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Research Article

Readiness of Faculty and Staff for Alternative Work Arrangements: Implications for a Hybrid Workforce Model

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ABSTRACT

The Pandemic thrust the workforce in the private and public sectors into alternative work arrangements. For higher education institutions in the Philippines, it was a sudden shift to a flexible learning modality to ensure continuity of learning. This cross-sectional descriptive study assessed the readiness of 219 faculty and 69 staff in a local college for alternative work arrangements in terms of access to transportation, their health condition, information technology resources, connectivity, and their preferences in terms of alternative work arrangements. Results show that most respondents use public transportation to work and a minor percentage have medical conditions that make them susceptible to the COVID-19 virus. The top information technology (I.T) resources available to the respondents at home are smartphones/iPhones, laptops, and printers. Most have intermittent internet connectivity, with DSL/Fiber Connectivity and mobile data the most common types. Finally, the majority believe they can work from home, given the nature of their duties. However, more respondents prefer a hybrid work arrangement to a full-time work-from-home placement. The researchers presented some essential implications for a hybrid workforce model at the end of the paper.

Keywords: *Alternative work arrangements, cross-sectional study, hybrid workforce model, local college*

Introduction

The disturbances carried about by the COVID-19 Pandemic are unprecedented. Since the Pandemic emerged, countries all over the world is still reeling from its effects. In a joint statement by the WHO, FAO, IFAD, and the ILO, they acknowledged that the Pandemic had

caused a dramatic loss of human life worldwide. It also affected public health, food systems, and the world of work (World Health Organization, 2020, October 13).

The educational sector is one of the most hit sectors, especially at the beginning of the Pandemic. Nationwide, the government mandated

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closures of all institutions worldwide to curb the spread of the virus, especially among school children. In the Philippines, the government declared a community quarantine in Luzon in March 2020. The government ordered schools to close and remain closed until today. However, there is an exception for several universities and colleges permitted by the Commission on Higher Education (CHED). They hold limited face-to-face classes for health-related programs (see CHED-DOH Joint Memorandum Circular No. 2020-001). CHED enjoined higher education institutions to shift to flexible learning to ensure the continuity of learning.

Gordon College, a local college, was in the middle of the Second Semester, Academic Year 2019 - 2020, when the city government pronounced the community quarantine. As with other higher education institutions, the college had to shift to flexible learning for its students and alternative work arrangements for its personnel. As a government institution, the college had to adhere to guidelines issued by the Civil Service Commission (CSC) for its work arrangements. CSC issued Memorandum Circular (MC) No. 10 series of 2020. The Civil Service Commission amended this memo through CSC MC 18 s. 2020.

The CSC circular provided for several alternative work arrangements. They include work-from-home, skeleton (skeletal) workforce, four-day (compressed) workweek, work shifting/flexible (staggered) working hours or other alternative work arrangements or a combination of the work arrangements provided. The CSC provided conditions for each type of alternative work arrangement. According to the circular, the alternative work arrangements shall be in force for the duration of the state of a public health emergency (Proclamation No. 922 series 2020 extended through Proclamation No. 1021 series 2021) or until lifted by the President. The circular also provided the provision of adequate support mechanisms.

One can say that the Pandemic has transformed government workers into a hybrid workforce where the essential personnel physically report to the office. Some work from home while others use other work arrangements. As Green (2021) described, a hybrid

workforce model combines remote work, i.e. working from home or any different location, and office work. It is a flexible, or combination, work arrangement that integrates workforces who work in a single, central location. Alternatively, the employees can work remotely and employees who alternate between in-office and remote work.

Pre-pandemic, some private companies in the Philippines practice alternative work arrangements. In 2018, the President signed Republic No. 11165 or the Telecommuting Act, which sought the protection of telecommuting workers and the promotion of their welfare. Telecommuting, defined as working from an alternative workplace using telecommunications or computer technologies (Section 3, RA 11165), was considered an alternative work arrangement for employees in the private sector. Before the Pandemic, there were no alternative work arrangements in the public sector. However, they gave workers flexible working hours or "flexitime" (CSC MC no. 25 series of 2019).

Green (2021) asserts that a hybrid workforce model should be proactive and more deliberate rather than just an emergency measure due to the Pandemic. In the case of the Telecommuting Act, they designed the law to alleviate the negative consequences of traffic overcrowding in the metro and other city regions (*Telecommuting as an alternative work arrangement*, 2020). Green (2021) added that having a hybrid workforce should not react to the need to impose remote work from outside factors. It should rest on a combination of factors, including employee needs and business performance.

This idea means that maintaining a post-pandemic hybrid workforce must be deliberately planned. Green suggests that for a hybrid workforce model to work, there should be "collective proprietorship of choices about where and when work gets completed". The authority should decide based on what will drive productivity and morale. The manager and worker must settle to the terms of the alternative work arrangement. The decision to sustain the hybrid setup should be strategic and entails assessing cost, benefits and desired outcomes for the workers and the business (Green, 2021).

In the local college, a skeleton workforce consisting of the essential personnel from human resource management services, financial services, registration and admission services, information and communication services, management information services, property and procurement services, security services and janitorial and maintenance services are reporting in a satellite office. The city government temporarily used the school building as an isolation facility. Following the requirement for physical distancing, the institution mandated each unit to have one or two at most personnel to report for work. The rest of the personnel are on work-from-home arrangements. Given the pronouncement of the Commission on Higher Education that flexible learning is here to stay, the local college will likely retain the hybrid workforce model.

This paper aimed to explore the readiness of faculty and staff to implement alternative work arrangements regarding their access to transportation, health condition, information technology resources and internet connectivity. Results of the study shall serve as a basis for implications for a hybrid workforce model in the academe.

This paper aimed to ascertain the readiness of faculty and staff in a local college regarding their access to transportation, health condition, information technology resources, connectivity and preferences regarding alternative work arrangements.

The output of this paper is some implications for a hybrid workforce setup in the local college and recommendations to support personnel in the alternative work arrangement.

Methods

This cross-sectional descriptive study utilized a self-made instrument to gather data. The cross-sectional design involved collecting data to ascertain the situation of faculty and staff in implementing alternative work arrangements in a local college.

The proponents gathered the data through an online survey form in the Second Quarter of 2020, a month after the city government imposed the enhanced community quarantine. The respondents consisted of 219 faculty and

69 staff selected through convenience sampling.

The researchers made the instrument of the study to attain the objectives of this study. Before the actual data gathering, the tool underwent validity evaluation from a panel of experts, including a seasoned researcher, a research director, a regular faculty, a Human Resource staff with a background in research, and a College Administrator. The researchers considered their comments and suggestions during the revision and revalidation. Soon afterwards, a pilot test also commenced improving the instrument further.

As for the statistical/ data analysis of the study, the study used Microsoft Excel to evaluate the gathered data. The data analyst used the following statistical tools: frequency, percentage, and rank.

Results and Discussion

The study's objective is to assess the readiness of the faculty and staff of a higher education institution in Olongapo City, Philippines. To achieve this, the investigators collected data and treated it using descriptive statistical measures. The following tables below reveal the consensus of the survey.

Respondents' Profile

Table 1 shows the result of frequency and percentage distribution of the study for the faculty and staff personnel who participated.

The overall retrieval rate for faculty is 96.90% covering 219 out of 226 faculty members in the Second Semester of A.Y. 2020-2021. The faculty respondents comprised 113 (56%) male faculty and 106 (48.4%) female faculty. A more significant percentage of the respondents belong to the 20-29 (35.16%) and 30-39 (31.05%) age brackets.

For the staff, the overall retrieval rate is 89.61% or 69 out of 77 administrative personnel. Male staff respondents comprise 47.83%, while female staff respondents comprise 52.17%. Regarding age, respondents fall more within the middle ranges of 30-39, 40-49 and 50-59, with a total of 82.62%.

CSC-MC No. 10 s. 2020 provides that employees below 21 years old and those who are 60 years old and above residing in areas placed

under community quarantine shall be under the work-from-home arrangement—an exception to those whose services are necessary under the conditions or when agency work is allowed. This circular also applies to those living with the persons mentioned above and in areas under ECQ, MECQ and GCQ (Section 3.1c).

Based on the profile, 5.93% of the faculty fall under the 60-69 and 70 and above age brackets. While 2.90% fall under the 60-60 age

bracket among the staff. The raw data reveals that 14 respondents are 21 years old from both respondent groups. The circular requires these groups to work from home except when their service is indispensable or when office work is permitted. Given such, all faculty are on work-from-home arrangements since the college building is an isolation facility for COVID-19 patients. The staff practice a combination of work-from-home and skeleton force.

Table 1. Respondent’s Demographic Characteristics

Profile	Categories	Faculty (n=219)		Staff (n=69)	
		f	%	f	%
Sex	Male	113	51.6	33	47.8
	Female	106	48.4	36	52.2
Age	20-29	77	35.2	10	14.5
	30-39	68	31.0	17	24.6
	40-49	40	18.3	20	29.0
	50-59	21	9.6	20	29.0
	60-69	11	5.0	2	2.9
	70 and above	2	0.9	0	0
City/ Municipality	Olongapo City	164	74.9	58	84.1
	Bataan	14	6.4	3	4.4
	Zambales	37	16.9	8	11.6
	Others	4	1.8	0	0
Employment Status	Regular	35	16.0	32	46.4
	Contract of Service Full Time	69	27.8	24	34.8
	Contract of Service Part Time	115	52.5	0	0
	Casual	0	0	13	18.8

Most of the respondents (74.89% from the faculty and 84.06% from the staff respondents) are residents of Olongapo City. The other respondents live in neighboring provinces such as Zambales (16.89% from the faculty and 11.59% from the staff respondents). Bataan residents comprise a minimal 6.39% of faculty respondents and 4.35% of staff respondents. Four respondents live outside of these areas.

As to the status of employment, the majority are under contract of service, consisting of part-time faculty (115 respondents or 52.51%) and full-time faculty (69 respondents or 27.85%). Only 35 are regular faculty members. This result gives a bird's eye view of the faculty inventory regarding employment status, pointing to a more significant percentage of the teaching workforce as a contract of service.

The data for staff respondents shows that 46.38% are regular, 18.84% are casual, and 3.478% are full-time under a contract of service.

Regular and casual employees are entitled to benefits on top of their basic monthly salaries, such as government-mandated benefits such as social security benefits, medical insur-

ance, bonuses, and personal economic relief allowance. In CSC MC no. 18 s. 2020, one support mechanism is provided under Section 4 for alternative work arrangements. This provision is the "reasonable expenses incurred during the work-from-home may be covered by the office subject to budgeting, accounting and auditing."

Concerning this, the Department of Budget and Management issued DBM Circular Letter No. 2021-7. The circular provides that only regular, casual, or contractual government employees may be allowed to reimburse internet/mobile data subscription expenses. Provided they are duly authorized to work from home. Those physically reporting under the skeletal work arrangement may only be entitled to reimburse their costs when permitted to work from home.

As explicitly provided under this circular letter, workers hired under a contract of service are not entitled to such benefits.

Health Conditions

Table 2 discloses the result of the frequency and percentage distribution of the study for both the faculty and staff personnel.

Table 2. Presence of Medical Conditions

Profile	Categories	Faculty (n=219)		Staff (n=69)	
		f	%	f	%
With medical conditions	Yes	23	89.5	12	82.6
	No	196	10.5	57	17.4

The study asked the respondents about their health conditions. This query is to ascertain who may be allowed to report to work when this is already permitted physically. Twenty-three (23) of the faculty respondents and twelve (12) of the staff respondents answered that they have medical conditions or comorbidities that will make them susceptible to the virus. The most common illness are hypertension, diabetes, cardiovascular diseases, asthma and chronic respiratory diseases.

In Section 3.1 c of MC 18 s 2020, the memo provided that employees with immunodeficiency, comorbidities, or another health risk

and pregnant women who are residing in areas placed under community quarantine shall be under the work-from-home arrangement, except when their amenities are crucial under the conditions or when agency work is allowed. The said work arrangement shall also be made accessible to those living with the persons above and residing in the zone under ECQ, MECQ and GCQ.

This finding indicates that 89.50% of the faculty, while 82.61% of the staff, have no medical conditions. Based on the CSC guidelines, 10.50% must be under a work-from-home arrangement.

Mode of Transportation

The study in table 3 shows the frequency and percentage distribution of the faculty and

staff based on the different modes of transportation.

Table 3. Mode of Transportation Going to the College for Faculty Respondents

Mode of transportation	Faculty (n=219)		Staff (n=69)	
	<i>f</i>	%	<i>f</i>	%
Public Transportation / Commuting	136	62.1	26	37.67
Private Vehicle	43	19.6	25	36.2
Alternating between commuting and using a private vehicle	24	11.0	9	13.0
Walking	12	5.5	6	8.7
Combination of different modes (personal car, walking, public transportation, bicycle)	4	1.8	3	4.4

The study also asked the respondents about their mode of transportation going to college. Data from the faculty respondents revealed that 136 or 62.10% use public transit or commute to work. Only a tiny fraction uses a private vehicle (19.63%) while 10.96% alternate between two modes – public and private car to go to college for work. Some opt to walk to the college 12 or 5.48% - these respondents might be those who live close to the college. Four respondents utilize two or more modes of travel going to college.

Similarly, staff respondents either commute or use public transportation (37.68%), use a private vehicle (36.23%) to go to work, or alternate between these two modes (13.04%). A few also walk to college (8.70%), while the rest alternate between commuting, walking and riding their bicycle to work.

The majority of respondents who use private vehicles use either a car (64.29% for faculty respondents while 23.19% for staff respondents) or a motorcycle (33.33% for faculty respondents while 13.04% for staff respondents). For those who avail of public transportation, the majority ride jeepneys and tricycles (36.67% for faculty respondents while 21.74% for staff respondents) or just tricycles (23.33% for faculty respondents while 26.09% for staff respondents) or just jeepneys (15.55% for

faculty respondents while 14.49% for staff respondents)

The researchers conducted the survey a month after the imposition of an enhanced community quarantine when The authority put on public transportation hold. The intention for this question was to determine how many faculty members have to be provided with shuttle service to report to work in case workers are permitted to report to work physically. One of the support mechanisms indicated in the CSC-MC is the provision of "reasonable transportation facilities" to workers dispensed as essential workforce, whenever feasible, and subject to budgeting, accounting and auditing rules and regulations."

Information Technology Resources

Table 4 displays the frequency and percentage distribution of the faculty and staff personnel in terms of information technology resources.

The importance of having information technology resources and connectivity during this Pandemic needs no emphasis. The quarantine measures and physical distancing requirements increased the use of information technology in every human activity, such as shopping, communicating, working, learning, and entertaining (Vargo et al., 2021).

Information technology has become the primary means to sustain and continue learning for the educational sector. Much has been said about virtual learning and its disadvantages for

teachers and students. However, it remains the main learning pathway at this time, while face-to-face classes are not yet feasible.

Table 4. I.T. Resources Available at Home

I.T. Resources	Faculty (n=219)		Staff (n=69)	
	f	%	f	%
Smartphone / iPhone	191	87.2	54	49.3
Laptop	183	83.6	34	78.3
Printer	53	24.2	10	14.5
Scanner	37	16.9	5	7.2
IPAD/Tablet	35	16.0	9	13.0
Desktop	25	11.4	7	10.1
None of the above	0	0	5	7.2

The local college has two modes of delivery for flexible learning (Supplemental Academic Guidelines on the Implementation of Flexible Learning for 2nd semester of AY. 2020-2021, Board of Trustees Resolution No. 3 series of 2021). One is the Offline Instructional Materials (Non-Digital), while the other is Offline Instructional Materials (Digital) + Online (Asynchronous/Synchronous). The second mode requires faculty to conduct online synchronous. Both delivery modes require information technology for preparing learning materials, encoding grades, and communicating with students. Thus, it seems there is a necessity for the availability of I.T. resources. Makitalo (2021) provides five upsides to a hybrid work model. These are increased productivity, improved employee satisfaction and culture, more opportunities for learning, better collaboration and work relationships and improved mental health.

The researchers asked respondents about the information technology resources available at home. Results showed that the top resources available for faculty at home were smartphones/iPhones (87.21%), laptops (83.56%) and printers (24.20%). Similarly, the

top resources available to staff respondents at home are smartphones/iPhones (49.28%), laptops (78.26%), and printers (14.49%). Few faculty and staff respondents have scanners, tablets/IPAD, and desktops at home. In contrast, five (5) staff respondents have no resources.

Table 5 exhibits the frequency and percentage distribution of the faculty and staff in the case of several I.T. resources.

In addition, the study also asked the respondents how many I.T. resources (smartphone/iPhone, laptop, printer, scanner, IPAD/tablet, desktop) they have at home. Seven (7) from the faculty respondents while three from the staff respondents answered that they have all the mentioned resources

Some local colleges in the country have provided support by providing their faculty information technology resources such as tablets and pocket wifi. For example, one local college in Southern Luzon partnered with a wireless service provider for an info cast system through which the provider donated pocket wifis to the full-time faculty members. Another local college in Mindanao provided learning tablets to faculty members and selected staff.

Table 5. Number of I.T. Resources

Number of I.T. Resources	Faculty (n=219)		Staff (n=69)	
	<i>f</i>	%	<i>f</i>	%
1	51	23.3	33	47.8
2-3	113	51.6	22	31.9
4-5	48	21.9	6	8.7
All of the above	7	3.2	3	4.4

Connectivity

Table 6 establishes the frequency and percentage distribution of the availability of connectivity among the faculty and staff personnel.

CSC MC 18 series of 2020 provides conditions where work-from-home arrangements

may be allowed. Interestingly, the circular does not explicitly provide teaching as one of the tasks eligible for a work-from-home arrangement.

Table 6. Availability of Connectivity

Availability	Faculty (n=219)		Staff (n=69)	
	<i>f</i>	%	<i>f</i>	%
Yes	200	91.3	49	71.0
No	19	8.7	20	29.0

To thrive in a virtual environment with reengineered work processes, the presence of internet connectivity is a minimum requirement. It is not enough that information technology resources are available. Workers must be able to communicate, conduct research, and work online.

In the study, the proponents also asked the respondents about the availability of internet

connection, the type of connection and the strength of connectivity. Data shows that 91.32% of the faculty respondents have internet connectivity. Coupled with data on the I.T. resources available, this indicates their readiness for alternative work arrangements, particularly for a work-from-home arrangement.

Table 7. Type of Connectivity of Respondents

Type of Connectivity	Faculty (n=219)		Staff (n=69)	
	<i>f</i>	%	<i>f</i>	%
DSL / Fiber Connectivity (PLDT, Converge)	86	39.3	26	37.7
Mobile Data (Sun, Smart, Globe, etc.)	59	26.9	10	14.5
Cable (Skycable, CATV)	12	5.5	4	4.4

Type of Connectivity	Faculty (n=219)		Staff (n=69)	
	f	%	f	%
Wireless Broadband Provider (Sun, Smart, Globe, etc.)	6	2.7	3	4.4
Combination	48	21.9	11	15.9
No connectivity	8	3.7	15	21.7

Shown also in Table 7 was the type of connectivity; DSL/Fiber connectivity obtained the highest percentage (39.27%), followed by mobile data (26.94%). Others have a combination of both (12.79%). In this question, only eight (8) answered that they have no connectivity, while previously, there were eighteen. This finding might be because some of the respondents connect through hotspots.

The results from the staff respondents mirror the data from the faculty respondents. A

majority (71.01%) have an internet connection. The most common type of connectivity is DSL/Fiber Connectivity (37.68%), mobile data (14.49%), or a combination of the latter (11.59%). Similarly, only eight (8) respondents answered "no connectivity/not applicable" to this question. In contrast, in the previous question, 20 answered that they had no connectivity.

Table 8. Strength of connectivity

Strength	Faculty (n=219)		Staff (n=69)	
	f	%	f	%
Minimal Connectivity (Available but very limited access)	34	15.5	9	13.0
Intermittent connectivity (strong but works only 50-80% due to service outage)	102	46.6	24	34.8
Stable connectivity (Very Strong, Very minimal service outage, works 90-100% most of the time)	72	32.9	19	27.5
Not applicable	11	5.0	17	24.6

Table 8 shows the strength of the connectivity. Most of the faculty answered intermittent, defined as strong but works 50-80% due to service outage (46.58%), while 32.88% have stable connectivity, defined as very strong, very minimal service outage and works 90-100% of the time. Only 15.53% have minimal connectivity or connectivity available but with minimal access.

Alternative Work Arrangements.

The study also asked the respondents if the nature of their duties allows for a work-from-home arrangement. Table 9 depicts that a majority (89.50%) of the faculty while 62.32% of the staff respondents answered in the affirmative.

Table 9. Possibility of working from home given the nature of duties

Work from Home	Faculty (n=219)		Staff (n=69)	
	<i>f</i>	%	<i>f</i>	%
Yes	196	89.5	43	62.3
No	23	10.5	26	37.7

However, tasks related to teaching are identified in some items (1) research, (3) project work; (4) data encrypting/processing; preparation of information materials; (13) sending/receiving email; (15) other analogous tasks which require the use of a computer and the

World Wide Web (Internet). Given the model by Green (2021), a hybrid setup should be strategic and entails the assessment of cost, benefits and desired outcomes of the workers and business.

Table 10. Preferred Work Arrangement of Respondents

Preferred Work Arrangement	Faculty (n=219)		Staff (n=69)	
	<i>f</i>	%	<i>f</i>	%
Hybrid	191	86.3	58	84.1
Work from home only	7	3.2	2	2.9
Depending on the schedule given/any	5	2.3	-	-
Not applicable	18	8.2	9	13.0

When asked about their preference for work-from-home schedules, the study summarized the respondents' answers in table 10. Only a few faculty members prefer a complete work-from-home schedule (3.19%). Seventy-five percent (75%) prefer a hybrid work arrangement or a combination of work-from-home and work-from-office arrangements. Some 10.95% prefer to work from home only on weekends, while 2.28% will adhere to any work schedule. It is worth noting, however, that the survey was conducted a month after the enhanced community quarantine was imposed. Thus, the faculty is just starting to adjust to a work-from-home setting. According to Green (2021), there has to be an "ownership of decisions around where and when work gets done". Based on the survey, the majority prefer a hybrid setup. Again, the survey was conducted a month after the imposition of the

community quarantine. As was asserted by Realon (2018), the choice of the optimum alternative work arrangement is affected by the respondents' profiles and preferences.

Of the staff respondents, only two prefer a work-from-home arrangement, while the rest prefer a hybrid work arrangement. Nine (9) answered that a work-from-home arrangement does not apply to them.

Conclusion

The new normal situation sees respondents modify their practices and become more technologically involved. The use of zoom helps in developing the pupils' English speaking skills. since the Zoom Application is very interesting as it provides motivating and stimulating activities for English learners. Moreover, using the Zoom Application makes English learners an appropriate platform and new friends to

practice improving their speaking skills at the same time.

Although the zoom application is useful in teaching language, teachers still encounter challenges in adopting it in online teaching. This can be attributed to the limited time and opportunity to attend training workshops. Online Tutorials like Youtube, among others, can address the problem of insufficient time. With the alternative work arrangements outlined by the Civil Service Commission through CSC MC 18 s. 2020, the workforce in the college may already be termed "hybrid." With the faculty doing the remote work, some staff serve as the skeletal force. At the same time, the rest are authorized to move from one work arrangement to the next. Primarily because of the nature of their work and the requirement for physical distancing in the workplace.

Given the pronouncement of the Commission on Higher Education that flexible learning is here to stay, the local college will likely retain the hybrid workforce model.

Implications

Data from the study is valuable for developing the right hybrid workforce model post-pandemic. The following factors should be considered in preparing strategic and operational plans once the college decides to pursue a post-pandemic hybrid work arrangement.

1. **Residency.** The farther the residency is from the college, the more beneficial they are assigned to the work-from-home arrangement or a reduced workweek. This idea reduces the need for prolonged travel and travel costs. It will also be environment-friendly since less travel means less air pollution.
2. **Age and health conditions.** Today, there are travel restrictions based on age and health conditions. However, health protocols are fluid and may change once the country reaches herd immunity. Still, age and health conditions in planning the hybrid workforce should be considered. For example, the more senior faculty and staff with less technology savvy may be assigned to report to work physically. Preference to physically report to work may

also be given to those with health conditions.

3. **I.T. resources and connectivity.** Based on the data, the majority have their information technology resources and have internet connectivity, albeit intermittent. Some jobs cannot be done remotely. For those jobs, however, that are possible through remote work, I.T. resources and connectivity must be available. Again, in assigning alternative work arrangements, the availability of these resources should be determined.
4. **Preference of worker.** Among these considerations, preference is the most important. Only the worker can decide the best alternative work arrangement that can ensure his or her high performance. This notion ensures that the organization will get the highest productivity from the worker while not sacrificing their morale. For the hybrid setup to be strategic, the institution must first decide what kind of arrangement the college will pursue. Based on current guidelines by the Civil Service Commission, Commission on Higher Education and the Local Government Unit, a decision must be made on which alternative work arrangement is to be pursued by the college.

Additional issue to look into would be the cost. A hybrid setup also entails cost. The benefits of a hybrid setup should also be considered. In a more practical sense, the hybrid setup can help the institution save money because the overhead costs of maintaining the on-site workforce are reduced. It can also allow the college to accept more students since classes are held online. Hiring costs may be lessened for its operations because digital recruitment and selection will be made. It will also lessen the usage of paper, ink and other office supplies, which is also friendlier to the environment.

Finally, and most importantly, the desired outcomes should be considered. The hybrid setup should help in the realization of the vision of the institution. It should ensure that academic operations adapt and be more responsive to the current Pandemic's needs.

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