



Psychomotor management and the right to life: What lessons did the COVID-19 pandemic provide?

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Abstract: Psychomotor management is relevant for users of health services, including children and adults, as well as for health professionals, in the right to life, within the context of public management, especially after the lessons learned from the COVID-19 pandemic. This study, carried out with 36 workers from a public hospital in Peru during the last quarter of 2021, applied Kendall's Tau-b statistic to evaluate the correlations. The results revealed a strong correlation ($Tau-b = 0.875$) between motor creativity and satisfaction with the physical environment. It is concluded that this correlation should be prioritized to maximize post-pandemic learning. Ignoring them would compromise the development of psychomotor skills and would have a high social cost, holding public managers responsible; because the Pandemic also produced a wealth of learning, not taking advantage of it would also mean holding those involved in activities linked to public management responsible. **Keywords:** Management, psychomotor skills, law, life, learning, COVID-19

La gestión psicomotriz y el derecho a la vida: ¿Qué enseñanzas dejó la pandemia de COVID-19?

Resumen: El manejo psicomotor es relevante para los usuarios de los servicios de salud, incluyendo niños y adultos, así como para los profesionales de la salud, en el derecho a la vida, en el contexto de la gestión pública, especialmente después de los aprendizajes de la pandemia COVID-19. En este estudio, realizado con 36 trabajadores de un hospital público de Perú durante el último trimestre de 2021, se aplicó el estadístico Tau-b de Kendall para evaluar correlaciones. Los resultados revelaron una fuerte correlación ($Tau-b = 0,875$) entre la creatividad motora y la satisfacción con el entorno físico. Se concluye que estas correlaciones deben priorizarse para maximizar el aprendizaje post-pandémico. Ignorarlas comprometería el desarrollo de la psicomotricidad y tendría un alto costo social, responsabilizando a los administradores públicos; como la Pandemia también produjo una acumulación de aprendizajes, no aprovecharla implicaría también responsabilizar a los involucrados en actividades relacionadas a la gestión pública. **Palabras clave:** Gestión, psicomotricidad, derecho, vida, aprendizaje, COVID-19.

Gerenciamento psicomotor e o direito à vida: Que aprendizado a pandemia de COVID-19 proporcionou?

Resumo: A gestão psicomotora é relevante para os usuários dos serviços de saúde, incluindo crianças e adultos, bem como para os profissionais de saúde, no direito à vida, no contexto da gestão pública, especialmente após os aprendizados da pandemia da COVID-19. Neste estudo, realizado com 36 trabalhadores de um hospital público no Peru durante o último trimestre de 2021, a estatística Tau-b de Kendall foi aplicada para avaliar as correlações. Os resultados revelaram uma forte correlação ($Tau-b = 0,875$) entre criatividade motora e satisfação com o ambiente físico. Conclui-se que essas correlações devem ser priorizadas para maximizar o aprendizado pós-pandemia. Ignorá-las comprometeria o desenvolvimento das habilidades psicomotoras e teria um alto custo social, responsabilizando os administradores públicos; como a pandemia também produziu um acúmulo de aprendizagem, não aproveitá-la implicaria também responsabilizar os envolvidos nas atividades relacionadas à gestão pública. **Palavras-chave:** Gestão, psicomotricidade, direito, vida, aprendizagem, COVID-19.



I. Introduction

The management of psychomotor skills, both for users of services (children, adults) and for health professionals, has gained significant relevance in the context of public management and the right to life, especially as a result of the lessons provided by the COVID-19 Pandemic; the poor use of the lessons learned will compromise the comprehensive development of psychomotor skills and its impact on public management and quality of life, as a consequence of such neglect the social cost will be very high, because the Covid Pandemic produced - in addition to the disagreements - a wealth of learning, not taking advantage of it would imply holding public managers and those in public activity responsible for not questioning it or making the respective impact on research proposals, related studies and sharing information through different media, in such a way that the lessons provided by the COVID-19 Pandemic become known.

During the health crisis, it became clear that psychomotor skills are essential for the comprehensive development of individuals. In the case of children, motor activity is not only crucial for their physical growth, but also for their emotional and social development. The interruption of school and recreational activities during confinement affected their mental health, increasing anxiety and stress. This context highlighted the need to implement programs that promote psychomotor skills as an essential tool for the comprehensive health of children, helping them adapt to new realities and manage their emotions effectively.

The right to life, in this context, is understood holistically. It is not only about the absence of disease, but about promoting a state of well-being that includes mental, emotional and physical health. The lessons learned from COVID-19 highlight the need for public policies that integrate psychomotor skills in the educational and health fields, ensuring that all citizens have access to programs that promote their comprehensive development.

Psychomotor management during the COVID-19 pandemic has highlighted the importance of various dimensions related to the development of motor skills, the integration of corporeality and creativity in motor action (Barela, 2013). In this context, it has been shown that the development of fundamental motor skills is essential to consider in adults and children, being fundamental for their general well-being (Cidoncha & Díaz, 2010). The literature indicates that the mastery of these motor skills directly impacts participation in physical activities and, therefore, on personal satisfaction derived from the fulfillment of functions, whether in an educational or recreational environment (Costa et al., 2018).

The relationship between personal satisfaction at work and associated dimensions, such as satisfaction with the relationship with the boss and the physical environment, has also been affected during the health crisis (Eddy et al., 2021). Studies suggest that a healthy work environment, where personal and professional development is promoted, contributes significantly to job satisfaction (Ericsson & Karlsson, 2014). In this sense, the connection between recreational activities and personal satisfaction can be seen as a mediator that encourages better performance and greater motivation in the workplace.



II. Methodology

2.1.- Type and design of research: This article had a quantitative approach, with a descriptive and correlational scope; and a non-experimental design of a cross-sectional nature.

2.2.- Variables and dimensions: For the Psychomotor Management Variable, three dimensions have been considered adapted from the proposal made by Pérez et al. (2022): Develop motor skills, Integrate corporality, Creativity in motor skills

For the variable right to life, three dimensions have been considered, selected according to the highest reliability values with Cronbach's Alpha and with the largest number of items, in a previous study carried out by Chiang et al. (2015) on personal satisfaction, considering that such satisfaction is aligned with the right to life; with the following dimensions: satisfaction with general tasks, Satisfaction with interaction with management, Satisfaction with the physical environment

2.3. Sample and sampling: The sample was selected by convenience through non-probabilistic sampling, considering the population that wanted to participate, considering 14 nursing professionals and 22 personnel from the Technical area; making a total of 36 workers, including 2 technicians and a nurse. The 36 workers worked providing health care in a public hospital in Peru, during the last quarter of 2021.

2.4. Procedures: In order to have validated instruments to collect data, expert validation was carried out by three specialists who demonstrated experience in public management functions and in the health area; those who mentioned having experience in research methodologies, who approved the instruments developed with an average of 95% and 99% approval respectively, then the respective permits were requested, to collect information based on the research, after having said acceptance, a small sample was discussed at a pilot level, made up of 6 technical workers, and 3 nurses, for which 18 printed questionnaires were physically provided to their offices (2 for each worker), so that with this information reliability could be obtained.

Coordinations were made to apply the questionnaires to the 36 workers indicated in the Population and Sample section, physically providing the questionnaire to those who were on duty and to the rest, it was delivered by the person in charge of the area, who were previously informed about the relevance of their anonymous participation.

2.5. Data analysis method: Having determined the reliability, using the SPSS computer support, obtaining descriptive and inferential information; for this study, the correlations of the Kendall Tau-b statistic were used, as it is a statistic used to determine the correlation between variables, for instruments that have the same number of alternatives for each item; in addition, for each variable there were three dimensions and the same number of items per dimension.

Kendall's Tau-b correlations were significant, interpreting that these correlations influenced to obtain Learnings provided by the COVID-19 Pandemic. It is preferably necessary to prioritize the co-relations generated by Creativity in psychomotricity belonging to Psychomotricity Management; and the dimension Satisfaction with the physical environment belonging to the Right to life. These dimensions generated high Kendall Tau-b correlations when correlated with



the other dimensions, which is why it is crucial to know that the Learnings provided by the COVID-19 Pandemic will be prone to considering these dimensions; and to avoid that when they are dismissed, there is little or no learning provided by the COVID-19 Pandemic.

The reliability of both questionnaires was determined by the Cronbach's Alpha coefficient: 0.88 and 0.92 respectively; being reliable for being greater than 0.60

2.6. *Ethical aspects*: Bibliographic citations were used, according to APA standards; the Turnitin software was also considered to determine similarities of information.

In addition, the privacy of the respondents was preserved, that is, they were anonymous, respecting what they answered, that is, no personal identification data of the workers was recorded. In order to carry out the application of instruments, the informed consent of the respective technicians and professionals was previously obtained.

III. Results .

In the present research, the Kendall Tau-b correlative test was applied, with a significance: Sig=0.05; that is, with a confidence level of 95%. When obtaining values for significance (Sig) less than 0.05, then the correlations were significant, that is, reliable at 95%.

Since the results table is very extensive, the most outstanding results are specified:

All Kendall Tau-b correlations were significant because the Significance Sig. (bilateral) was less than 0.05; it is interpreted that these correlations had a direct impact on obtaining Learnings provided by the COVID-19 Pandemic

The dimensions with the highest levels of Kendall's Tau-b correlation were the correlations obtained for Creativity in psychomotricity and Satisfaction with the physical environment, reaching a value of 0.875, considered as a high correlation; that is, when Creativity in psychomotricity increases, the values of Satisfaction with the physical environment also increase almost in the same proportion of increase; a similar relationship occurs when there is a decrease in one dimension, then there will also be a decrease in the other dimension.

Within this, the importance of Creativity in psychomotor skills was perceived (within them, it was perceived that the participants had the possibility of increasing their autonomy by creating and proposing a variety of psychomotor activities)

In addition, the dimensions linked to Creativity in psychomotricity had a higher Kendall Tau-b correlation when correlated with the dimensions of the Right to Life; likewise, Satisfaction with the physical environment had a higher Kendall Tau-b correlation when correlated with the dimensions of Psychomotricity Management, which is why it is crucial to know that the Learnings provided by the COVID-19 Pandemic will be prone to considering these dimensions; and to avoid that by not prioritizing such dimensions, the learnings provided by the COVID-19 Pandemic may be scarce or null.



IV. Discussion.

For adults, the pandemic highlighted the importance of maintaining physical activity as a way to take care of physical and mental health. Lack of mobility and the inability to participate in group activities led to an increase in health problems such as obesity and depression. Lessons learned from the COVID-19 pandemic highlight the need to foster environments that facilitate exercise and motor activity, thus ensuring equitable access to resources that promote well-being.

Healthcare professionals were also impacted, facing the need to adapt to new realities in healthcare. The pandemic demonstrated the importance of ongoing training in psychomotor skills and in developing skills that integrate physical and emotional health in patient care. Training these professionals is crucial to ensure that they can implement strategies that respond to the diverse needs of their patients. Furthermore, regarding the management of psychomotor skills and the right to life, Ahn & Kim (2021) this study reviews the literature on motor development in early childhood, emphasizing its connection with the well-being and rights of children.

In contrast to the present research, the redistribution of resources, the training of health personnel and the implementation of information technologies to improve hospital management. Viable proposals could include the creation of more effective triage systems, telemedicine to reduce the load on hospitals and collaboration between public and private institutions to share resources and knowledge such as that proposed by Alcas et al. (2021) in their proposal on public management to face health emergencies and the possible importance of Artificial Intelligence; likewise, it is essential; the capacity that was adopted for remote learning mentioned by Romero et al. (2020); together with the responsibility and management of the professional capacity of the staff of professionals proposed by Barreto and Sánchez (2021).

That is to say, the lessons learned from the COVID-19 pandemic in public hospitals may possibly go unnoticed, due to the lack of personnel capable of recording and exhaustively analyzing the interactions between the social, economic, and health dimensions. The use of statistics such as Kendall's Tau-b can facilitate the identification of significant relationships between variables, which, in turn, will inform the development of effective and viable solutions to optimize medical care in crisis contexts. It is also important to foresee in future situations that other areas of patient care must be operational so that in such circumstances there is continuity in the care of patients corresponding to other areas in which there are patients by inertia and by natural succession to attend to prevention programs such as pregnancy care, preferably to prevent premature cases mentioned by Delgado et al. (2021); In line with this information, it is also pertinent to mention some recommendations to consider in future situations that may be similar and that possibly very little will be done after the pandemic, having wasted the lessons provided by this Pandemic, being necessary to know the mechanism of how to neutralize it, as mentioned by Albarrán and Majo (2020) when mentioning recommendations on returning to the new normal after COVID-19.

Furthermore, the interaction between the social, economic and health dimensions is crucial to understanding the magnitude of the problem. From a social point of view, the increase in the number of patients has put immense pressure on health systems, while the economic dimensions



have seen a significant impact due to the closure of businesses and the reduction of income, which has led to limited access to medical care. In the health field, the lack of preparation and the scarcity of resources have limited the response capacity of hospitals and the personnel who worked there, although it is commendable that some academic proposals through the virtual modality have been carried out previously as indicated by Villela (2018).

The underlying causes of hospital saturation during the pandemic include the exponential increase in demand for medical care, as well as the lack of preparation of health systems to face a crisis of such magnitude. As a consequence, a deterioration in the quality of care has been observed, with reports of long waiting times and an increase in mortality of patients with conditions unrelated to COVID-19. This highlights the urgent need to strengthen hospital infrastructure and implement effective measures that consider the interconnection of the aforementioned dimensions similar to what Caján (2022) expresses in his article on Management of working conditions and Motivation of nurses; assertive communication being valued in the educational context by Cueva et al. (2021), it is understood that such communication is also important in the work context in general.

To address this problem, it was determined that the link between the three dimensions of each variable becomes essential. By applying Kendall's Tau-b correlation coefficient, it is possible to identify which variables have a more significant relationship with each other, which would allow prioritizing specific actions that allow obtaining greater learning from said Pandemic; patterns were established that help to identify the critical factors that influenced care; including the communication channels and the instructions that those responsible for the health areas must extend to users, in addition, the types of learning among students in the health areas are imperative, to strengthen their learning linked to emergency situations and collectivist information, as indicated by Velásquez et al. (2021); the same that the learning of such a Pandemic showed the importance of preserving emotional balance, to have the serenity to solve problems caused by the staff of other public institutions Garay et al. (2021).

V. Conclusions

Kendall's Tau-b correlations were significant, interpreting that these correlations influenced to obtain Learnings provided by the COVID-19 Pandemic. It is preferably necessary to prioritize the co-relations generated by Creativity in psychomotricity belonging to Psychomotricity Management; and the dimension Satisfaction with the physical environment belonging to the Right to life. These dimensions generated high Kendall Tau-b correlations when correlated with the other dimensions, which is why it is crucial to know that the Learnings provided by the COVID-19 Pandemic will be prone to considering these dimensions; and to avoid that when they are dismissed, there is little or no learning provided by the COVID-19 Pandemic.

The poor use of the *lessons provided by this Pandemic* will compromise the comprehensive development of psychomotor skills and its impact on public management and quality of life, as a consequence of such neglect the social cost will be very high, because the Covid Pandemic produced - in addition to the disagreements - it produced *clusters of learning*, not taking advantage of it would imply holding public managers and those in public activity responsible



for not questioning it or for not making the respective impact on research proposals, related studies and sharing information through different media, in such a way that *the lessons* provided by the COVID-19 Pandemic become known.

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