical and sports to be understood the way they perceived and experienced the unexpected transition of learning during the COVID-19 pandemic since it can affect the way PE is taught in the future. Hence, it can be considered that teachers were doing the best practices in PE, yet, they were manipulating what they know in a general setting into how they could effectively deliver in this new trend of online environment (Centeio et al., 2021).

4. Description of IAPES' Members on their Attributes in Coping with the COVID-19 Pandemic.

Based on the multiple responses and clustered, there were 5 categories of attributes of the IAPES members in coping based on the qualitative data collected.

- Resilience is the top most attribute the respondents employed in order to cope during the COVID-19 pandemic. Maintaining positive approach in dealing with the situation, staying hopeful, counting their blessings, being thankful to be still be alive, are among the respondents' way to handle situations while battling the threat of the epidemic disease.
- Maintaining good physical condition by keeping regular exercises, getting enough rest and sleep, trying to observe a healthy diet are among the common coping mechanisms applied by the respondents. They feel that being physical fitness authorities, they

basically must observe their own physical health and keep themselves fit to resist the virus. This is also carried out through complete awareness and obedience to the protocols and guidelines prescribed by the government thru the IATF such as vaccination, precautions (social distancing, wearing of face masks, washing of hands, etc), and staying at home to prevent the spread of COVID-19.

- c. They seek for families' and friends' support during the times of worries, sadness, discouragement, and even illness. This attribute makes them feel secured even in the midst of uncertainties. They believed that having their loved ones around will make them feel stronger in mind and body.
- d. They volunteer and serve to some community outreach activities either virtually or face-to-face. They do this by imparting knowledge thru conducting awareness program online, giving advices to others on how to keep physically fit and sharing their own experiences on how to cope well as patients or as family members of those who were affected by the disease.
- e. Faith in God is another attribute in coping during the pandemic. Being Asians, they always keep their faith in God that they will not be forsaken during their times of struggles and adversities. They also believed that even with deaths of loved ones, God will always be there to comfort and save them from the disease.

5. Other Matters Bothering the IAPES' Members in Relation to the Prevalence of the Covid-19 Pandemic.

- a. Financial stability and stagnant economic situation and development are the top most concerns of the respondents. Having unstable economic condition not only of their own countries but the whole world is the worst effect of the prevalence of COVID-19 pandemic. Respondents cannot help but to be worried during lockdown and what could happen in the future if the disease will remain for long period of time.
- b. Families' safety and immunity from the virus, and the occurrence of other new variants are the other top most concerns. Since there are other forms of related virus that exist, respondents are worried that their families and themselves can be infected if not sooner, later.
- c. Understanding mental health is another bothering condition. Some of them admitted that they are not so aware of some manifestations of having an affected mental health condition either of them or their loved ones. They need to become more oriented on how to identify signs of having anxiety and/or experiencing depression brought by the COVID-19 pandemic.
- d. Their students' learning condition is another bothersome issue. Difficulties in internet connection, lack of motivation among the students, insufficient resources and materials for the students to use to apply the skills they need to acquire in Physical Education, and lack of resources and support from the families of the students to stay in school are among the worries of the respondents.
- e. Lack of initiatives from the authorities is also part of the category identified. They think that the government is not giving its best to solve the problems of COVID-19. They believe that some political leaders are not capable of providing solutions to resolve the problems at hand.

Despite all the issues and concerns described by the respondents, there are likewise IAPES' members who did not bother to give any particular situations which they think is/are worrisome. Some of them are confident that everything will be fine in the right time and in the right circumstances. In support to this, [Marshall et al. \(2020\)](#) noted that many

teachers expressed that their personal circumstances made it even more difficult to shift from in-person to online instruction.

CONCLUSION

Results show that majority of the Physical and Sports Educators as respondents are from the Philippines. This is because the researchers are Filipinos and have the most access in the said country. With these respondents, mostly are younger in age and are females. Though Physical Education is a discipline dominated by males, female-respondents have been more cooperative to participate in this research. Most of these young professionals are Bachelors' degree holders yet some are pursuing graduate degrees. However, they may have considered it tedious since most of them are married and have to support their families. Furthermore, the length of service in the current institution they are employed is closely consistent with the findings on the length of their service in the field of Physical Education. This supports the output about their age which is the best gauge that they are still gaining more experiences in the field. Relatively, most of the respondents of the study are employed by either the national and/or local government of their countries. It can be inferred that they have stable job appointments since the source of their salaries are from government funds.

Consequently, respondents in some way have strong psychological condition even in the midst of the COVID-19 pandemic. They seem to have managed their mental health status even though others are worried about the future. Their physical condition is likewise in good condition. Being PE teachers/instructors, they have proven that they are able to apply to themselves the lessons and regimen of physical fitness. They managed to be physically fit and take the necessary measures to prevent themselves to be infected by COVID-19. Unlike those employees who were affected by the shut-down and closures of their workplaces, the respondents have stable work income. This can be attributed to the type of schools they are employed with, such as the national and local tertiary institutions in their countries. Because of this stability, respondents managed to adapt with the alternative teaching-learning modes with the aid of technology and adopt some new strategies applicable in the delivery of PE courses. As a consequence, Physical and Sports Educators are capable to serve and assist in their schools, communities, and other sociocultural groups beside doing their own jobs as classroom teachers. This output opposed the result of a longitudinal study by Lizana et al. (2021) where Chilean teachers have low perception on their Quality of Life (QoL) during the COVID-19 pandemic.

For the findings on significant relationships, respondents' life status and country of origin are significantly related. Being all Asians, respondents are known for resilience and perseverance especially in the middle of life's crisis. Similarly, respondents' life status particularly on their psychological, financial, professional/work, and sociocultural conditions regardless of their sex are seemed to be relatively good. However, life status as to physical condition and sex is not consistently related. Having more female respondents, this could mean that female respondents' physical condition is not constantly similar with the male respondents during the pandemic. Consequently, respondents' diverse ages have not affected the various conditions of their life status. Younger or older Physical and Sports Educators can manage to be fine and healthy during the pandemic. Civil status on the other hand is significantly related to their life status such as physical, and professional/work conditions. Either married or single, respondents are trying to maintain good physical condition which is important in doing their jobs well. Not to mention that better physical and work conditions are among the major concerns of everyone during the pandemic. However, life status such as psychological, financial, and

sociocultural conditions of respondents are not similarly affected by their civil status. Since there are more married respondents, they might have been worried from time to time about their families' health condition and economic stability. Because of this, they may have not been able to participate in some civic work in their community because they need to focus more on their duties as parents and teachers. Furthermore, respondents' life status based on the cited conditions are similarly maintained regardless of their diverse educational attainment. Their profession as Physical and Sports Educators per se is enough motivation for them to keep a good and healthy psychological, physical, financial, professional/work, and sociocultural condition especially during the pandemic. Length of services as PE teachers/instructors and as currently employed in their institutions have not affected the respondents' life status as well. Those who have been in the profession for less than 5 to 10 years could have different levels of life status compared to those who are in the discipline for longer periods of time. Similarly, due to the output of having more respondents employed in the government educational institutions, the various conditions of the respondents' life status may have been affected differently. Those in the government sector may have higher job security which give them more chance of managing a better life condition than those employed in organizations that do not offer job stability.

On the respondents' attributes in coping with the COVID-19 pandemic, there were 5 identified themes which resilience is the top most behavior followed by the attitude of maintaining good physical condition. Noticeably, these 2 attributes are consistently seen even from the beginning of the discussion of the findings. Seeking for families' and friends' support in times of crisis where they can get comfort is another coping attribute. They also believe that volunteerism is a good coping behavior, which again is a consistent attribute of the respondents as they often do sociocultural work as part of their life status. And as typical Asians, respondents keep their faith in God especially during the times of crisis. More of them believe that God is the only One who can save them from the pandemic. The other matters bothering the respondents in relation to the prevalence of the COVID-19 pandemic are financial stability, family's safety, learning more about mental health, their students' learning conditions, and the lack of initiatives from the authorities in battling the COVID-19 pandemic. Nonetheless, there are some of the respondents who are seemed optimistic and consider the situation just another period of nature's test to mankind.

With the large number of samples involved, the representations of the Physical and Sports Educators from the participating countries are considerably limited. Hence, there is no claim of the findings as the opinions of IAPES members all over Asia. Instead, the output of this study is based on the provided information of the selected members of the International Association of Physical Education and Sports in Asia. As to the 5 identified conditions of life status such as psychological, physical, financial, work/professional, and sociocultural, these are based on the observations of the researchers which are the common areas of concerns for most professionals not only during the presence of a pandemic but even during the ordinary times of people's life.

4 ACKNOWLEDGEMENTS

The authors would like to thank the International Association of Physical Education and Physical Education around the globe.

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