




Chapter 10


Enhancing Well-Being in Physical Education Classes: Applying the PERMAH Framework in the Philippines


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DOI: 10.4018/979-8-3693-3952-7.ch010

ABSTRACT

In the Philippines, where education systems aspire for holistic student development, incorporating positive education into PE classes offers a promising avenue for fostering student well-being. This chapter examines how each PERMAH component can be tailored to the unique cultural and educational landscape of the Philippines. Specifically, the chapter discusses strategies for promoting positive emotions through enjoyable physical activities, fostering engagement through experiential learning and active participation, nurturing supportive relationships within the PE class environment, facilitating opportunities for students to find meaning and purpose in physical activities, celebrating accomplishments, and fostering a sense of competence, as well as affirming the need for physical health for general well-being. By integrating the principles of positive education into PE classes, educators can empower students to lead healthier, happier, and more fulfilling lives.

INTRODUCTION

The mental health challenges faced by Filipino youth have surged in recent years (Cleofas, 2020), further exacerbated by the extended COVID-19 lockdowns (Alibudbud, 2021; Camitan & Bajin, 2021). In response to the growing concern, the authors of this chapter draw insights from a physical education (PE) program implemented within a university system, guided by the principles of positive education based on Seligman's (2011) PERMA framework. His model highlights the essential well-being elements of positive emotions, engagement, relationships, meaning, and accomplishment. Eventually, health was incorporated into the model, evolving into PERMAH to account for mental and physical health in the context of overall well-being (Kern, 2022).

Schools can promote student mental health by fostering well-being by incorporating positive education, which integrates the principles of positive psychology (PP) into educational settings (Halliday et al., 2020). Seligman et al. (2009) affirmed that schools can teach academic and well-being skills. Cultivating students' strengths and enhancing their psychosocial and emotional competencies is essential for reducing depression and anxiety, particularly during transitional periods such as returning to school after prolonged closures (Treceña, 2022).

Curriculum modifications must include content that promotes well-being as part of positive education (Arslan & Burke, 2021). PE is mandatory for all students in the Philippines, making it an ideal platform for enhancing well-being. PE programs traditionally emphasize physical activity (PA), which improves mental health (Pearce

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