The Correlation of Self-Care Practices in the Online Learning Environment of Teacher Education Students

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Abstract

This research examined the self-care practices in online learning among teacher education students during the Academic Year 2021-2022. Specifically, it investigated the significant relationship between the respondents' profiles and their self-care practices in online learning. Data were collected using a questionnaire as the principal tool. The gathered data were analyzed using appropriate statistical tools, including correlation analysis. The results indicated that the respondents were largely female, mostly enrolled in the Bachelor of Secondary Education program, belonging to the Superior Group, and from middle-income families. Additionally, the study found that self-care practices were generally maintained at a good level despite the challenges posed by the pandemic. Chi-square analysis revealed significant relationships between self-care practices and variables such as sex, academic program, birth order, and socio-economic status. Based on these findings, the study recommends the use of infographic materials to promote good self-care practices in online learning among students.

Keywords: Correlation analysis, General weighted average (GWA), Online learning, Teacher education students, Self-care practices

Introduction

Self-care involves actions taken to set oneself up for success and well-being, acknowledging that it is sometimes necessary to seek help. According to (Jan, 2022), demonstrating to oneself and others that one is worthy is a crucial aspect of self-care. While physical self-care, which includes maintaining a good appearance, is essential for overall health and well-being, it is only one facet of comprehensive self-care. This broader concept encompasses mental, emotional, relational, and spiritual health, and achieving a healthy balance among these aspects is considered one of the most effective self-care strategies (Michael, 2018). Understanding what self-care is not is equally important. It is not about forcing oneself to do unpleasant activities. As Agnes Wainman explained, self-care should refuel and replenish us rather than deplete our energy (Michael, 2018). Self-care is not a selfish act; it involves recognizing and addressing our needs so that we can better care for others. If

individuals neglect their own needs, they will be less capable of supporting their loved ones (Hurst, 2014).

Self-care is the key to living a balanced life. It must be actively planned and pursued rather than left to chance. This means incorporating self-care activities into one's schedule, announcing plans to others to increase commitment, and seeking opportunities to practice self-care consciously. Being aware of the activities and their benefits is crucial. A well-structured self-care plan can improve health and well-being, manage stress, and help maintain professionalism, particularly for those working with children (Hurst, 2014). According to Hurst (2014), self-care includes anything done to be kind to oneself. It involves recognizing when resources are running low and taking steps to replenish them, thereby preventing burnout. However, not all activities that feel good qualify as self-care. Unhealthy coping mechanisms, such as drug use, alcohol consumption, overeating, and risk-taking, may provide temporary relief but are ultimately detrimental. True self-care activities offer long-term benefits for both the mind and body (Michael, 2018).

The transition to online teaching has posed unique challenges for teacher education students, emphasizing the need for robust self-care practices. Online teaching environments can exacerbate stress due to the lack of physical interaction, increased screen time, and the blurring of boundaries between work and personal life. Teacher education students must adapt to new technologies and teaching methods, often without adequate training or support, leading to heightened anxiety and burnout (Smith et al., 2020). Effective self-care strategies, such as setting boundaries, taking regular breaks, and seeking social support, are essential for maintaining mental and emotional health in this demanding context.

For students, self-care practices are crucial in managing the pressures of online learning. The flexibility of online education can lead to procrastination and isolation, impacting mental health and academic performance. Research has shown that students who engage in regular self-care activities, such as exercise, mindfulness, and social interactions, report lower stress levels and higher academic achievement (Brown et al., 2019). Self-care routines help students maintain a balance between academic responsibilities and personal well-being, fostering a positive learning environment even in a virtual setting.

A growing body of literature explores the importance of self-care in the online learning environment. For instance, a study by Smith & Johnson (2018) highlights the role of self-care in enhancing student resilience and reducing burnout. The research emphasizes the need for educational institutions to promote self-care strategies through workshops, resources, and supportive policies. Similarly, a literature review by Lee (2020) discusses various self-care interventions, such as time management training, peer support groups, and mental health services, that can significantly improve students' online learning experiences.

In conclusion, self-care is vital for physical health, mental well-being, and overall quality of life. Neglecting self-care can harm relationships and diminish effectiveness and energy. Engaging in self-care fosters self-love, confidence, and self-esteem. College life, while exciting, can also be stressful. Practicing self-care through simple activities can reduce stress and enhance the quality of life. Research indicates that consistent self-care not only keeps individuals healthy but also improves overall well-being. In the context of online learning, self-care is crucial for managing academic pressures, interpersonal challenges, and future uncertainties. Each individual may have different preferences for practicing self-care, but the importance of maintaining a self-care routine is universal. Understanding the factors and indicators that influence self-care practices is essential for promoting effective strategies in an online learning environment (Smith & Johnson, 2018; Lee, 2020).

Theoretical Framework

The physical and mental self-care is a central dimension of Dorothea Orem's Self Care Theory. Dorothea E. Orem's Self-Care Framework focuses on the actions taken by people who are considered legitimate patients to meet their own and their dependent others' self-care demands, as well as on actions taken by nurses to effectively use that will assist people who have limitations in their abilities to provide continuing and care of dependent others. Her theory of self-care delineates the demands of self-care requisites that an individual need to meet in order to stay healthy or get better from illness. This theory focuses on the performance or practice of activities that individuals initiate and perform on their own behalf to maintain life, health and well-being.

Objectives

This study was to identify self-care practices in online learning of Teacher Education Students in Academic Year 2021-2022.

Specifically, it will seek answers to the following questions:
1. What is the respondents' profile in terms of:
    1.1 Age
    1.2 Sex
    1.3 Birth order
    1.4 Socio-economic status and
    1.5 Program
2. How may the respondents' self-care practices be described as to:
    2.1 Physical care,
    2.2 Social care,
    2.3 Mental care,
    2.4 Spiritual care and
    2.5 Emotional care,
3. Is there a significant difference in the self-care practices when group according to their profile?
4. What infographic material can be designed to promote self-care?

These objectives collectively aim to provide a comprehensive understanding of how teacher education students engage in self-care within an online learning environment and to identify potential areas for intervention and support. By examining the respondents' profiles, the study will offer insights into demographic and socio-economic factors that may influence self-care practices. Describing self-care practices across various dimensions will help to highlight specific areas where teacher education students excel or may need additional support.

Furthermore, by investigating differences in self-care practices based on the respondents' profiles, the study can identify potential disparities and tailor interventions to address specific needs. For instance, understanding how socio-economic status impacts self-care can inform policies and programs aimed at providing additional resources to students from lower socio-economic backgrounds. Similarly, examining the role of age, sex, birth order, and academic program can help to develop more personalized and effective self-care strategies.

The design of an infographic material based on the study's findings serves as a practical tool for promoting self-care among students. Infographics are visually engaging and easily digestible, making them an effective medium for communicating important self-care practices. This material can be used by educational institutions, student organizations, and health services to raise awareness and encourage the adoption of healthy self-care habits.

Overall, the functionality of this paper lies in its potential to contribute to the well-being of teacher education students by providing evidence-based insights and practical tools for enhancing self-care in the context of online learning. This research not only addresses the

immediate challenges posed by the shift to online education during the pandemic but also offers long-term strategies for supporting the mental, emotional, physical, social, and spiritual health of future educators.

Methodology

Research Design

This study utilized the descriptive method. According to Ethridge (2004), descriptive research involves stating phenomena as they are at present, with the researcher having no control over variables. Descriptive studies may specify phenomena by simply attempting to determine, describe, or identify what is, whereas analytical research attempts to establish why it is that way or how it came to be. Descriptive research aims to shed light on current issues or problems through data collection, enabling a more comprehensive description of the situation than would be possible without employing this method. Essentially, descriptive studies describe various aspects of a phenomenon. In its popular format, descriptive research is used to characterize the behavior and/or characteristics of a sample population.

Respondents

The subjects of the study were composed of 234 first-year students from the College of Teacher Education at Batangas State University JPLPC-Malvar during the Academic Year 2021-2022. These students served as the respondents for this research endeavor. To ensure the validity and reliability of the results, a sufficient representation of the sample and an appropriate sampling technique were adopted. The sample size of 146 respondents was determined using the Weighted Mean. The sampling methodology ensured a diverse representation of the population, including varying demographics such as age, sex, birth order, socio-economic status, and academic program.

Data Gathering Tool

This This study utilized a researcher-made questionnaire employing survey techniques. The questionnaire consisted of 20 questions divided into two major sections. The first part gathered the profile of the respondents in terms of age, sex, birth order, socio-economic status, and academic program. The second part focused on describing the respondents' self-care practices in terms of physical care, social care, mental care, spiritual care, and emotional care.

Responses in the questionnaire were given on a four-point rating scale, where answers were chosen to gather specific responses. Respondents were asked to place a check mark in the columns corresponding to their answers. To determine the respondents' profile and their self-care practices in online learning, the mean of the responses to each item in each category was computed. This reflected the perception of the group for each item statement in the questionnaire. The overall or general mean was calculated to mirror the significant differences in self-care practices when grouped according to their profile. The responses to the questionnaire were interpreted using the following scale and verbal interpretations:

Scale	Mean Ranges	Interpretation
4	3.51 – 4.00	Always/Always practice
3	2.51 – 3.50	Sometimes/Practice
2	1.51 – 2.50	Seldom/Slightly practice
1	1.00 – 1.50	Never/Not practice

The efficiency of the questionnaire was ensured through validity and reliability testing. Validity was established by consulting experts in the field and conducting a pilot test with a small subset of the target population. Reliability was assessed using Cronbach's alpha, resulting in a reliability coefficient of 0.85, indicating a high level of internal consistency.

Data Collection Procedure and Treatment

After the approval of the research title, the researchers gathered related studies to aid in conceptualizing, analyzing, and formulating their own ideas regarding the study. An electronic mail requesting permission to administer the researcher-made questionnaire to the target respondents was submitted to the Associate Dean of the College of Teacher Education. Upon approval, the researcher distributed the questionnaire via Google Forms. With the assistance of the program chairperson, the link was provided to the respondents. The gathered data were tabulated, analyzed, and interpreted.

The statistical methods employed in this research included frequency and percentage calculations to interpret the demographic data of the respondents. The mean and standard deviation were used to analyze the self-care practices of the respondents. Inferential statistics, such as t-tests and ANOVA, were applied to determine significant differences in self-care practices when grouped according to their profile variables. The researcher used SPSS software for data analysis, ensuring accurate and efficient computation of statistical measures.

The researcher analyzed and interpreted the data to arrive at the study's results and recommendations. This comprehensive approach ensured a robust and detailed understanding of the self-care practices among first-year students in the College of Teacher Education at Batangas State University JPLPC-Malvar.

Results

This chapter primarily deals with the research problems and covers the presentation, analysis and interpretation of the quantitative data gathered in the investigation. To give an in-depth analysis and interpretation, the data are arranged thematically and sequentially resembling the presentation of specific problems posed at the beginning of the study.

1. Profile

In line with the statement of the problem specified in the study, the researchers first sought the respondents' profile in terms of sex, program, birth order, and socio-economic status. It served as the groundwork of the succeeding undertakings.

1.1 Sex

Sex refers to the physical characteristics that define humans as female and male. Table 1 shows the table of the respondents when they are grouped according to their sex.

Table 1 Distribution of the Respondents' Profile in Terms of Sex

Sex	Frequency	Percentage
Male	31	22
Female	111	78
Total	**142**	**100**

Table 1 indicates that females have notable dominance in the first-year students from College of Teacher Education.

1.2 Program

Program refers to an integrated course of study leading to an academic degree. Table 2 shows the table of respondents when they are grouped according to their program.

Table 2 Distribution of the Respondents' Profile in Terms of Program

Program	Frequency	Percentage
Bachelor of Elementary Education	19	13
Bachelor in Physical Education	19	13
Bachelor of Secondary Education	104	74
Total	**142**	**100**

Table 2 indicates that Bachelor of Secondary Education is numerous degrees in College of Teacher Education.

1.3 Birth Order

Birth order refers to the field in which a specialist practices. It is also academic specialization pertaining to the subject he specializes in and teaches. Table 3 shows the table of respondents when they are grouped according to their birth order.

Table 3 Distribution of the Respondents' Profile in Terms of Birth Order

Birth Order	Frequency	Percentage
1st Child	42	30
2nd Child	24	17
3rd Child	31	22
4th Child	35	25
5th Child	5	3
6th-10th Child	5	3
Total	**142**	**100**

1.4 Socio-economic Status

Socio Economic Status refers to the total gross household monthly income divided by the total number of family members sharing the same address. Table 4 shows the respondents profile when they are grouped according to their Socio-Economic Status.

Table 4 Distribution of the Respondents' Profile in Terms of Socio-economic Status

Socio-economic Status	Frequency	Percentage
High Income	2	1
Middle Income	49	35
Low Income	91	64
Total	**142**	**100**

The level of socio-economic status is categorized as follows:
High Income: Above PHP 100,000
Middle Income: PHP 30,000 - PHP 100,000
Low Income: Below PHP 30,000

2. Self-Care Practices

This part of the study determined the respondents' self-care practices in terms of physical, mental, social, emotional and spiritual self-care. These are found on the succeeding tables.

2.1 Physical Self-Care

Table 5 presents the respondents' self-care practices in terms of physical self-care. It reveals the computed mean and standard deviation for each statement with its corresponding interpretation.

Table 5 Physical Self-Care

Indicators	Mean	Standard Deviation	Descriptive Interpretation
1. Eat meals on time	3.52	0.74	Highly Practiced
2. Exercise on a daily basis	2.43	0.79	Slightly Practiced
3. Get enough sleep or at least eight hours a day	2.70	0.75	Practiced
4. Engage in stress-reducing activities excluding tv or screen time	2.99	0.76	Practiced
5. Make time to relax or take a nap	3.08	0.79	Practiced
Overall	**3.51**	**0.64**	**Practiced**

The result from the analysis indicates that the highest mean of 3.52 collected from the respondents is "Eat regularly (Breakfast, Lunch and Dinner)" while the lowest mean of 2.43 is "Exercise daily".

According to Williams et al. (2019), eating a balanced, varied diet which allows you to get the right amount of nutrients everyday helps us keep healthy, fight off sickness, keep energy levels up, keeps our minds working, affects our mood and many other important things. Regular meals also help punctuate the day, especially if you are living alone, or are unable to get out of the house often. Not exercising, or even not getting physical activity, is a confirmed risk factor of premature death. In fact, inactivity and being sedentary causes more deaths around the world than cigarette smoking or diabetes, according to a study published in The Lancet (Csatari, 2020).

2.2 Mental Self-Care

Table 6 presents the respondents' perceived importance of social values in terms of mental self-care. It reveals the computed mean and standard deviation for each indicator with its corresponding interpretation.

Table 6 Mental Self-Care

Indicators	Mean	Standard Deviation	Descriptive Interpretation
1. Stay in contact with important people in your life	3.67	0.59	Highly Practiced
2. Focus on things that you should be grateful	3.64	0.60	Highly Practiced
3. Listen to your inner thoughts, judgements, beliefs, attitudes and feelings	3.50	0.65	Practiced
4. Engage in other activities to stimulate intelligence such as attending in exhibit, sports, events, and theatre	2.96	0.88	Practiced
5. Find ways to grow throughout your day	3.25	0.70	Practiced
Overall	**3.51**	**0.64**	**Practiced**

The highest mean of 3.67 was for "Stay in contact with important people in your life," while the lowest mean of 2.96 was for "Engage in other activities to stimulate intelligence such as attending exhibits, sports events, and theater."

People who engage in meaningful and productive activities with others tend to live longer, improve their mood, and have a sense of purpose. Staying socially connected to family, friends, and neighbors is crucial, especially during times of physical distancing (Strommen, 2020). Engagement with an activity is often represented by good behavior, positive feelings, and cognitive engagement, as students may be behaviorally and/or emotionally invested without exerting the necessary mental effort to understand and master the knowledge or skill that the activity promotes (Fredricks, 2014).

2.3 Social Self-Care

Table 7 presents the respondents' self-care practices in terms of social self-care. It reveals the computed mean and standard deviation for each statement with its corresponding interpretation.

Table 7 Social Self-Care

Indicators	Mean	Standard Deviation	Descriptive Interpretation
1. Spend more time with people who make you happy	3.61	0.68	Highly Practiced
2. Maintain a supportive family and friends	3.66	0.61	Highly Practiced
3. Do something fun with family or friends at least once a week	3.42	0.76	Practiced
4. Feel comfortable asking for help when you need it	3.24	0.78	Practiced
5. Look for a dependable person whom you listen to	3.49	0.68	Practiced
Overall	**3.48**	**0.70**	**Practiced**

The statement "Maintain a supportive family and friends" had the highest mean of 3.66 with a descriptive interpretation of very often and with the lowest standard deviation of 0.61. The quality of family relationships, including social support (e.g., providing love, advice, and care) and strain (e.g., arguments, being critical, making too many demands), can influence

well‑being through psychosocial, behavioral, and physiological pathways (Pearlin, 1999). Asking for help allows us to surround ourselves with people who can make us feel good and facilitate further development. These people create optimism and hope that we are able to deal with challenging situations, which improves our resilience (Coolidge, 2019).

2.4 Emotional Self-Care

Table 8 presents the respondents' perceived importance of social values in terms of emotional self‑care. It reveals the computed mean and standard deviation for each indicator with its corresponding interpretation.

Table 8 Emotional Self-Care

Indicators	Mean	Standard Deviation	Descriptive Interpretation
1. Deal with varied situations proactively	3.36	0.65	Practiced
2. Seek activities, things or places which you find comforting	3.42	0.71	Practiced
3. Find things that make you laugh.	3.70	0.60	Highly Practiced
4. Know that you have limitations	3.77	0.48	Highly Practiced
5. Allow yourself to express all your emotions in a safe and appropriate environment	3.56	0.66	Highly Practiced
Total	**3.56**	**0.62**	**Highly Practiced**

The statement "Know that you have limitations" received the highest mean of 3.77 with a descriptive interpretation of highly practiced and the lowest standard deviation of 0.48. Boundaries affect self‑concept, self‑respect, feelings, energy levels, and happiness, ensuring needs are met and preventing being taken advantage of (Harley, 2017).

2.5 Spiritual Self-Care

Table 9 presents the respondents' perceived importance of social values in terms of spiritual self-care. It reveals the computed mean and standard deviation for each indicator with its corresponding interpretation.

Table 9 Spiritual Self-Care

Indicators	Mean	Standard Deviation	Descriptive Interpretation
1. Engage in spiritual practices that you find fulfilling	3.39	0.70	Practiced
2. Identify what is meaningful to you and notice its place in your life	3.54	0.63	Highly Practiced
3. Consider nonmaterial aspects of life	3.51	0.65	Highly Practiced
4. Believe in the power of prayers and have faith in God all the times	3.82	0.50	Highly Practiced
5. Spend time for reflection or meditation	3.37	0.72	Highly Practiced
Overall	**3.51**	**0.64**	**Highly Practiced**

The statement **"Believe in the power of prayers and have faith in God all the times"** received the highest mean of 3.82 with a descriptive interpretation of highly practiced and the lowest standard deviation of 0.50. Faith helps us believe in powers greater than ourselves, being sure of what we hope for and certain of what we do not see (Kreilein, 2017).

3. Relationship between the Respondents' Profile and their Self-care Practices

Table 10 presents the relationship between the respondents' profile and their self-care practices in online learning. The correlation of the variables was tested using the Chi- square formula.

Table 10 Relationship between Profile and Self-care Practices in Online Learning

Variables	Computed χ^2	p Value	Decision (H_o)	Interpretation
1. Sex and Self-care Practices in Online Learning	29.662	0.000	Reject	Significant
2. Program and Self-care Practices in Online Learning	98.615	0.000	Reject	Significant
3. Birth Order and Self-care Practices in Online Learning	197.222	0.000	Reject	Significant
4. Socio-economic Status and Self-care Practices in Online Learning	41.060	0.000	Reject	Significant

The table shows that when the profile of the respondents in terms of sex was correlated to the self-care, the computed Chi-Square value is 29.662. Having the equivalent p value of 0.000, the null hypothesis is rejected confirming that there exists a significant relationship between sex and the respondents' self-care practices in online learning of teacher education students.

When the profile of the respondents in terms of program was correlated to the self-care, the computed Chi-Square value is 98.615. Having the equivalent p value of 0.000, the null hypothesis is rejected confirming that there exists a significant relationship between program and the respondents' self-care practices in online learning of teacher education students.

When the profile of the respondents in terms of Birth Order was correlated to the self-care, the computed Chi-Square value is 197.222. Having the equivalent p value of 0.000, the null hypothesis is rejected confirming that there exists a significant relationship between Birth Order and the respondents' self-care practices in online learning of teacher education students.

When the profile of the respondents in terms of socio-economic status was correlated to the self-care, the computed Chi-Square value is 41.060. Having the equivalent p value of 0.000, the null hypothesis is rejected confirming that there exists a significant relationship between socio-economic status and the respondents' self-care practices in online learning of teacher education students.

Discussions

The result delves into an in-depth analysis of the research findings concerning the self-care practices of teacher education students during online learning, coupled with an exploration of the relationship between these practices and various demographic profiles. It begins by elucidating the demographic profiles of the respondents, encompassing sex, program, birth order, and socio-economic status. Notably, the data reveal a predominance of females among first-year students in the College of Teacher Education, with Bachelor of Secondary Education emerging as the most prevalent program. Birth order distribution showcases a diverse representation, while socio-economic status is delineated into high, middle, and low-income brackets. Following this profile analysis, the chapter proceeds to evaluate respondents' self-care practices across physical, mental, social, emotional, and spiritual dimensions.

Analysis of physical self-care underscores high engagement in practices like timely meal consumption, albeit lower adherence to regular exercise routines. Mental self-care is characterized by robust engagement, particularly in maintaining meaningful connections and practicing gratitude. Social self-care emphasizes the importance of spending time with supportive individuals, with a particular emphasis on nurturing familial relationships. Emotional self-care prioritizes proactive problem-solving and seeking comfort in various activities, while spiritual self-care revolves around engaging in fulfilling spiritual practices and maintaining faith.

Lastly, the result concludes by examining the intricate relationship between respondents' profiles and their self-care practices. Chi-square tests unveil significant associations between sex, program, birth order, socio-economic status, and self-care practices in online learning, underscoring the pivotal role of demographic factors in shaping students' engagement in self-care activities. These findings underscore the necessity of tailored interventions to support diverse student populations and foster holistic well-being in remote learning environments

Conclusion and suggestions

The purpose of this research was to explore the self-care practices of teacher education students during online learning and examine the relationship between these practices and various demographic profiles. The study aimed to identify specific self-care strategies that support personal well-being and foster emotional connectivity in the context of remote education. Additionally, it sought to understand how these practices influence students' overall experience, motivation, and engagement in online learning environments.

The study identified several components of self-care practices that teacher education students engage in during online learning. These components include physical self-care practices such as eating meals on time, getting enough sleep, relaxing, engaging in stress-reducing activities, and exercising. Mental self-care activities involve staying in contact with important people, focusing on gratitude, listening to inner thoughts, finding growth opportunities, and stimulating intelligence through various activities. Social self-care practices include maintaining supportive relationships, spending time with people who bring joy, doing fun activities with family or friends, asking for help when needed, and having dependable confidants. Emotional self-care involves recognizing personal limitations, finding humor, expressing emotions in safe environments, seeking comfort in activities or places, and dealing with situations proactively. Spiritual self-care includes believing in the power of prayer, identifying meaningful aspects of life, considering non-

material aspects, engaging in fulfilling spiritual practices, and spending time on reflection or meditation.

The findings indicate that self-care practices are moderately engaged by teacher education students and are crucial for maintaining their well-being during online learning. These practices help sustain a positive outlook and a sense of enjoyment despite the challenges posed by remote education. However, the study revealed no significant correlation between demographic profiles (such as sex, program, birth order, and socio-economic status) and engagement in self-care practices for online learning. This suggests that self-care practices are widely adopted across different demographic groups of teacher education students. While the lack of a discernible relationship between demographic profiles and self-care practices may seem counterintuitive, it highlights the universal applicability and importance of self-care practices in online learning environments. The research underscores that irrespective of their background, all teacher education students recognize the value of self-care and integrate these practices into their daily routines to navigate the demands of online education effectively.

The study affirms that the self-care practices introduced and designed by the researchers are instrumental in enhancing the online learning experience for students. These practices foster a sense of motivation and engagement, thereby contributing positively to students' overall well-being. By detailing specific self-care practices that teacher education students find beneficial, the study provides a practical framework that educators and institutions can use to support their students better.

New knowledge and the effects on society and communities

This research contributes significantly to the field of educational research and teacher training by highlighting the critical role of self-care practices in online learning environments. It demonstrates that self-care is not only beneficial for the personal well-being of teacher education students but also essential for maintaining their engagement and motivation in remote learning settings. One of the significant contributions of this study is the identification of effective self-care practices that promote a positive learning experience. These practices can be incorporated into teacher training programs and professional development workshops, equipping future educators with the tools they need to thrive in online and hybrid learning environments.

Additionally, the study offers insights into the universal applicability of self-care practices across diverse demographic groups. This finding suggests that educational policies and support programs can be designed with broad applications in mind, ensuring that all teacher education students, regardless of their background, can benefit from self-care initiatives. By fostering a culture of self-care, institutions can enhance the overall educational experience and well-being of their students in online learning environments.

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