

Physical Activity Barriers and Holistic Wellness among Teacher Education Students

Odesyl M. Caparos

Bachelor of Physical Education, Major in School Physical Education,
Davao Oriental State College of Science and Technology,
Mati City, Davao Oriental, Philippines



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ABSTRACT

This study aimed to determine the significant relationship between physical activity barriers and holistic wellness among teacher education students. Using quantitative research design, the study employed descriptive-correlational method with 180 teacher education students as respondents. There was significant relationship between physical activity barriers and holistic wellness among teacher education students. The results revealed that among teacher education students, the mean scores for physical activity barriers were: lack of willpower (3.43), lack of time (3.30), lack of resources (3.08), fear of injury (2.79), and lack of skills and social influence (both 2.76). These results yielded an overall mean of 3.09, indicating a moderate level of perceived barriers; notably, the only barrier to reach a "high" mean was lack of energy (3.54). Regarding holistic wellness, students achieved high mean scores in physical and environmental health (3.74), mental and emotional health (3.95), and spiritual and social health (4.18). The overall result of the two variables got computed on Pearson R-value of 267 that generated a p-value of .000, which means that based on the 0.05 level of significance, the probability yield was less than the alpha value ($p < .05$) means there is a significant relationship between physical activity barriers and holistic wellness among teacher education students.

Keywords: Barriers, Education, Holistic, Physical, Wellness

INTRODUCTION

Health made people live and gave all the opportunities to enjoy life to the fullest. However, not all of us were practicing healthy actions which help maintain or develop our holistic growth, and that we find barriers to physical activities which prevent us from becoming sufficiently active. With this, the poor physical activity level particularly at young age has an impact to the healthy lifestyle and life span of anyone. In United States, Geier (2015) pointed out that kids and teenagers were no longer interested to go out and to be physically active because most of their time of the day were lying on to electronic gadgets at home. In Spain, too much work, laziness and lack of time were highly considered as barriers among university students. Lack of time was the topmost concern due to some instances of moving away from home, more responsibilities, finding a hard time managing studies, school tasks and commitments in social and family aspects (Lemos, 2014). In the Middle East, poor lifestyle was a grand issue to the health concern of their locality. The lack of motivation, teacher's support and time contributed the less participation in physical activity among students (Musaiger et al., 2013). In Malaysia, Goje et al., (2014) speculated that the opportunities in the effective use of available facilities were often disregarded by the university students due to the lack of awareness, fitness promotion and apt structure on physical education in school.

In the Philippines, Filipinos were having the worst health habits where over 60 % admitted that they were not practicing regular exercise. The lack of health-related activities, sports and recreational facilities, time, absence of motivation and some distractions due to internet surfing or watching televisions were the main barriers in living an active and healthy lifestyle (Dumlao, 2014). In Iloilo City, parents were encouraged to influence their children to have physical activity or play games outdoor due to unhealthy habits and fascination to high-tech gadgets at home (French, 2015). In Davao Oriental State College of Science and Technology (DOSCSST), complaints about the voluminous projects in school and problems at home affected the priorities of students in their activities (Ang Sidlakan, 2013). The impediments to physical activity influenced the healthy lifestyle. Hence, the researcher was interested to investigate how physical activity barriers undermined the abilities of the teacher education students and how it would affect their holistic wellness. The purpose of the study was to investigate the relationship between the physical activity barriers and holistic wellness among teacher education students in DOSCSST.

METHODOLOGY

Research design

This study employed descriptive-correlational method and gathered descriptive statistics which then used to analyze such data in determining the relation among two or more variables (Lomax & LI, 2013). Hence, this method was appropriate for this study to investigate the relationship between the physical activity barriers and holistic wellness among teacher education students.

Research subject

This part is a discussion of the research locale, time of data gathering, and the respondents. The investigation was conducted to determine the physical activity barriers and holistic wellness among teacher education students in DOSCSST. Two methods were used in this research, the quota sampling and purposive sampling. These two sampling procedures are non-probability samplings wherein the researcher selected preferred respondents

according to some fixed quota (Crossman, 2015). In this study, 180 teacher education students were chosen from Institute of Education and Teachers. About 20 representatives from each major or academic program were identified in the study. The following course programs were indeed: Bachelor of Elementary Education (BEED), Bachelor of elementary Education major in Preschool (BEEDP), Bachelor of Secondary Education (BSED) major in Biological Science (BSEDBS), English (BSEDE), Filipino (BSEDF), Mathematics (BSEDM), Physical Sciences (BSEDPS), Technology Livelihood Education (BSED TLE) and the Bachelor of Physical Education major in School Physical Education (BPE SPE). Table 1 shows the distribution of the respondents from various field of concentration.

Barriers to being active

The instrument was developed by Fahey, Insel and Roth (2007) to measure the barriers to physical activity. There were few modifications adopted and validated to contextualize the item. It consisted of seven indicators: lack of time, lack of energy, lack of willpower, lack of skill, lack of resources, social influence and fear of injury. The instrument was composed of 21 questions indicating the five levels of physical activity barriers namely: always, often, sometimes, rarely and never. The levels represented the following numbers: 5 for always, 4 for often, 3 for sometimes, 2 for rarely and 1 for never. The respondents were instructed to indicate the level of barriers by encircling.

Table 1. Distribution of respondents.

Courses	Total respondent
BEED	20
BEED-PRES	20
BSED-BS	20
BSED-E	20
BSED-FIL	20
BSED-M	20
BSED-PS	20
BSED-TLE	20
BPE-SPE	20
Total	180

The scale in which they believed the appropriate description of the statements was manifested. To determine the level of physical activity barriers of the teacher education students, the mean scores were computed and analyzed using the following scale (Table 2).

Table 2. Level of physical activity barriers of the teacher education students.

Range of mean	Adjectival rating	Descriptive interpretation
4.51-5.00	Very high	This indicates that the students always manifest the given criteria. Students consider barriers as highly important to physical activity involvement.
3.51-4.50	Very high	This indicates that the students always manifest the given criteria. Students consider barriers as

3.51-4.50	Very high	highly important to physical activity Involvement.
2.51-3.50	Moderate	This indicates that the students sometimes Manifest the given criteria. Students can manage the barriers fairly well.
1.51-2.50	Low	This indicates that the students rarely manifest the given criteria. Students slightly affected by barriers.
1.00-1.50	Very low	This indicates that the students never manifest the given criteria. Students find no barriers to becoming active.

Holistic health and wellness survey

The second tool for assessment was developed by Smith (2008) to measure health and wellness. There were few modifications adopted and validated to contextualize the item. It consisted of three indicators namely: physical and environmental health; mental and emotional health; and spiritual and social health. The instrument was composed of 36 questions, indicating the five levels of holistic wellness namely: strongly agree; agree; neither agree nor disagree; disagree; and strongly disagree. The levels represented the following numbers: 5 for strongly agree; 4 for strongly agree; 3 for neither agree nor disagree; for disagree; and 1 for strongly disagree. To determine the level of holistic wellness of the teacher education students, the mean scores were computed and analyzed using the following scale.

Table 3. Level of holistic wellness of the teacher education students.

Range of mean	Adjectival rating	Descriptive interpretation
4.51-5.00	Very high	This indicates that the students strongly agree on the given criteria. The holistic health and wellness of the students are on the highest extent.
3.51-4.50	Very high	This indicates that the students agree on the given criteria. They manifest good health and wellness to the high extent.
2.51-3.50	Moderate	This indicates that the students neither agree nor disagree on the given criteria. The students are on the neutral level of their holistic health and wellness
1.51-2.50	Low	This indicates that the students disagree on the given criteria. They have poor manifestation of good health and wellness.
1.00-1.50	Very Low	This indicates that the students strongly disagree on the given criteria. They do not experience it all.

Data gathering procedure

Questionnaires were prepared and forwarded to the respondents. The respondents

asked to rate the survey to determine the significant relationship of physical activity barriers and holistic wellness among the student. The researcher went personally to the respondents to gather data using the adopted and validated survey questionnaires. The retrieval of the results was done by the researcher with the help of some enumerators after the whole duration of the scheduled date. Collating and subjecting the data analysis. The responses to the items of the questionnaire by the students were accurately tallied and recorded correspondingly. The results were encoded, tabulated, analyzed and interpreted to give essence to the factual investigation.

Ethical consideration

The researcher secured a letter of permission to conduct the study and letter to students signed and approved by the chairperson of IETT and the adviser. During the conduct, the researcher introduced herself, the title of the study and the intention in administering the questionnaires. Approved letters were presented and no respondents were harmed or forced to respond against their will. The data gathered were tabulated and reported honestly. No leaking of information and the results were kept confidential for security and to respect the students' response.

Data analyze

The data gathered were analyzed and interpreted using the appropriate statistical treatment, Mean and Pearson. Mean is used to determine the level of physical activity barriers and holistic wellness of the teacher education students; and Pearson is used to determine the significant relationship between the levels of physical activity barriers and holistic wellness among teacher education students. The data were derived from the two questionnaires which measured the physical activity barriers and holistic wellness of the selected respondents. The result of the study was presented in three parts. part one presented the level of physical activity barriers among teacher education students in terms of lack of time, lack of energy, lack of willpower, lack of skill, lack of resources, social influence and fear of injury. Part two presented the level of the holistic wellness of students in terms of physical and environmental health, mental and emotional health, and spiritual and social health. Part three presented the correlation of physical activity barriers and holistic wellness of students.

Results and Discussion

Level of physical activity barriers in terms of lack of time

Table 4 presents the level of physical activity barriers of the respondents in terms of lack of time. All items were rated moderate statement does not think I can make the time to include physical activity regularly ranked as the highest with a mean of 3.33. Have too short free times to include exercise earned a mean of 3.28. Takes too much time away from other things like work, family and friends got a mean of 2.29. Overall mean of physical activity barriers among teacher education students in terms of lack of time was 3.30 with a descriptive equivalent of moderate level. The result implied that the teacher education students sometimes manifest the given criteria. This means that students managed fairly their time. Wolfe (2014) agreed that the lack of time was the common reason of not engaging to physical activity. It was supported by Emerson (2009) that adolescents often prioritize less exercise because of their busy schedules as student. They were preferred to spend the day making projects or home works, studying in library, doing works and keep time with families, peers and classmates in other social activities.

Table 4. Level of physical activity barriers in terms of lack of time.

No. of item	Statements	Mean	Descriptive equivalent
1	Does not think I can make the time to include physical activity regularly.	3.33	moderate
2	Takes too much time away from other things like work, family and friends.	3.29	moderate
3	Have too short free times to include exercise.	3.28	moderate
	Overall	3.30	moderate

Level of physical activity barriers in terms of lack of energy

Table 5 shows the level of physical activity barriers of the respondents in terms of lack of energy. The students rated most on the statement tires during the week and I need the weekend to catch up on my rest got a mean of 3.67 with a rating of high. While tires after work/school to exercise, and does not get enough sleep as it is. I just could not get up early or stay up late to exercise got a mean of 3.46 and 3.48 respectively which described as moderate. In general, the outcome of this study got a high rating with an overall mean of 3.54. The data denoted that the level of physical activity barriers in terms of lack of energy was high which means that students consider this barrier as important to their involvement to physical activity. This study was agreed by Rooyen (2013) that those who have tired would no have the energy to perform exercise and that their level of participation to physical activity could also affect their energy level. Lloyd (2013) agreed that the weariness or tiredness felt was a natural reaction of insufficient sleep, less exercise, stress or too much physical work. In addition, adolescents who were lack of energy were having a problem to stay active to various activities and school's concentration (Hanes, 2015).

Table 5. Level of physical activity barriers in terms of lack of energy.

No. of item	Statements	Mean	Descriptive equivalent
1	Tires after work/school to exercise.	3.33	moderate
2	Does not get enough sleep as it is. I just could not get up early or stay or stay up late to exercise.	3.29	moderate
3	Tires during the week and I need the weekend to catch up on my rest.	3.28	high
	Overall	3.54	high

Level of physical activity barriers in terms of lack of willpower

Based on the data presented in table 4, the statement wants to get more exercise but just cannot stick to a schedule got a mean of 3.62; thinks about getting more exercise but just cannot seem to get started obtained a mean of 3.45 and find excuses not to exercise than to go out and do something got 3.23 were both in moderate rate. In general, all items got an overall mean of 3.43 with a descriptive equivalent of moderate. The result showed that teacher education students sometimes manifest the lack of willpower to engage in physical activity but could be fairly managed. According to a survey, result found that the lack of a willpower was an important

obstruction in attaining the people objectives to do exercise or in developing one's health for better lifestyle.

Table 6. Level of physical activity barriers in terms of lack of willpower.

No. of item	Statements	Mean	Descriptive equivalent
1	Thinks about getting more exercise, but I just cannot seem to get started.	3.45	moderate
2	Finds excuses not to exercise than to go out and do something.	3.23	moderate
3	Tires during the week and I need the weekend to catch up on my rest. Wants to get more exercise, but I just cannot stick to a schedule.	3.62	high
	Overall	3.43	moderate

Level of physical activity barriers in terms of lack of skill

Table 7 presents the level of physical activity barriers of the respondents in terms of lack of skill the statement does not get enough exercise. Because I do not know how to play sport or lift weights and not good enough at any physical activity to make it fun were both got a mean of 2.81. Sees no learning a new sport at my age got a mean of 2.67. All were rated as moderate. For the overall result, all items got a mean of 2.76 with a descriptive equivalent of moderate. There were people who think they were not sufficiently skillful or do not fit enough at any kind and their state of health might restrain their abilities resulting to low level of competence to physical activity (Teixeira et al., 2012). The outcome of the study implied that the teacher education students sometimes manifest the given criteria. Their lack of skill could affect their participation yet it could be fairly handled.

Table 7. Level of physical activity barriers in terms of lack of skill.

No. of item	Statements	Mean	Descriptive equivalent
1	Does not get enough exercise because I do not know how to play a sport or lift weights.	2.81	moderate
2	Sees no learning a new sport at my age.	2.67	moderate
3	Not good enough at any physical activity to make it fun.	2.81	moderate
	Overall	2.76	moderate

Level of physical activity barriers in terms of lack of resources

Table 8 illustrates the level of physical activity barriers of the respondents in terms of lack of resources. The items were all moderately rated. The statements had access to jogging trails, swimming pools bike, paths, etc. and have exercise facilities/equipment at work/school to do more physical activities both got a mean of 3.04. Exercise equipment is too expensive to own earned a mean of 3.14. In general, the result got an overall mean of 3.08 which described

moderate. The result entailed that the physical activity barriers of teacher education students in terms of lack of resources was sometimes manifested. This means that the respondents can manage this barrier and that they can deal with it fairly. The study was agreed by Jackson et al., (2009) that the opportunities or inconvenience of facilities or equipment access and/or the exercise itself interfere other schedules or commitments which kept them to maintain and achieve their purposes in participating an exercise program.

Table 8. Level of physical activity barriers in terms of lack of resources.

No. of Item	Statements	Mean	Descriptive equivalent
1	Has access to jogging trails, swimming pools, bike paths, etc.	3.04	m o d e r a t e <
2	Exercise equipment is too expensive to own.	3.13	moderate
3	Have exercise facilities/equipment work/school to do more physical activities	3.04	moderate
	Overall	3.08	moderate

Level of physical activity barriers in terms of social influence

Illustrated in table 9 is the level of physical activity barriers of the respondents in terms of social influence. The statement social activities with family or friends do not include exercise earned the highest mean of 2.95. Embarrassed about how I will look when I exercise and none of my family members or friends do not include exercise obtained a mean of 2.71 and 2.61 respectively. All items were described as moderate. The overall result got a mean of 2.76 which was marked as moderate level. The data implied that the level of physical activity barriers in terms of social support sometimes manifest among teacher education students and could moderately affect their involvement to physical activity. Hoffman (2015) agreed that there were times where family and friends were inactive and not supportive which could be seen as barrier to several people. On the other hand, Cheng et al. (2014) emphasized that there was a correlation of the physical activity level of the adolescents and the physical activity level of their friends and parents. The social support coming from them as well as from their mentors and other groups has an impact on their positive behavior towards physical activity. The dynamic attitude of parents and friends contributed encouragements and other various supports to their participation.

Table 9. Level of physical activity barriers in terms of social influence.

No. of item	Statements	Mean	Descriptive equivalent
1	None of my family members or friends likes to be active.	2.61	moderate
2	Embarrassed about how I will look when I exercise.	2.71	moderate
3	Social activities with family or friends do not include exercise.	2.95	moderate

Level of physical activity barriers in terms of fear of injury

Table 10 presents the level or physical activity barriers of the respondents in terms of fear of injury. Among the statements, knows of too many people who have hurt themselves by overdoing it with exercise ranked the highest with a mean of 2.83. Followed by afraid to injure myself or have a heart attack with 2.82 and gets older so exercise can be risky with 2.73 mean. They all got a descriptive ranking of moderate level. The total result generated a mean of 2.79 described as moderate. The result entailed that the level of physical activity barriers of teacher education students in terms of fear of injury was moderately exhibited. Students sometimes perceive it as a hindrance to their engagement to physical activity but can be managed well. Some believe that the sports were unsafe and frightful to play. The fear about Injury prevented them from being active and established their feeling of avoidance (Rickfield, 2014). Adalikwu (2012) supported that the fear to get injured or the possibility to experience such heart attack cause several people to limit themselves from activities and be inactive. Another was that the discomfort and fear thought about exercise when performing it with apparatuses or occurrence of accidents also gave a negative impact (Waehner, 2014).

Table 10. Level of physical activity barriers in terms of fear of injury.

No. of Item	Statements	Mean	Descriptive equivalent
1	Gets older so exercise can be risky.	2.73	moderate
2	Knows of too many people who have hurt themselves by overdoing it with exercise.	2.83	moderate
3	Afraid to injure myself or have a heart attack.	2.82	moderate
	Overall	2.79	moderate

Level of physical activity barriers among teacher education students

Table 11 displays the level of physical activity barriers among teacher education students. From the indicators, the lack of energy earned the utmost mean of 3.54 with high descriptive equivalent. Followed by lack of willpower, lack of time, lack of resources, fear of injury, lack of skill and social influence that was 3.43, 3.30, 3.08, 2.79, 2.76 and 2.76 respectively which were all designated at moderate level. In general, the result generated an overall mean of 3.09 which means that the physical activity barriers were sometimes manifested among teacher education students and moderately affect their participation to physical activities. The motivational level to physical activities was subjective on the more or less obstructions perceived by the adolescents. The lesser they perceived barricades, the more they got involved to activities (Daskapan, 2006).

Table 11. Level of physical activity level among teacher education students.

No. of items	Physical activity barriers	Mean	Behavioral interpretation	Level
1	Lack of time	3.30	Sometimes	moderate

2	Lack of energy	3.54	Always	high
3	Lack of willpower	3.43	Sometimes	moderate
4	Lack of skill	2.76	Sometimes	moderate
5	Lack of resources	3.08	Sometimes	moderate
6	Social influence	2.76	Sometimes	moderate
7	Fear of injury	2.79	Sometimes	moderate
	Average	3.09	sometimes	moderate

Level of holistic wellness in terms of physical and environmental health

Table 12 displays the level of holistic wellness in terms of physical and environmental health. The following statements: maintains a healthy diet and have an adequate water intake for my body earned a mean of 4.06, has strong connection with and appreciation for my body, home and environment with 4.05 mean, lives and works in a healthy environment with clean air, water and low/no indoor pollution with 3.97 mean, aware of life-energy/qi, feels energized and empowered by nature with 3.97 mean, feels that I am physically attractive and strong with 3.77 mean, has more than enough energy to meet all of my daily responsibilities with 3.77 mean, have quick senses to do physical activities with 3.73 mean, falls asleep easily and sleep soundly, and well-rested when waking up in the morning with 3.62 mean, free of any drug dependency with 3.57 mean, understands the causes of my chronic physical problems such as pains and ailments with 3.53 and have good endurance or aerobic capacity with 3.51 mean were all described as high. Only engages in regular physical work-outs, stretching exercises or schedule regular massages earned 3.38 mean which described as moderate. The overall mean of this indicator produced a mean of 3.74 with the descriptive equivalent of high. The result implied that the teacher education students were highly manifesting good health and wellness in the aspect of physical and environmental health. An understanding in maintaining proper nutrition or diet, good habits, and goals of being physically fit was highly encouraged and practiced. One's health depends on the health of the environment. It required learning, sympathy and thoughtful give and take relationship to the nature (Pellegrino, 2012).

Table 12. Level of holistic wellness in terms of physical and environmental health.

No. of Item	Statements	Mean	Descriptive equivalent
1	maintains a healthy diet and have an adequate water intake for my body.	4.06	moderate
2	feels that i am physically attractive and strong.	3.77	high
3	falls asleep easily and sleep soundly, and well-rested when waking up in the morning.	3.62	high
4	has more than enough energy to meet all of my daily responsibilities.	3.77	high
5	Have quick senses to do physical activities.	3.73	high
6	engages in regular physical work -outs (lasting at least 20 min.),	3.38	moderate

6	engages in regular physical work -outs (lasting at least 20 min.), stretching exercises or schedule regular massages.	3.38	moderate
7	Have good endurance or aerobic capacity.	3.51	high
8	understands the causes of my chronic physical problems such as pains and ailments.	3.53	high
9	Free of any drug (including caffeine, nicotine, and alcohol) dependency.	3.57	high
10	lives and works in a healthy environment with clean air, water and low/no indoor pollution.	3.97	high
11	aware of life-energy/qi, feels energized and empowered by nature.	3.97	high
12	has strong connection with and appreciation for my body, home and environment.	4.05	high
Overall		3.74	high

Level of holistic wellness in terms of mental and emotional health

Table 13 displays the level of holistic wellness among teacher education students in terms of mental and emotional health. Almost of the statements got a descriptive equivalent of high. These are the following: has a specific goal in life and willing to take risks or make mistakes in order to succeed obtained a mean of 4.22, has a high level of self-esteem and self-respect with 4.17, able to experience (feel) and safely express a wide range of feelings (ex. Joy, fear, anger, sadness) accepting all of these both positive and negative with 4.11, has the ability to concentrate for extended period of time with 4.02, uses visualization to help me attain my goals and enhance my performance with 4.02, able to adjust my beliefs and attitudes and believe that it is possible to change with 4.02, takes time to relax or make time for fun activities (time spent on computer). The outcome of the study indicated that the level of holistic wellness among teacher education students in terms of mental and emotional health was on the high extent. Emerson (2010) agreed that in this dimension, the intellectual capacity of an Individual was well-utilized, willing and widely open to new ideas, concepts and decision making. They have wide-ranging perspectives and could manage well their emotions to an effective and productive living.

Table 13. Levels of holistic wellness in terms of mental and emotional health.

No. of Item	Statements	Mean	Descriptive equivalent
1	has a specific goal in life and willing to take risks or make mistakes in order to succeed.	4.22	moderate

1	has a specific goal in life and willing to take risks or make mistakes in order to succeed.	4.22	moderate
2	has the ability to concentrate for extended period of time.	4.02	high
3	uses visualization to help me attain my goals and enhance my performance.	4.02	high
4	no problem meeting my financial needs and desires.	3.91	moderate
5	outlook on life is basically optimistic and gives myself more supportive messages than critical messages.	3.91	high
6	able to adjust my beliefs and attitudes, and believe that it is possible to change.	4.02	high
7	has a strong sense of humor.	3.89	high
8	free from a strong need for control or the need to be right.	3.88	high
9	able to experience (feel) and safely express a wide range of feelings (ex. Joy, fear, anger, sadness) accepting all of these both positive and negative.	4.11	high
10	engages in meditation, contemplation and maintain peace of mind and tranquility.	3.82	high
11	takes time to relax or make time for fun activities (time spent on computer or watching tv is not included).	3.99	high
12	has a high level of self-esteem and self-respect.	4.17	high
	Overall	3.95	high

Level of holistic wellness in terms of spiritual and social health

Illustrated in table 14 is the level of holistic wellness among teacher education students in terms of spiritual and social health. Among the statements commits time to my spiritual life (ex. prayer, meditation or reflection) and development, free from anger toward spiritually acquired the highest mean of 4.44. Followed by feels strong sense of purpose in my life and grateful for my blessings with 4.43, feels a sense of belonging to a group or community with 4.39, experiences with pain have enabled me to grow spiritually with 4.28, feels close to my parents and experience unconditional love with 4.25, makes time to connect with young children and have the ability to help/forgive myself and others with 4.24, Incorporates creative activities into my work/studies and leisure time, playfulness and humor are important in my daily life with 4.18, confides in or speak openly with one or more close friends with 4.17, observes a day of rest completely away from work,

dedicated to nurturing myself and family with 4.08, able to let go of self-interest in deciding the best course of action for a given situation with 3.96, takes risks or exceed my previous limits and listen and act on my intuition with 3.88, and able to let go of my attachment to specific outcomes and embrace uncertainty got a mean of 3.84. All statements were labeled high. In general, the level of holistic wellness among teacher education students in terms of spiritual and social health generated an overall mean of 4.18 with a descriptive equivalent of high. The outcome of the study implied that the respondents' holistic health and wellness in terms of their spiritual and social aspect is on the high extent. Hettler (1976) pointed out that in the spiritual health, there was a strong recognition of own essence of existence. All positive and negative experiences in life make one's life meaningful. Wellness in this dimension involved virtuous relationship to the people in the society as well as to the nature. Keeping harmonious relations with others also counted in in the spiritual health (Rickert, 2010).

Table 14. Levels of holistic wellness in terms of spiritual and social health.

No. of Item	Statements	Mean	Descriptive equivalent
1	commits time to my spiritual life (ex. prayer, meditation or reflection) and development; free from anger toward spiritually.	4.44	high
2	incorporates creative activities into my work/studies and leisure time; playfulness and humor are important in my daily life.	4.18	high
3	takes risks or exceed my previous limits and listen and act on my intuition.	3.88	High
4	able to let go of my attachment to specific outcomes and embrace uncertainty.	3.84	high
5	observes a day of rest completely away from work, dedicated to nurturing myself and family.	4.08	high
6	able to let go of self-interest in deciding the best course of action for a given situation.	3.96	high
7	feels strong sense of purpose in my life and grateful for my blessings.	4.43	high
8	makes time to connect with young children and have the ability to help/forgive myself and others.	4.24	high
9	confides in or speak openly with one or more close friends.	4.17	high
10	feels close to my parents and experience unconditional love	4.25	high
11	experiences with pain have enabled me to grow spiritually.	4.28	high

12	feels a sense of belonging to a group or community	4.39	high
	Overall	4.18	high

Level of holistic wellness among teacher education students

Table 15 shows the level of holistic wellness among teacher education students. Among the indicators, the spiritual and social health earned the top most score of 4.14. It was followed by mental and emotional health with 3.95 mean then the physical and environmental health with 3.74 mean which were all in high level. In general, the overall mean produced 3.96 with a descriptive equivalent of high. The outcome implied that the teacher education students have a high level of holistic health and wellness. Young (2015) agreed that the foundation of the total health is on the establishment of responsible choices in life that strengthened and weakened a person in the different aspects towards physical, mental, emotional and spiritual attainment of wellness.

Table 15. Level of holistic wellness among teacher education students.

No. of Item	Physical activity barriers	Mean	Behavioral interpretation	Level
1	Physical and environmental health	2.73	agree	high
2	Mental and emotional health	2.83	agree	high
3	Spiritual and social health	2.82	agree	high
	Overall	3.96	agree	high

Relationship between physical activity barriers and holistic wellness

Illustrated in table 16 is the significant relationship between physical activity barriers and holistic wellness among teacher education students. For the overall result, the two variables got a computed Pearson R-value of .267 that generated a p-value of .000, which means that based on the 0.05 level of significance, the probability yield was less than the alpha value ($p < .05$). This implied that there was a significant relationship between physical activity barriers and holistic wellness. Buckworth and Dishman (1999) posited that the perceived barriers and benefits were the two factors which were responsible in the level of physical activity. The recognized benefits affirmatively direct and the observed barriers negatively affect the engagement to activities. Moreover, the impediments contribute to the initiation and persistence of an active way of living or lifestyle (Niñerola et al., 2006).

Table 16. Significant relationship between physical activity barriers and holistic wellness among teacher education students.

Overall relationship	Pearson correlation	p-value	Alpha	Decision ho
Physical activity barriers	.267	.000	.05	rejected
Holistic wellness				

Conclusion

Based on the results of the study, it was concluded that the level of physical activity barriers among teacher education students specifically in terms of lack of time, lack of energy, lack of willpower, lack of skill, lack of resources, social influence, and fear of injury was moderate and sometimes manifested among the students. The findings also revealed that the level of holistic wellness of teacher education students, encompassing physical and environmental health, mental and emotional health, as well as spiritual and social health, was high. Overall, the results of the Pearson r and p value analyses indicated a significant correlation between physical activity barriers and holistic wellness.

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