

KUMUSTA KA? 'SABAI DEE MAI?' (สบายดีไหม)

Exploring the Well-Being of Southeast Asian Learners towards the Development of a Holistic Self-Care Framework

Ronnie L. Torres, Marlita V. Madera, Loida Basilio

Abstract: This study investigated the physical, affective, cognitive, economic, and social well-being of 862 Filipino and 106 Thai learners from various educational levels specifically, Filipino learners from the elementary, high school, and tertiary levels and Thai students from elementary, junior high school, and senior high school. The survey questionnaire underwent rigorous validation by experts prior to data collection. Filipino respondents "often" experienced healthy affective and cognitive well-being, but faced some physical, emotional, and economic distress. Senior high and college students in the Philippines experienced physical issues like headaches, stomachaches, back pain, sleeplessness, and inactivity, along with emotional stressors such as sadness, anxiety, frustration, and anger. Thai respondents "often" reported healthy overall well-being but "sometimes" experienced financial worries. The study offered a framework to improve the well-being of the physical: by integrating physical education with other subjects to foster a comprehensive and well-rounded educational experience; economic: incorporating financial literacy into the curriculum or offering workshops covering money management, budgeting, saving, and informed financial decisions; emotional: by promoting emotional and mental awareness and support and policies, and social: by implementing measures that will promote authentic communication and socialization beyond the classroom of the student-respondents. This study highlights the need for further research on social media's impact on social well-being and students' digital well-being and its influence on social-emotional learning (SEL).

Keywords - Filipino learners, measures, self-care framework, Thai learners, well-being

I. INTRODUCTION

"Kumustaka?" in Filipino or "Sabaideemai?" in Thai are both greetings that translate to "How are you?" in English.

These simple words carry profound significance for many people, particularly in times of adversity. While some students may interpret these greetings negatively, for others, they offer affirmation and solace, ultimately contributing to their overall well-being. Amidst challenging circumstances, these greetings can provide positivity and comfort, nurturing a sense of connection and support for students. The global pandemic has brought about chaos and unexpected changes in the lives of people around the world, particularly in the educational landscape of the Philippines and Thailand. This unprecedented time has immeasurable impact on learners' lives worldwide. The sudden isolation and lack of interaction with fellow students, peers, and teachers have resulted in adverse consequences for their well-being. For example, students face various social and economic pressures (Wood et al., 2018), as they strive to balance their education, family, and work responsibilities (Moate et al., 2019). Additionally, they may experience social isolation, discrimination, and language barriers, and navigate cross-cultural differences (Daddow et al., 2019). The Global Education Evidence Advisory Panel (GEEAP) highlights the profound impact of education disruption caused by the Covid-19 pandemic on students' well-being, including their mental health and productivity. This disruption represents one of the most significant challenges to the medium- and long-term recovery from Covid-19, as it has the potential to impede students' overall growth and future opportunities.

In the context of this research, physical well-being refers to health-related conditions that directly affect a student's ability to engage in the learning environment that may strongly influence a student's life at home and his academic performance at school. It includes aspects such as nutrition, exercise, sleep, and physical health. When students have good physical well-being, it positively influences other domains of their well-being. For example, a healthy and active lifestyle can contribute to improved cognitive functioning, enhancing students' ability to concentrate, retain information, and problem-solve. As confirmed by OECD (2017), physical activity is associated with improved learning and the ability to concentrate. Furthermore, this study delves into the affective domain of student well-being, which encompasses various aspects such as the joy of learning, school connectedness, emotional, and spiritual health. The joy of learning encapsulates the positive emotions experienced during the educational journey. Similarly, school connectedness refers to students' perceptions of care and support from both teachers and peers, fostering a sense of belonging and overall well-being within the school environment. This includes feelings of

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support, a sense of belonging, and a nurturing atmosphere within the school setting. Additionally, this study examines the emotional health of learners, which encompasses their capacity to effectively manage stressors, navigate change, and adapt to challenging circumstances. Furthermore, the study explores the aspect of spiritual health, which pertains to how learners perceive and contemplate the meaning, direction, and purpose of their lives. The interplay between these domains is intricate. When students experience the joy of learning, it can enhance their school connectedness and foster positive emotional well-being. In turn, positive emotional well-being and a sense of school connectedness can contribute to a deeper exploration of spiritual well-being. Conversely, a lack of joy in learning, weak school connectedness, or emotional distress may hinder students' overall well-being and engagement in the educational process.

Also, the study aims to evaluate the cognitive domain of student well-being, with a specific focus on learners' academic efficacy. Within the scope of this inquiry, the cognitive domain pertains to the capacity to process information, utilize it effectively and logically, and overcome challenges. It encompasses attributes such as academic excellence and the cultivation of a purposeful vision for the future. Academic efficacy refers to students' attitudes and beliefs regarding their ability to achieve academic success. Hayat, Shateri, Amin & Shkpour (2020) confirmed that academic self-efficacy can influence the choice of tasks and perseverance while doing them. In other words, students with low self-efficacy are more likely to be afraid of doing their tasks, avoiding, postponing, and giving them up soon.

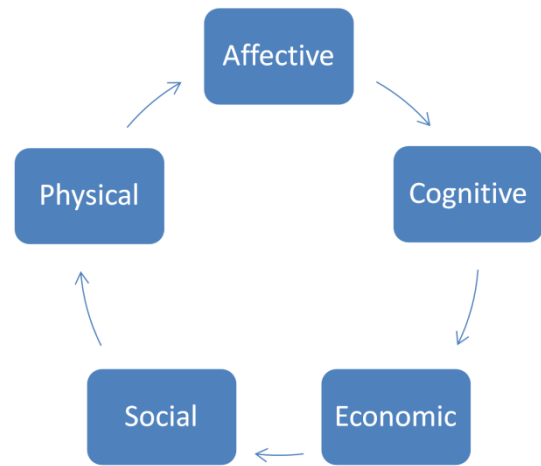
Likewise, the study aims to evaluate the economic well-being of the participants, specifically their financial stability. Within the context of this research, economic well-being includes the financial and material resources that impact a student's academic preparedness and progression. This may comprise factors such as housing stability, financial savings, and the ability to provide necessary resources for their education. PISA (2018) proved that children from low-income and low-educated families usually face many barriers to learning. In addition, the research aims to delve into the social well-being of students, with a particular emphasis on their social health, communication through social media, and support systems involving family/guardians, friends, and teachers. Social well-being holds the overall quality of students' social interactions, relationships, and connections. It involves their capability to cultivate and sustain positive relationships with peers, effectively utilizes social media platforms for communication, and derives support from a nurturing network of family, friends, and teachers.

This study aimed to investigate the well-being of Filipino learners from the elementary, high school, and tertiary levels, and Thai elementary, junior high school, and senior high school learners with the goal of establishing a foundational understanding that can inform the development of a comprehensive self-care framework. The framework aims to cultivate resilience, enhance motivation, and promote optimal learning outcomes among Southeast Asian students. By exploring the well-being of these learners,

valuable insights can be gained to guide the creation of effective strategies and interventions framework that address their specific needs and foster their overall growth and success.

Figure 1

Interactive Domains of the PACES Model of Student well-being



Student Well-Being Defined

Student well-being generally refers to a state of psychological, intellectual, emotional, physical, social, and spiritual wellness (Adams, Bezner, Drabbs, Zambarano, & Steinhardt, 2000). In the context of this study, student well-being encompasses the ability of learners to effectively navigate and respond to the various pressures and challenges they encounter within their environments, including school, home, community, and social networks. Student well-being is influenced by multiple factors, including emotions, cognition, financial efficacy, social support, and physical condition.

The study is anchored with the PACES model, which identifies five interconnected domains of student well-being: Physical, Affective, Cognitive, Economic, and Social. These domains are not isolated entities but rather interdependent components that significantly influence and shape overall well-being. Together, they form a cohesive framework that provides a holistic perspective on student wellness. By recognizing the interconnectedness of these domains, educators and counselors can gain a comprehensive understanding of the multifaceted nature of student well-being. The PACES model, developed by Nelson, Tarabochia, and Koltz (2015), has been instrumental in improving school counseling programs. It serves as a valuable tool for assessing and addressing students' well-being needs. In this study, the framework is employed to identify and understand the well-being of the learner-respondents. By utilizing the PACES model, the study aims to establish a baseline understanding of student well-being, which will serve as a foundation for crafting a contextualized and holistic self-care framework. This framework can provide tailored support and intervention strategies that address the unique needs and challenges

faced by the students, ultimately promoting their overall welfare and development.

II. METHODS

The study employed a descriptive research method, utilizing a structured survey questionnaire as the primary data collection tool. Prior to data collection, the questionnaire underwent rigorous review and validation by experts in the field. Descriptive research, as stated by McCombes (2023), is a suitable approach when the goal is to describe a specific population, situation, or phenomenon accurately and systematically. It proves particularly valuable when limited knowledge exists regarding the phenomenon under investigation. By employing the descriptive research method, this study aims to provide a comprehensive and detailed understanding of the subject matter, shedding light on aspects that have not been extensively explored before. Numerical values were assigned in measuring the perceptions of the learner-respondents' well-being for statistical computation and subsequent 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 suitable statistical tools such as mean, frequency and SD.

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

Table 1. Scale, scale interval and verbal interpretation

III. RESULTS AND DISCUSSIONS

This section presents the analysis, interpretation, and discussion of data gathered from the study.

Respondents	Filipinos	Thais
Elementary	190	36
Junior High School	93	50
Senior High School	141	20
College	438	0

TOTAL	862	106
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Table 2. Nationality and Grade Levels

Table two presents the nationality and grade levels of respondents. A stratified random sampling was used to choose the respondents, which included both Thai and Filipino students. There were 968 respondents in all, including 190 elementary, 90 junior high, 141 senior high, and 438 college respondents from the Philippines; and 36 elementary, 50 junior high, and 20 senior high school respondents from Thailand.

A. Perceptions of Filipino Respondents on Well-Being

Table three shows the overall results of the well-being of elementary, junior high, senior high, and college Filipino student-respondents. Overall, respondents across profile variables exhibited healthy well-being with the majority of variables garnering the interpretation of "often" which can be explained as the respondents "often" experience healthy well-being but not all the time. Filipino elementary students consistently demonstrate high levels of well-being across various aspects. Notably, their emotional well-being, despite apparently poor on the surface, indicates minimal to no emotional distress, with a mean score of 2.50 that can be interpreted as "almost never." The findings suggest that despite appearing to be in a state of poverty, the respondents experience minimal to almost no emotional suffering. Elementary students

also "often" experience financial worries that may eventually affect their overall well-being. The mean of emotional well-being appeared as such since the questions were expressed in a negative manner. Filipino elementary students generally perceived their cognitive and social well-being as positive.

The majority of domains indicate that respondents from Filipino junior high school (JHS) often experience healthy well-being, highlighting their overall positive well-being across various areas. The emotional well-being of JHS respondents appeared to be lower than that of the elementary respondents, but the mean of 2.97, described as "sometimes," may indicate that emotional distress is sometimes experienced among them. JHS respondents "often" experience financial woes while their cognitive, social, and physical well-being are all generally good.

Senior high school (SHS) respondents consistently described their well-being as "often," indicating that they frequently experience healthy well-being across all variables. The emotional well-being of SHS respondents was discovered to be relatively low, comparable to that of elementary and JHS respondents. However, the mean score of 3.10, which translates to "sometimes," can be attributed to the occasional experience of emotional distress.

FILIPINOS	Primary	Interpretation	JHS	Interpretation	SHS	Interpretation	College	Interpretation	Over all mean	SD	Interpretation
1. Physical	3.16	Sometimes	3.10	Sometimes	3.133	Sometimes	3.22	Sometimes	3.15	0.05	Sometimes
2. Affective											
2.1. Joy of learning	4.38	Almost Always	4.20	Often	4.06	Often	4.26	Almost Always	4.23	0.13	Almost Always
2.2. School connectedness	4.28	Almost Always	4.15	Often	4.07	Often	4.00	Often	4.13	0.12	Often
2.3. Emotional health	2.50	Almost Never	2.97	Sometimes	3.10	Sometimes	3.11	Sometimes	2.92	0.29	Sometimes
2.4. Spiritual health	4.38	Almost Always	3.99	Often	3.82	Often	4.06	Often	4.06	0.23	Often
3. Cognitive											
3.1. Academic efficacy	4.17	Often	4.07	Often	3.74	Often	3.73	Often	3.93	0.23	Often
4. Economic											
4.1. Financial stability	3.85	Often	3.79	Often	3.85	Often	3.91	Often	3.85	0.05	Often
5. Social											
5.1. Social health	4.17	Often	3.88	Often	3.94	Often	3.92	Often	3.98	0.13	Often
5.2. Communication through social media	4.08	Often	3.85	Often	4.01	Often	4.11	Often	4.01	0.12	Often
5.3. Support System Family/guardian	4.37	Almost Always	3.83	Often	3.63	Often	3.82	Often	3.91	0.32	Often
5.4 Support System Friends	4.14	Often	4.10	Often	4.09	Often	3.98	Often	4.08	0.07	Often
5.5 Support System Teachers	4.51	Almost Always	4.46	Almost Always	3.99	Often	3.98	Often	4.24	0.29	Almost Always

Table 3.Perceptions of Filipino Respondents on Well-Being

The physical health of SHS students is generally good with a mean of 3.13, despite sporadic physical problems such as headaches, stomachaches, lack of sleep, and a lack of physical activity. SHS students also “often” experienced financial worries. Furthermore, Filipino students in SHS perceived themselves to be generally good in cognitive and social health.

As to the Filipino college -respondents, they confirmed that they “often” experienced healthy well-being across all variables except the economic variable. However, respondents "occasionally" reported having physical ailments such as headache, stomachache, or back pain. The mean score of 3.11, which can be interpreted as "sometimes," reflects the sporadic occurrence of emotional distress among college students, including feelings of jealousy, irritability, envy, sadness, and

frustration. Moreover, college students “often” faced financial troubles, as indicated by the mean score of 3.91.

A. Perceptions of Thai Respondents on Well-Being

Table four shows the overall results of the well-being as perceived by elementary, junior high, and senior high school Thai student-respondents. Overall, respondents across profile variables exhibited healthy well-being.

THAIS	Primary	Interpretation	JHS	Interpretation	SHS	Interpretation	Over all Mean	SD	Interpretation
1. Physical	3.20	Sometimes	3.26	Sometimes	3.39	Sometimes	3.28	0.10	Sometimes
2. Affective									
2.1. Joy of learning	3.94	Often	3.88	Often	4.06	Often	3.96	0.09	Often
2.2. School connectedness	4.11	Often	4.02	Often	3.98	Often	4.04	0.07	Often
2.3. Emotional health	2.63	Sometimes	2.92	Sometimes	2.75	Sometimes	2.77	0.15	Sometimes
2.4. Spiritual health	3.94	Often	4.07	Often	4.27	Almost Always	4.09	0.17	Often
3. Cognitive									
3.1. Academic efficacy	3.88	Often	3.79	Often	3.95	Often	3.87	0.08	Often
4. Economic									
4.1. Financial stability	2.69	Sometimes	2.65	Sometimes	2.98	Sometimes	2.77	0.18	Sometimes
5. Social									
5.1. Social health	3.77	Often	4.10	Often	4.09	Often	3.99	0.19	Often
5.2. Communication through social media	4.15	Often	4.14	Often	4.12	Often	4.14	0.02	Often
5.3. Support System Family/guardian	4.05	Often	4.07	Often	4.13	Often	4.08	0.04	Often
5.4 Support System Friends	3.90	Often	4.20	Often	4.28	Almost Always	4.13	0.20	Often
5.5 Support System Teachers	4.07	Often	4.06	Often	4.26	Almost Always	4.13	0.11	Often

Table 4.Perceptions of Thai Respondents on Well-Being

Thai elementary pupils have a healthy well-being as shown in the means in each of the variables which can be interpreted as “often.”It implies that they regularly experienced healthy well-being. One category worth mentioning is children's emotional well-being, which has a mean of 2.63 and can be described as "sometimes." Despite appearing to be very low, this means that the respondents sometimes experienced feelings of stress. Thai respondents sometimes experienced financial distress. Thai elementary respondents generally reported healthy well-being across cognitive, social, and physical variables.

According to the ratings across factors, respondents from Thai junior high school (JHS) had generally healthy well-being. However, the mean of 2.75, which can be interpreted as "sometimes," may indicate that emotional distress is “occasionally” experienced, particularly feelings of sadness, anxiety, frustration, and anger. The emotional well-being of JHS respondents seemed to be higher than that of the elementary respondents. Financial difficulties are occasionally experienced by JHS students as well. Thai Senior high school (SHS) respondents described their overall well-being as generally healthy, as attested by the scores across variables. With a mean of 2.75, described as "sometimes," it can be explained that the emotional well-being of the SHS respondents is healthy despite some emotional discomfort. Despite occasional back pain, SHS students' physical health is generally good.

B. Physical domain of student well-being

The physical domain consists of the health-related issues that directly influence a student’s ability to engage in the learning environment at school. The physical domains strongly affect all other domains in a student’s life at home and at school (Nelson, Tarabochia, Koltz, 2015).

The study findings established that students across profile variables experienced healthy physical well-being with some occasional presence of physical sickness such as headache, backache, sleeplessness, and lack of physical activities and mobility, especially among Filipino high school and college students. Bay Atlantic University (2022) confirmed that the above-mentioned stressors were caused by academic stress. Academic stress greatly affects the physical well-being of students, which can be manifested by muscle pain and headaches, nausea and stomach aches, and sleep disorders. Digital Promise (2022) underscores that physical well-being is dependent on several components such as: proper nutrition, regular exercise, and sleep. Getting proper nutrition and enough quality sleep benefits students' physical well-being, including their mental health. It further claimed that physical well-being has a direct impact on cognitive abilities, which rise with increasing physical activity, resulting in improved academic achievement. Addressing the physical health issues identified among high school and college students is crucial to ensure their successful learning in the classroom and enable them to effectively cope with challenges in their daily lives.

C. Affective domain of student well-being

Affective well-being refers to the frequency and intensity with which people experience positive affect (PA) and negative affect (NA) (Luhmann&Terwiel, 2021).In the framework of this research, affective well-being refers to those aspects that affect the learner’s feelings, perceptions, moods, academic and life satisfaction, purpose, and meaning. Specifically, the study explores the learner-respondents’ joy of learning, school connectedness, emotional and spiritual health.

In this study, both Filipino and Thai respondents, when grouped according to profile variables and across affective well-being domains, "often" experienced healthy well-being as manifested by the high garnered scores on the joy of learning, school connectedness, and spiritual health. This result is confirmed by the study of Rantala and Maatta (2012) where they established that the active joy of learning results from the student's own effort (Rantala & Maatta, 2012). It implies that when students are intrinsically motivated, they enjoy what they are doing in school. Moreover, the study by Wang (2017) emphasized that when students experience the "joy of learning" students are motivated and eager to learn. In turn, teachers' enthusiasm for teaching increases when they observe motivated students. Moreover, the result on school connectedness was confirmed by Lemkin et. al (2017) who established that school connectedness is associated with better academic outcomes and fewer behavioral and emotional problems (Loukas and Pasch 2012). The relevance of school connectedness to students' lives is highlighted in studies showing that school connectedness makes a unique contribution to student outcomes even after considering family and peer connectedness (Law et al. 2013; Kaminski et al. 2010). Mendoza (2022) and Roberts (2016) confirmed that spirituality has been found to have a positive effect on the academic performance of students because highly spiritual students are associated with high learning motivation. Moreover, Makki Abadi, et.al. (2013) proved that there is a significant and positive relation between spiritual well-being and academic achievement of students of economics, management, and humanities.

SHS and college respondents also showed occasional presence of emotional distress such as anger, envy, frustration, and sadness, among others. Kennedy (2021) confirmed the result of this study that problems with stress management, anxiety, sadness, and mood-related disorders are the most prevalent physical and mental health-related problems that the campus counseling service encounters. Thompson (2022) and Coscolluela, C. et.al. (2022) confirmed that emotional well-being impacts the intrinsic motivation of learners. A high intrinsic motivation was related to a more significant interest in learning. It implies that a sound emotional condition influences enhancement in academic performance.

D. Cognitive well-being

NSW (2023) associates cognitive well-being with achievement and success, how information is processed, and judgments are made, informed by motivation and persistence to achieve, and is important for attaining knowledge and experiencing positive learning. In this study, cognitive well-being refers to the ability to process information and the ability to use information effectively and rationally to grow and solve difficulties. It includes attributes like academic excellence and a meaningful vision for the future.

The findings show that both Filipino and Thai respondents often demonstrated academic efficacy, which means students' attitudes and beliefs about their capacities for academic success described their confidence in their ability to complete academic assignments and successfully

study the material. There is a considerable positive association between students' academic self-efficacy and academic accomplishment, according to Nasir & Iqbal (2019) and Sharma & Nasa (2014). The study by Hayat et al. (2020) made clear that although students with low self-efficacy explain their failures to their low talents, individuals with high levels of self-efficacy attribute their failures to lower tries. As a result, self-efficacy has an impact on both task selection and task persistence. In other words, students who have low self-efficacy are more prone to avoid, put off, and eventually abandon their assignments out of fear.

E. Economic Well-Being

The Council on Social Work Education (2016) defined economic well-being as having present and future financial security. The result of the present research shows that Filipino respondents across profile variables "often" experienced economic stress that greatly affects their well-being. Economic stress can cause a variety of symptoms, such as difficulty sleeping, digestive issues, unexpected weight gain or loss, difficulty participating in daily activities, intense anxiety, and even panic attacks. Hyper-focusing on financial matters and avoidance behaviors (such as letting unopened bills pile up) are two examples of economic-specific symptoms. When there is economic hardship, symptoms can occasionally become crises. As the strain of paying for college or living expenses grows, these flashpoints could become more frequent and taxing ((Hossain et al., 2022). These conflicts can produce conflict within the family and among friends, as well as start or worsen depressive and anxious sensations. Sabri, Gudmonson, Griesdorn, and Dean (2020) were accurate in stating that the influence of family financial socialization on academic success in college is vital and implies the importance of strengthening support for financial learning in families. Hence, it is vital to address the financial issues identified among Filipino respondents, as overlooking them may lead to economic stress and hinder their academic success.

F. Social Well-being

When classified by their profile factors and across social well-being variables, respondents from the Philippines and Thailand both often displayed positive overall social well-being. Nevertheless, researchers expressed concern upon uncovering that respondents from both countries, across their profile variables, exhibited a preference for connecting with friends through social media platforms rather than engaging in face-to-face interactions. This shift towards online interactions raises alarm as it could potentially compromise in-person connections and give rise to significant challenges pertaining to social well-being. Killam (2023) underscored that one's relationships determine both how one will live and how long one will live; connection is as vital to survival as food and water. In contrast, loneliness is more lethal than obesity, according to a study, while happy relationships are one of the best predictors of health across the lifespan. For this reason, it's useful to recognize social health as a separate yet connected pillar of general well-being. The social and emotional skills, knowledge, and behaviors that young people learn in the classroom help them build

resilience and set the pattern for how they will manage their physical and mental health throughout their lives (Council of Europe, 2023). Moreover, the University Communications and Marketing (2023) defines social media communication as an internet-based form of communication. A number of studies (with general research populations not necessarily students) showed that social networks have facilitated the way of staying in touch with family and friends living far away as well as increased social support (Zhang, 2017). Similarly, teacher-student communication on social networks correlates positively to increase academic motivation (Aubry, 2013; Imlawi, Gregg, & Karimi, 2015; Saylag, 2013); academic performance (Bowman & Akcaoglu, 2014).

G. Support system (Family/Guardian, Friends, & Teachers)

According to the School of Social Work (2023), a support system is a group of individuals—friends, family, and peers—to whom a person can turn for both emotional and practical support. In general, survey participants found that having a support system was very helpful for their total social support system. This result is consistent with the findings of this study that suggest a range of parental involvement factors, including parental warmth, supportive parenting, parental encouragement, and overall parental involvement, are linked to better health outcomes for adolescents (Baig, Ganesan, Ibrahim, Yousuf, & Ziyad, 2021; Topor, Keane, Shelton, & Calkins, 2010). On the other hand, studies have shown that students who spend more time with their friends have higher GPAs because friends support one another when they are having academic difficulties and are constantly encouraging and motivating one another (Edubirdie, 2023). On the other hand, parents' and teachers' support of autonomy, emotion, and ability has a big impact on pupils' academic performance. Support from parents and teachers interact to affect student learning engagement. According to the study's findings, an optimal approach is required to support secondary vocational students' academic growth in order to address their fundamental psychological requirements and foster collaboration between the home and school (Xianjie, Xiaonan, & Zhen, 2022). The autonomy, emotional, and ability support that parents and teachers give students have a significant impact on their academic achievement because they play the role of protectors in their development (Hualing et al., 2020).

IV. CONCLUSION AND RECOMMENDATIONS

Filipino respondents generally reported healthy well-being but faced physical, emotional, and economic distress. Senior high and college students experienced physical issues like headaches, stomachaches, back pain, sleeplessness, and inactivity. They also encountered emotional stressors such as sadness, anxiety, frustration, and anger. Financial instability was a common concern among Filipino learners at all levels. In contrast, Thai respondents often experienced good physical, affective, cognitive, and social well-being, with occasional worries about finances.

To develop the physical, economic, affective, and social well-being of the student-respondents, the following recommendations are proposed:

A. Well-Being Framework of the Respondents

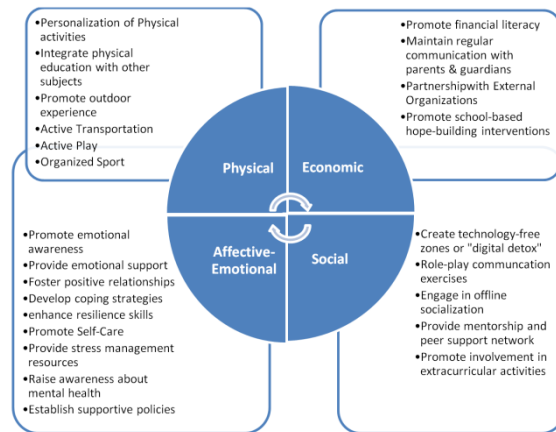


Figure 2 Proposed Holistic Self-Care PEAS (Physical, Economic, Affective, & Social) Framework

Physical Well-being of the Filipino Respondents

1. Rigorous implementation of physical education into the curriculum.

1.1. *Personalization of Physical Activities:* Personalizing physical activities lets students engage in exercises and sports that cater to their individual abilities, interests, and goals. By considering students' preferences and needs, physical education programs can be tailored to maximize their participation and enjoyment, leading to improved physical well-being.

1.2. *Integration of Physical Education with Other*

Subjects: Integrating physical education with other subjects promotes a holistic approach to learning. This can involve incorporating movement or physical activities into lessons, such as incorporating math concepts into sports games or conducting science experiments that involve physical movement. By integrating physical education into other subjects, students benefit from a more comprehensive and well-rounded educational experience.

1.3. *Promotion of Outdoor Experiences:* Encouraging outdoor experiences is vital for students' physical well-being. Providing opportunities for outdoor activities, such as nature walks, field trips, or outdoor sports, not only enhances physical fitness but also promotes mental and emotional well-being.

1.4. *Active Transportation:* Active transportation, also known as active commuting in short distances, offers Filipino learners an additional chance to engage in physical activity rather than taking motorized vehicles in going to school.

1.5. *Active Play:* Active play represents fun, sporadic, and unstructured/unorganized games or activities played indoors or outdoors. One strategy to encourage Filipino learners to engage in active play is to allow them to play freely during recess or vacant periods.

1.6. *Organized Sport.* Participating in organized sports can serve as a stress-relieving outlet for students. Physical

activity releases endorphins, which help reduce stress and improve mental well-being. Engaging in sports also provides a sense of accomplishment, boosts self-confidence, and contributes to positive self-esteem.

Economic Well-being of the Filipino and Thai Respondents

1. *Promote Financial Literacy*: Involves educating students about money management, budgeting, saving, and making informed financial decisions. By integrating financial literacy into the curriculum or offering workshops, students can develop crucial skills for economic well-being and responsible financial behavior.

2. *Maintain Regular Communication with Parents & Guardians*: By sharing information about scholarships, financial aid opportunities, or part-time job prospects, parents and guardians can play an active role in guiding their children toward financial success.

3. *Partnership with External Organizations*: Collaborating with external organizations such as banks, financial institutions, or local businesses can provide valuable resources and opportunities for students. Partnerships can include financial literacy workshops, internships, or mentorship programs, enabling students to gain practical knowledge and exposure to economic opportunities.

4. *Promote School-Based Hope-Building Interventions*: Implementing school-based hope-building interventions fosters a positive mindset and empowers students to pursue economic success. These interventions may include goal-setting exercises, mentorship programs, career counseling, or entrepreneurial initiatives, promoting students' belief in their own abilities and creating a sense of hope for a prosperous future.

Affective (Emotional) Well-being of the Filipino Respondents

1. *Promote Emotional and Mental Awareness and Support*: By raising awareness about emotion and mind, students can develop a better understanding of their own well-being and learn to navigate their emotions effectively. Providing access to counseling services, peer support groups, or mental health professionals creates a safe space for students to express their emotions, seek guidance, and receive appropriate support when needed.

2. *Foster Positive Relationships*: Promoting social activities, clubs, or organizations helps students develop a sense of belonging and a support system, fostering positive relationships and emotional connections.

3. *Develop Coping Strategies and Resilience Skills*: Techniques such as relaxation exercises, deep breathing, mindfulness practices, journaling, and engaging in enjoyable activities help students develop healthy coping mechanisms. By teaching problem-solving, positive self-talk, and reframing negative thoughts, students can develop resilience, adaptability, and the ability to face emotional difficulties with strength.

4. *Provide Self-Care and Stress Management Resources*: Offering resources and workshops on healthy eating, stress management techniques, time management, and study skills assists students in balancing academic demands and personal well-being.

5. *Establish Supportive Policies*: Advocating for supportive policies within educational institutions, such as flexible deadlines, mental health days, or additional support services, addresses students' emotional well-being. These policies ensure that students have access to necessary resources and support systems.

Social Well-being of the Filipino and Thai Respondents

1. *Create Technology-Free Zones or "Digital Detox"*: Designating specific areas or periods where the use of technology, including smartphones and social media, is discouraged, or prohibited encourages students to engage in face-to-face interactions. By creating technology-free zones or implementing "digital detox" periods, students can connect with others without the distraction of digital devices.

2. *Role-Play Communication Exercises*: Incorporating role-play exercises into the curriculum provides students with opportunities to practice authentic face-to-face communication skills. Role-playing simulates real-life social situations, allowing students to develop effective communication techniques, active listening, and empathy.

3. *Engage in Offline Socialization*: Organize social events, group outings, or community service projects that encourage students to interact in person, fostering meaningful connections and practicing communication skills without relying on digital platforms.

4. *Provide Mentorship and Peer Support Network*: Establish mentorship programs or peer support networks where older students or mentors can guide and support younger students in developing authentic communication skills. Peer support creates a safe and encouraging environment for practicing face-to-face interactions and receiving constructive feedback.

5. *Promote Involvement in Extracurricular Activities*: Encourage students to participate in extracurricular activities such as clubs, sports teams, or volunteer organizations. These activities provide opportunities for face-to-face interaction with peers who share similar interests, fostering authentic communication and socialization beyond the digital realm.

B. Further study on the effect of social media platforms on the social well-being of students.

C. Future study exploration on the digital well-being of students and its impact on their social-emotional learning (SEL)

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KUMUSTA KA? “SABAI DEE MAI?” (สบายดีไหม) Exploring the Well-Being of Southeast Asian Learners towards the Development of a Holistic Self-Care Framework



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