
Assessing CGELA Learners' Well-being towards the Development of an Inclusive Self-Care Model*Edward L. Padama¹, Ronnie L. Torres², Marlita V. Madera³(ORCID Number: 0000-0001-7251-1238)*¹Arellano University, Philippines, ² Saint Nicholas School, Phitsanulok, Thailand, ³ Arellano University, Philippines
*edward.padama@arellano.edu.ph

Abstract - The objective of this study is to assess the physical, emotional, cognitive, economic, and social well-being of the College of General Education and Liberal Arts (CGELA) students to create an inclusive self-care framework. This research employed a descriptive-quantitative design. A structured survey questionnaire from a study by Torres and Madera (2023) served as the main tool for data collection. Numerical values were used to quantify the learner-respondents' evaluations of their well-being to facilitate statistical computation and further analysis. The learners' physical well-being is regarded as "occasional," suggesting a moderate degree of apprehension. On the contrary, learners express favorable assessment of overall welfare in the domains of cognitive, affective, and social, implying that they frequently encounter positive conditions in these areas. Nevertheless, the survey also unveiled alarming concerns regarding economic well-being, indicating that students are often confronted with financial challenges. This underscores the apparent financial hardships experienced by the student respondents and calls for additional investigation into the underlying factors contributing to these difficulties. This study made the following recommendations: encourage cognitive, affective, and social wellness strategies; foster a culture of physical activity; and cultivate economic well-being practices.

Keywords - CGELA learners, inclusive self-care model, PACES, well-being

Introduction

The holistic development of learners encompasses various dimensions that extend beyond academic achievement to include physical, cognitive, affective, economic, and social well-being. Within the educational context of the College of General Education and Liberal Arts (CGELA) at Arellano University, students encounter diverse challenges and experiences that influence their overall well-being. Factors such as academic pressure, financial constraints, social relationships, and personal health can significantly impact students' ability to thrive and succeed academically. Recognizing the importance of supporting students' holistic development, this study seeks to assess CGELA learners' well-being across multiple dimensions. By identifying the factors that contribute to students' well-being and those that pose challenges, the study aims to inform the development of targeted interventions and support services tailored to meet the unique needs of CGELA learners. Through the establishment of an inclusive self-care model, the college endeavors to create a supportive and nurturing environment that empowers students to flourish academically, personally, and socially.

The study conducted by Torres and Madera (2023) sheds light on the diverse well-being challenges faced by Filipino and Thai learners across various educational levels. While Filipino students typically exhibit positive affective and cognitive well-being, they contend with significant physical, emotional, and economic hurdles. Conversely, Thai students generally enjoy good well-being but encounter occasional financial worries. The study advocates for a holistic approach to address these issues, proposing the integration of physical education, financial literacy, emotional support, and measures for authentic communication within educational frameworks. This underscores the importance of developing inclusive self-care models, as emphasized in the assessment of CGELA learners' well-being. By comprehensively evaluating the well-being of learners and incorporating tailored strategies to promote holistic health and resilience, educators can contribute to the creation of supportive and nurturing learning environments that benefit all students.

In a comprehensive study of Arulrajah, A. A., & Harun, L. M. H. (2000) examining factors affecting psychological well-being among learners, researchers discovered key associations. Coping styles and social support emerged as vital contributors, positively influencing psychological well-being. Conversely, perceived stress exhibited a negative relationship with well-being, even after accounting for variables like gender, religiosity, and learner status. Interestingly, while these demographic factors showed no significant impact on perceived stress, coping styles, social

support, or overall psychological well-being, an exception emerged concerning the status of the learner. This exception suggests that learner status may play a unique role in influencing psychological well-being. Building upon these findings, efforts were made to assess the well-being of learners engaged in CGELA programs. The goal was to develop an inclusive self-care model tailored to address coping mechanisms, social support networks, and stress management techniques, aiming to foster a positive learning environment and enhance overall well-being among CGELA learners, irrespective of their demographic backgrounds.

The College of General Education and Liberal Arts (CGELA) at Arellano University is committed to providing a holistic educational experience that nurtures the overall well-being of its learners. As part of this commitment, this study seeks to investigate the various factors that impact the well-being of CGELA learners. By assessing the physical, cognitive, affective, economic, and social dimensions of well-being, the study aims to gain a comprehensive understanding of the challenges and opportunities faced by students within the college. Ultimately, this research will inform the development of an inclusive self-care model tailored to address the unique needs of CGELA learners, promoting their overall health and academic success.

Materials and Methods

The purpose of this study was to describe the wellbeing of 119 students at the CGELA department at Arellano University. A descriptive quantitative research design was employed in this study. A structured survey questionnaire adopted from a study by Torres and Madera (2023) served as the primary data-gathering tool. By utilizing the descriptive research approach to shed light on topics that have not yet received enough attention, this study aims to provide readers with a comprehensive and in-depth understanding of the subject matter. The learner-respondents' assessments of their well-being were quantified using numerical values for statistical computation and additional analysis. The results of the study were rated and interpreted as follows: 5 - Almost Always: This means that the behavior or statement described in the scale is consistently or nearly always true or applicable. 4 - Often: This indicates that the behavior or statement described in the scale occurs frequently or regularly, but not necessarily all the time. 3 - Sometimes: This suggests that the behavior or statement described in the scale occurs occasionally or intermittently, but not as frequently as "often." 2 - Almost Never: This implies that the behavior or statement described in the scale rarely happens or is hardly ever true or applicable. 1 - Never: This means that the behavior or statement described in the scale never occurs or is never true or applicable. The data generated by the research instrument were recorded, analyzed, and interpreted using mean.

Table 1. Scale, scale interval and verbal interpretation

Scale	Scale Interval	Verbal Interpretation
5	4.21 - 5.00	Almost Always
4	3.41 - 4.20	Often
3	2.61 - 3.40	Sometimes
2	1.81 - 2.60	Almost Never
1	1.00 - 1.80	Never

Results and Discussions

Table 2. Perceptions of learners on their physical well-being

Physical	Mean	Interpretation
Freedom from physical pain	3.59	Often
Time for Relaxation	3.21	Sometimes
Good nutrition	3	Sometimes
Quality of sleep	2.96	Sometimes
Sports and other physical activities	3.94	Often
Mean	3.26	Sometimes

Table 2 presents the general perception of CGELA students about physical well-being. It is revealed that the student-respondents have "often" experienced freedom from physical pain. The data suggest that most student-respondents regularly enjoy relief from physical pain. Moreover, the respondents "sometimes" experienced time for relaxation,

good nutrition, and quality of sleep, as indicated by the mean values of 3.21, 3, and 2.96. It may imply that, occasionally, respondents have opportunities for relaxation, maintain good nutrition, and achieve quality sleep. However, it is worth mentioning that quality of sleep garnered the lowest mean of 2.96 across variables. Physical well-being is integral to a learner's overall health. When students consistently experience relief from physical pain, it indicates potential improvements in academic performance and overall quality of life. Conversely, sports and other physical activities got the highest mean of 3.94, interpreted as “often” indicating that students often engage in sports and physical activities. Physical activity is indicated as an important key factor of academic performance since it improves brain neurotrophic factors, brain development, and overall health status (Florez, Campo, & Suarez, 2023). However, majority of the respondents revealed that they do not experience quality sleep. This lack of quality sleep may have adverse effects on their physical health, mental well-being, and overall quality of life. Guadiana & Okashima (2021) confirmed that insufficient sleep negatively affects the nervous system, resulting in poor brain function. It is evident that sleep deprivation is linked to cognitive decline, which frequently results in decreased academic performance.

Table 3. Perceptions of learners on their affective well-being

AFFECTIVE	Mean	Interpretation
Joy of learning	3.79	Often
School connectedness	3.68	Often
Emotional health	3.23	Sometimes
Spiritual health	3.67	Often
Mean	3.59	Often

Table 3 presents the perceptions of the affective well-being of the respondents. In relation to the perception of the joy of learning, it is evident that students have “often” experienced a sense of enjoyment in their educational pursuits, as shown by the mean score of 3.79, the highest among variables. Additionally, they have also “often” displayed a strong sense of connection with their school and peers, as proven by the mean score of 3.68. Regarding emotional health, being ranked the lowest among all domains, students “sometimes” encountered emotional well-being, as shown by the mean score of 3.23. Finally, students have “often” experienced spiritual well-being, as indicated by the average score of 3.67.

It is significant to note that the majority of respondents reported experiencing enjoyment in learning at school. This finding suggests that when students derive pleasure from their learning experiences, they are more likely to absorb information effectively, resulting in improved retention of knowledge and heightened motivation to accomplish their learning goals. Enjoyment in learning positively influences the teaching-learning process, increases the satisfaction of participants and can positively affect memorizing of information (Hernik & Jaworska, 2018). Though, it is evident that majority of the respondents exhibited poor emotional health. This implies that while students do encounter moments of emotional well-being, it is not consistently experienced, highlighting potential areas for improvement in supporting students' emotional health. This may indicate that students may struggle to concentrate, focus, or engage effectively in their studies, leading to a decline in academic performance. Thompson (2022) and Cosculluela, C. et.al. (2022) proved that emotional well-being impacts the intrinsic motivation of learners. A high intrinsic motivation was related to a more significant interest in learning.

Table 4. Perceptions of learners on their cognitive well-being

ECONOMIC	Mean	Interpretation
Financial Stability	3.48	Often
Mean	3.48	Often

Table 5 presents the perceptions of learners on their economic well-being. The average rating of 3.48 is cause for concern, as it suggests that students have “often” experienced economic difficulties. This implies that students have frequently experienced financial worries due to the family's lack of steady income, a significant challenge in meeting their basic school needs, and concerns about financial matters. Worries about financial instability, meeting basic needs can be overwhelming and distracting, making it difficult for students to focus on their studies. Dean (2020) accurately

emphasized the significance of family financial socialization in determining academic success in college. This underscores the importance of enhancing support for financial education within families.

Table 6. Perceptions of learners on their social well-being

SOCIAL	Mean	Interpretation
Social health	3.93	Often
Communication through social media	3.95	Often
Support System - Family	3.66	Often
Support System - Friends	3.76	Often
Support System - Teachers	3.74	Often
Mean	3.81	Often

Table 6 provides the perceptions of learners on their social well-being. In relation to social health, students have regularly experienced a notable degree of a healthy social life, as indicated by the mean score of 3.93. The utilization of social media perceived to be as the highest score, interpreted as "often," as proven with the mean score of 3.95. In addition, students have "often" experienced regular support system with family, friends and teachers as shown by the mean of 3.66, 3.76, and 3.74 respectively. These data may indicate that students generally perceive their social lives positively. Regular engagement of a healthy social life, frequent utilization of social media, and consistent support from family, friends, and teachers indicate a strong social support network among students. According to Zhang's (2017) research, social networks have made it easier to maintain connections with distant family and friends, while also enhancing social support. Conversely, research indicates that students who spend increased time with their friends tend to achieve higher GPAs. This is attributed to the supportive environment where friends assist each other during academic challenges and provide ongoing encouragement and motivation (Edubirdie, 2023). In contrast, parental and teacher support in nurturing autonomy, emotional wellness, and academic skills plays a crucial role in shaping students' academic performance. As confirmed by Torres & Madera (2023), support from parents and teachers interact to affect student learning engagement.

Table 7. Overall perceptions of learners on well-being

Variables	Mean	Interpretation
Physical	3.26	Sometimes
Affective	3.68	Often
Cognitive	3.63	Often
Economic	3.48	Often
Social	3.81	Often

Table 7 presents the overall perspectives of student-respondents regarding their overall well-being. Generally, the physical well-being of the students is described as "sometimes" as indicated by the mean score of 3.26. It may imply that underscores the importance of prioritizing students' physical well-being within educational settings and suggests the need for comprehensive strategies to address these concerns effectively. Participants in the study indicated that they have "often" experienced a positive state of well-being in the areas of affective, cognitive and social, as proven by the mean scores of 3.68, 3.63, and 3.81 respectively. The implications of these findings suggest that while participants generally experience positive well-being across affective, cognitive, and social domains, there is still room for interventions and further research to enhance well-being and promote resilience among CGELA students. Conversely, the economic well-being of the students is described as "often" as manifested by the mean score of 3.48. The negative framing of the statements and the high mean score indicate that students frequently experience financial difficulties. It implies that the student-respondents have frequently experienced financial difficulties. This finding underscores the prevalence of economic challenges among the student population and highlights the need for further investigation into the specific nature and extent of these difficulties.

Conclusion

The physical well-being of the students is perceived as "sometimes," indicating a moderate level of concern. Conversely, students report positive states of well-being in affective, cognitive, and social domains, indicating that

they often experience positivity in these areas. However, the survey also revealed alarming facts on economic welfare, revealing that students frequently encounter financial difficulties. This emphasizes the evident economic difficulties among the student-respondents and necessitates further exploration into the root causes of these challenges.

Based on the findings of the study, the self-care model is hereby proposed:

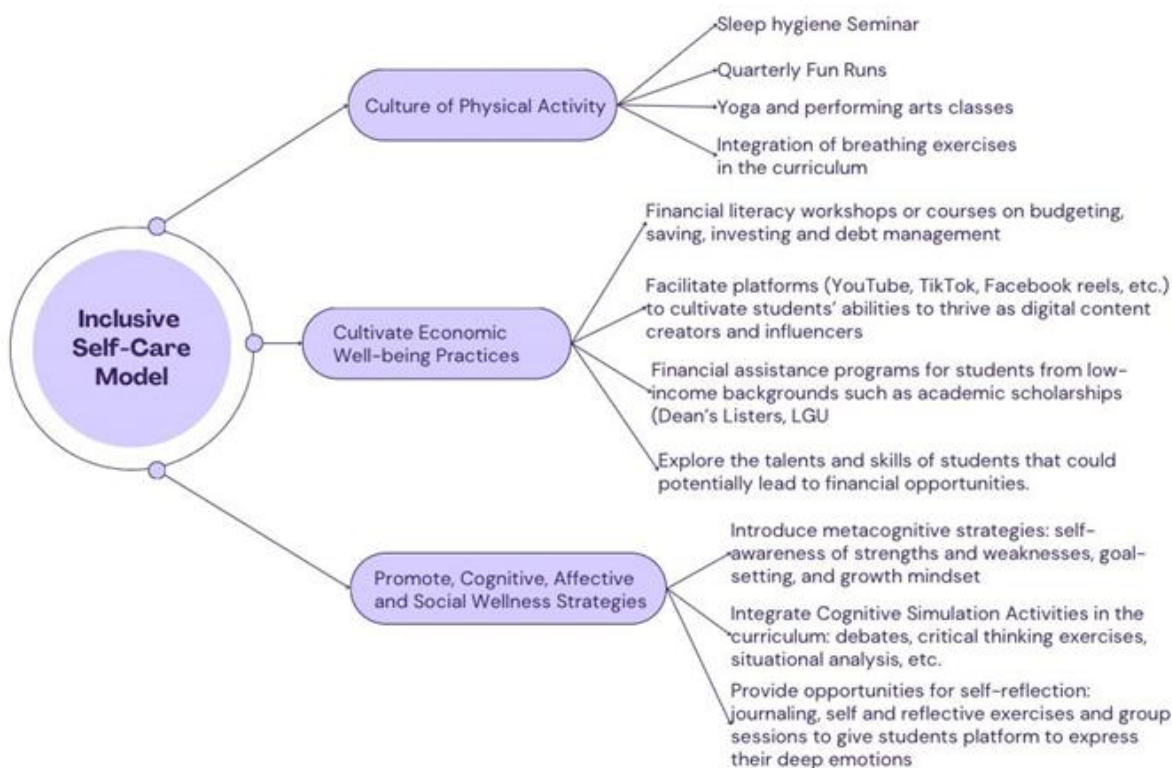


Fig. 1. Inclusive Self-Care Model

Foster a Culture of Physical Activity. Promote physical activity through various initiatives: host sleep hygiene seminars, organize quarterly fun runs, integrate in-and-out-of-class mindful breathing exercises across all subjects, and encourage participation in yoga and performing arts classes. Implementing these initiatives can result in a holistic improvement in well-being, fostering healthier habits and reducing stress levels among participants

Cultivate Economic Well-being Practices. By equipping students with practical financial knowledge, digital content creation skills, and entrepreneurship training, they are better prepared to make informed financial decisions, seize opportunities for income generation, and navigate the digital economy effectively, ultimately contributing to their long-term financial well-being and success.

Promote Cognitive, Affective, and Social Wellness Strategies. Implement metacognitive strategies focusing on self-awareness, goal setting, and fostering a growth mindset. Integrate cognitive simulation activities such as debates and critical thinking exercises into the curriculum. Offer opportunities for self-reflection through journaling, self-assessment exercises, and group sessions, providing students with a platform to express and explore their emotions and learning experiences. Promote community engagement and peer mentoring to cultivate civic responsibility, social connectedness, and academic support among students, fostering a sense of responsibility while providing emotional guidance and academic assistance. Implementing these strategies fosters a transformative educational environment, enhancing students' metacognitive skills, critical thinking, and emotional intelligence, self-awareness, and growth mindset, ultimately nurturing holistic student development academically, emotionally, and socially.

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