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Research Article

Faculty Wellness of a Higher Education Institution in the New Normal Time: Basis for the Personal and Professional Development Program

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ABSTRACT

This study aimed to describe the status of faculty wellness in terms of the eight dimensions of wellness such as emotional, environmental, financial, intellectual, occupational, physical, social, and spiritual. Also, the challenges encountered by the faculty on the eight dimensions of wellness during the new normal time. The mixed methods of research were utilized, the constructed and validated questionnaire were responded by 277 faculty members of the HEI and ten randomly selected faculty members were interviewed. The results reveal that the physical wellness got the rating of occasionally while the other seven wellness got the rating of frequently, which implies that majority of the faculty were frequently practicing or doing the item descriptions of the eight dimensions of wellness. For the challenges encountered, the findings show that the spiritual challenge had a rating of seldom while the other ten challenges got the rating of sometimes, which means that the faculty encountered most of the challenges on the other seven dimensions of wellness, and the ranked first three were physical, occupational, and social. The results of the interview present the faculty's good and not that good experiences with coping mechanisms during the new normal time. The researchers concluded

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that the status of the eight dimensions of faculty wellness should always be checked and monitored to maintain a smart, healthy, and responsive faculty. Eight personal and professional development programs were proposed to maintain and enhance the faculty wellness of the faculty in the HEI.

Keywords: *Emotional, Environmental, Financial, Intellectual, Occupational, Physical, Social, and Spiritual*

Introduction

The COVID-19 pandemic struck the world in the latter part of 2019. In the Philippines, all sectors were affected by this health crisis in the first quarter of the year 2020. Specifically, in the education sector when the academic year is about to end. As if everyone were caught unprepared, at the tertiary level, the second semester was in its middle term. The administrators and the administrative council immediately responded to the situation, sent messages through social media accounts, and discussed plans and strategies to at least finish the second semester of the academic year 2019 - 2020. Teaching worldwide was affected by this COVID-19 pandemic; Higher Education Institutions (HEIs) halted and closed educational establishments for a while and later continued their operations. The Commission on Higher Education (CHED), the regulating agency of HEIs, issued the CHED Memorandum Order for policies and guidelines for continuing the HEIs operations. The Heads of HEIs prepared the Learning Continuity Plan and revised policies and guidelines that the teaching-learning process can still be continued using flexible modalities like distance learning, blended learning, and modular approach.

Similar to what happened in other countries, the Inter-Agency Task Force (IATF) issued guidelines on health and safety protocols in all establishments like businesses, industrial plants, construction, education institutions, churches, restaurants, hotels, department stores, and others, while the only facilities opened were the hospitals with restrictions. Social isolation was implemented everywhere, particularly in urban areas like cities, metro centers, and thickly populated provinces. Most

HEIs are in cities and town centers; thus, social distancing cannot be complied with not only on the campuses, classrooms, and buildings but also in the commuter vehicles. This health crisis reflects the critical scenario for the administrators, faculty, and non-academic personnel of the HEIs. This is a state where the faculty's quality of life had been changed during the pandemic and is now being referred to as the "new normal time" in the HEIs.

CHED Chair Prosperous De Vera (May 2021) said that "the commission has already adopted a policy that the flexible learning system will continue in the school year 2021 and thereafter". He even said that the traditional face-to-face classes would waste the investment in technology, faculty training, and retrofitting of the facilities. Although, the HEIs were allowed to have a mix-and-match flexible learning system that would be appropriate to their situations.

ASEAN University Network (AUN) conducted a webinar entitled "Higher Education in the Next Normal: Harmonizing towards Complementarity, Continuity, and Competitiveness" with the objectives of examining the impacts of the COVID-19 pandemic on higher education, as well as the role of HEIs and the direction of Philippine higher education in the "Next Normal". Dr. Cynthia Bautista focused on the issues in Filipino higher education, inequitable access, uneven quality, underdeveloped innovation ecosystems, and the increasing complementarity of public and private education. In addition, Dr. Bautista pointed out the need for a paradigm shift from education to metrics-based learning and deepened life-long learning through micro-credentials and standardization of higher education. Dr. Patricia

Arinto highlighted the strategies for higher education to survive and thrive in the "Next Normal" by considering the volatile, uncertain, complex, and ambiguous context of the post-pandemic world and the need for higher education to be responsive to changes with inclusivity and accessibility. Emphasis on the different flexible modalities of teaching and learning and innovativeness in the design of curriculum and grade-less learning. The last speaker, Dr. Dina Ocampo, mentioned some foresight on continuity from basic education to higher education, considering the obstacles and disruptors in continuing to Philippine higher education, including the solutions to the crisis. Finally, it was concluded that this pandemic became a time of disruption whereby coordination and collaboration of faculty and students, colleagues, and the public are through virtual. Still, it opened new opportunities to all stakeholders of higher education.

The study conducted by Moralista, R.B. and Oducado, R.M. (September 2020) shows that as faculty moved and adapted to the new normal in the higher education parlance, they have needs in the area of continuous training and further personal and professional development and support from the HEIs. Faculty must embrace the educational challenges as a result of the pandemic.

As described, faculty wellness is the consolidation of different dimensions in terms of emotional, environmental, intellectual, physical, social, spiritual, occupational, and financial (Montoya, A and Summers, L.L, 2021). Faculty wellness affects school culture and climate, instruction, and students' academic, personal, and emotional development (Sackney et Al., 2000). Also, the stability of the workforce in an educational institution will be affected. Emotional wellness is a major part of a faculty's daily life because it influences interactions with students, parents, colleagues, and administrators. Environmental wellness refers to the physical environment that can create and minimize the stresses of faculty and students. Intellectual wellness pertains to the faculty's intellectual passion, creativity, and knowledge. Faculty physical wellness may decrease or lessen due to day-to-day demands of work which are

prone to physical and mental illness and affect the attendance, relationships, and capabilities to serve students. Faculty social wellness means engagement, participation, and interaction with students, parents, colleagues, administrators, and the community. Faculty spiritual wellness refers to the purpose and passion within the profession and concern for serving the students equitably. Faculty occupational wellness pertains to the growth and professional advancement that may contribute to the education institution and specialization. The financial wellness of faculty includes their ability to sustain life, health, and mental well-being.

The researchers deemed it very important to determine the faculty dimensions of wellness of the Higher Education Institution during the new normal time and consequently proposed measures for their personal and professional development. It is imperative to support all the faculty of the HEI, being the frontlines of the institution and because of their performance to serve and produce competitive and globally graduates who will be the next leaders of the nation in line with their specialization.

Statement of the Problem

The general problem of the study is "How may the faculty wellness of a Higher Education Institution during the new normal time be evaluated and consequently propose for their personal and professional development program.

Specifically, the study sought answers to the following questions:

1. What is the status of faculty wellness during the new normal time in terms of the following dimensions:
 - 1.1 emotional;
 - 1.2 environmental;
 - 1.3 financial;
 - 1.4 intellectual;
 - 1.5 occupational;
 - 1.6. physical;
 - 1.7. social; and
 - 1.8 spiritual?
2. What are the challenges encountered by the faculty on the eight dimensions of wellness during the new normal time?

3. What are the responses from the interviews conducted on the eight dimensions of wellness of the faculty?
4. What are the personal and professional development program which may be proposed based on the results of the study?

Methods

This section presents the methods and techniques of the study, respondents of the study, research instrument, data gathering procedures, and statistical tools used in the study.

Methods and Techniques of the study

The study used the descriptive research design focusing on the faculty's eight dimensions of wellness and challenges encountered in the new normal time. It utilized the mixed methods of research experienced by the faculty in the new normal time. Quantitative analysis was employed, analyzed, and interpreted the data which were obtained from the survey questionnaires, which were administered through MS form online. The qualitative data were gathered through open-ended questions and interviews with the selected faculty. The interviews were conducted through phone calls and messenger or with the preference of the interviewees.

Respondents of the Study

The researchers considered thirty percent of the faculty population of a Higher Education Institution as respondents to the study.

Research Instrument

The research instruments used for the conduct of the study are questionnaires on the eight dimensions of wellness and challenges encountered by faculty, which were constructed and submitted for validation of

educational researchers. Four-point Likert scale was considered in the eight dimensions of wellness, such as emotional, environmental, financial, intellectual, occupational, physical, social, and spiritual, while the three-point Likert scale for the challenges encountered by faculty. There were five or six items rated by faculty on the eight dimensions and eight questions for the interview, one question per wellness dimension.

Four-point Likert Scale	
Three-point Likert Scale	
3.00-4.00	Frequently
2.26-3.00	Often
2.00-2.99	Occasionally
1.76-2.25	Sometimes
1.00-1.99	Rarely
1.00 1.75	Seldom
0.01-0.99	Very Rarely

Data Gathering Procedure

Permission was sought before the floating of survey questionnaires among the Dean of Colleges, and in the questionnaire, the researchers indicated that the faculty responses will be treated strictly confidential to comply with the Data Privacy Policy.

Data Processing and Statistical Treatment

The data were gathered and tabulated to answer the research questions. The statistical tools used are frequency counts, percentage, mean and Statistical Package for Social Sciences.

Results and Discussion

This chapter includes the presentation, analysis, and interpretation of the results of the study, following the sequence of specific questions raised in the statement of the problem.

Table 1. Frequency Counts and Descriptive Measures of the Physical Wellness of the Faculty during the New Normal Time

No	Description	Frequency	Frequency			Weighted Mean	Descriptive Rating
			4	3	2		
1.	Exercising for at least 30 minutes per day or 150 minutes per week.	64	98	96	19	2.75	Occasionally

No	Description	Frequency				Weighted Mean	Descriptive Rating
		4	3	2	1		
2.	Eating healthy foods like fish, fruits, and vegetables, and lessen the meat intake.	140	122	14	1	3.45	Frequently
3.	Maintaining my appropriate weight, practicing good hygiene.	186	63	25	3	3.56	Frequently
4.	Drinking appropriate glasses of water every day, avoid drinking liquors and avoid smoking and exposure to people who smoke.	219	53	5	0	3.76	Frequently
5.	Getting enough sleep for at least 8 hours per day.	85	125	61	6	3.04	Occasionally
6.	Paying attention to symptoms of disease and have check-up or consultation with medical and dental doctor.	121	126	28	2	3.32	Frequently
General Weighted Mean						3.15	Occasionally

Table 1 presents the physical wellness of the faculty during the new normal time. It is notable that from the 277 faculty responses, the item “drinking the appropriate glasses of water every day, avoid drinking liquors and avoid smoking and exposure to people who smoke” got the highest rating of 3.76 with the descriptive rating of frequently, while the description of “exercising for at least 30 minutes per day or 150 minutes per week” got the lowest rating of 2.75 with the descriptive rating of occasionally. The average weighted mean for the physical

wellness was rated 3.15 and descriptive rating of occasionally. It can be gleaned from the table the item with the highest rating had 79 % of the respondents answered the highest frequency, it may be the easiest to do, everyone brought tumbler with water everywhere, while teaching the tumbler with water can be easily accessed. For the item that got the lowest rating, since it may take time and space to do it, that’s why most of the faculty considered the “occasionally and rarely” ratings.

Table 2. Frequency Counts and Descriptive Measures of Intellectual Wellness of Faculty during the New Normal Time

No	Description	Frequency				Weighted Mean	Descriptive Rating
		4	3	2	1		
1	Intellectual Wellness	4	3	2	1		
2	Attending webinars for continuing education and imparting knowledge and skills to my students.	179	85	13	0	3.60	Frequently
3	Pursuing interests in other fields which may upgrade/enhance my knowledge and skills through reading.	163	102	12	0	3.55	Frequently
4	Keeping aware of the current issues and trends in my profession and other aspects of my life.	210	62	5	0	3.74	Frequently
5	Listening and applying the views and innovation of other experts and practitioners.	154	114	9	0	3.52	Frequently
6	Maintaining an open and critical thinking mind.	239	36	2	0	3.86	Frequently
General Weighted Mean						3.65	Frequently

It was presented in Table 2 the intellectual wellness of the faculty during the new normal time. It can be surmised that the item of “maintaining an open and critical thinking mind” was rated 3.86 and the highest among the five items, and had the descriptive rating of frequently, while the lowest rating of 3.52 was the “listening and applying the views and innovation of other experts and practitioners”,

although got the descriptive rating of frequently, also. It was interesting to note that all the items in the intellectual wellness of faculty were rated frequently, which denotes that the faculty of the Higher Education Institution had enhanced their intellectual capacities and increased their intellectual activities during the new normal time.

Table 3. Frequency Counts and Descriptive Measures of the Emotional Wellness of Faculty during the New Normal Time

No	Description	Frequency				Weighted Mean	Descriptive Rating
1.	Emotional Wellness	4	3	2	1		
2.	Being positive about myself and my life in the new normal time.	220	48	8	1	3.75	Frequently
3.	Being satisfied with my performance in teaching using the FML.	166	102	9	0	3.57	Frequently
4.	Can cope with the various stressors of COVID 19 pandemic.	187	79	10	1	3.63	Frequently
5.	Holding responsibility and learning from some mistakes committed.	232	42	3	0	3.83	Frequently
6.	Can easily console myself and easy to cope and laugh.	192	77	8	0	3.66	Frequently
7.	Getting actively involved in any school and community social extension activities.	139	122	15	1	3.44	Frequently
General Weighted Mean						3.65	Frequently

Table 3 shows the emotional wellness of faculty during the new normal time. The item which got the highest rating of 3.83 was “holding responsibility and learning from some mistakes committed” with the descriptive rating of frequently while the item with the lowest rating of 3.44 was “getting actively involved in any school and community social extension

activities” with frequently as the descriptive rating. All the items got the descriptive rating of frequently, it may be gleaned from the table that all indicators were focused on positivity, satisfaction, coping stresses, consolation/happiness, and being active, which shows that only a handful of the faculty has not felt these during the new normal time.

Table 4. Frequency Counts and Descriptive Measures on Social Wellness of Faculty during the New Normal Time

No	Description	Frequency				Weighted Mean	Descriptive Rating
	Social Wellness	4	3	2	1		
1.	Getting actively involved in any school and community social extension activities.	139	122	15	1	3.44	Frequently

No	Description	Frequency				Weighted Mean	Descriptive Rating
		4	3	2	1		
2.	Developing a network with family, relatives, and friends whom you can talk regularly.	207	65	5	0	3.73	Frequently
3.	Enhancing my relationship ability with different people and settings.	186	87	4	0	3.66	Frequently
4.	Living harmoniously with my family and colleagues in the school.	239	35	3	0	3.85	Frequently
5.	Getting aware of the different issues in my school and community and propose intervention measures.	175	88	14	0	3.58	Frequently
General Weighted Mean						3.65	Frequently

As shown in Table 4, the social wellness of the faculty during the new normal time. The item with the highest rating of 3.85 was “living harmoniously with my family and colleagues in the school” with the descriptive rating of frequently, while the lowest rating of 3.44 was “getting actively involved in any school and community social extension activities with the descriptive rating of frequently, also. All five items in the social wellness had the descriptive

rating of frequently, but it was noticeable that there was one very rarely response. During the new normal time, the faculty continued their relationship with their families, colleagues, and others. Actively participated in various extension activities like conducted webinars and virtual training on psychosocial awareness, online services, use of mobile apps, and involvement in community pantry despite the threat of COVID-19.

Table 5. Frequency Counts and Descriptive Measures on Spiritual Wellness of Faculty during the New Normal Time

No.	Description	Frequency				Weighted Mean	Descriptive Rating
		4	3	2	1		
1.	Setting my life goals and working towards achieving them.	221	53	3	0	3.79	Frequently
2.	Taking the time every day for personal reflection.	190	75	12	0	3.64	Frequently
3.	Considering life as a learning journey and looking for the best foot forward.	241	33	2	1	3.86	Frequently
4.	Assessing and determining what gives your life meaning and direction.	226	47	3	1	3.80	Frequently
5.	Living on your values, beliefs, and convictions to have an enjoyable life.	243	31	2	1	3.86	Frequently
6.	Forgiving others' mistakes and showing compassion.	207	65	4	1	3.73	Frequently
General Weighted Mean						3.78	Frequently

Table 5 presents the spiritual wellness of faculty during the new normal time. The average weighted mean of spiritual wellness of faculty was 3.78, which means the faculty were spiritually well during the new normal time.

Two items got the highest rating of 3.86, such as “considering life as a learning journey and looking for the best foot forward” and “living on your values, beliefs, and convictions to have an enjoyable life” with the descriptive rating of

frequently. The lowest rating of 3.64 was the item “Taking the time every day for personal reflection” with the descriptive rating of frequently. It can be gleaned from the table that four respondents had a rating of very rarely,

but majority of the faculty ranging from 190 to 243, gave a rating of frequently, which implies the strong faith of the faculty to overcome the problem or issues during the new normal time.

Table 6. Frequency Counts and Descriptive Measures on Occupational Wellness of Faculty during the New Normal Time

No	Description	Frequency				Weighted Mean	Descriptive Rating
		4	3	2	1		
	Occupational Wellness						
1.	Establishing a good work and life balance to keep away from burnout.	183	85	9	0	3.63	Frequently
2.	Strengthening workplace habits for maximum productivity.	199	72	6	0	3.70	Frequently
3.	Collaborating and coordinating with colleagues/co-faculty and administrators in the school.	202	69	6	0	3.70	Frequently
4.	Attending continuous professional development regularly.	151	12	5	0	3.53	Frequently
5.	Planning career development and innovative types of work that I will be satisfied with and enjoy.	170	97	10	0	3.53	Frequently
6.	Attending webinars on soft skills to improve my personal growth.	154	12	3	0	3.55	Frequently
General Weighted Mean						3.61	Frequently

It was shown in Table 6 the occupational wellness of faculty during the new normal time. The two items got the highest rating of 3.70, such as “strengthening workplace habits for maximum productivity” and “collaborating and coordinating with colleagues/co-faculty and administrators in the school” with the descriptive rating of frequently. While the two items with the lowest rating of 3.53 were “attending continuous professional development regularly” and “planning career development and innovative types of work that I will be satisfied

with and enjoy” with the descriptive rating of frequently. The average weighted mean of 3.61 with the descriptive rating of frequently shows the characteristics of the faculty during the new normal time. It can be observed from the table that all the respondents only gave rating from rarely to frequently and majority of the responses are in the scale of frequently. It shows that the faculty recruited and hired by the HEI are well-trained and committed to perform their work.

Table 7. Frequency Counts and Descriptive Measures on Financial Wellness of Faculty during the New Normal Time

No	Description	Frequency				Weighted Mean	Descriptive Rating
		4	3	2	1		
	Financial Wellness						
1.	Determining the resources available for you not to experience financial issues on your basic needs like food, shelter, clothes, and education.	198	72	6	1	3.69	Frequently

No	Description	Frequency				Weighted Mean	Descriptive Rating
		4	3	2	1		
2.	Practicing good budgeting, controlling, and managing expenses.	176	94	7	0	3.61	Frequently
3.	Avoiding purchase of unnecessary/luxurious materials or gadgets, car.	181	87	9	0	3.63	Frequently
4.	Preparing a Budget and Utilization Plan for all expenses every week/month/year.	144	103	26	4	3.28	Frequently
5.	Understanding how to manage finances considering credit cards, checking and savings accounts, investment.	176	86	13	2	3.57	Frequently
General Weighted Mean						3.56	Frequently

Table 7 shows the financial wellness of the faculty during the new normal time. The item that got the highest rating of 3.69 was “determining the resources available for you not to experience financial issues on your basic needs like food, shelter, clothes, and education” with the descriptive rating of frequently while the lowest rating of 3.28 was the item “preparing a budget and utilization plan for all expenses every week/month/year”, although it was the

lowest still the descriptive rating was frequently. It may be observed that a handful of the respondents had a very rarely rating, on the other hand most of the respondents had a frequently rating. It was obvious that during the new normal time the faculty were financially well; it was something that the faculty should be thankful for with the HEI's concern, with its continued financial support for every employee.

Table 8. Frequency counts and Descriptive Measures on Environmental Wellness of Faculty during the New Normal Time

No.	Description	Frequency				Weighted Mean	Descriptive Rating
		4	3	2	1		
1	Protecting myself from environmental hazards like noise, pollution, and sun's rays in the middle of the day (10 am-2 pm).	180	87	10	0	3.61	Frequently
2	Enjoying the areas like gardens and orchard farms.	152	97	26	2	3.45	Frequently
3	Practicing five S, sort, set in order, shine, standardize and sustain in the house and office for continuous quality improvement.	140	112	21	4	3.40	Frequently
4	Conserving energy and water in all my activities in life.	204	64	9	0	3.70	Frequently
5	Planting ornamental and vegetables in my garden or containers.	111	93	51	22	3.06	Occasionally
General Weighted Mean						3.44	Frequently

Table 8 presents the environmental wellness of faculty during the new normal time. The item with the lowest rating of 3.06 was “planting ornamental and vegetables in my garden or

containers” with the descriptive rating of occasionally while the item with the highest rating of 3.70 was “conserving energy and water in all my activities in life” with the descriptive rating

of frequently. The average weighted mean was 3.44 with the descriptive rating of frequently. In general, the faculty were conscious of the balance environment. Although the majority of the respondents gave a rating of frequently, there were still some who rated very rarely. Some faculty became “plantitas and plantitos”

during the new normal time. Since they prefer to do something while on lockdown, even in a small or big space in their place, they planted some ornamental and vegetables that may grow faster. It was noteworthy that the faculty were conserving energy and water; this may be a big contribution to climate change action.

II. Challenges

No	Description	Frequency			Weighted Mean	Descriptive Rating
		3	2	1		
1.	Less physical activities with more screen time and consuming unhealthy diets, which may lead to health issues.	55	192	30	2.09	Sometimes
2.	More back problems and eyes strain/dry eyes.	85	166	26	2.21	Sometimes
3.	Struggle in applying digital technology and using online teaching applications and tools in online classes.	24	176	77	1.81	Sometimes
4.	Frustration with dealing positively with students’ challenging behaviors	28	171	78	1.92	Sometimes
5.	Emotional exhaustion, low morale.	24	190	63	1.86	Sometimes
6.	No team building activities, all programs were only conducted virtually, less time to meet, socialize and build working relationships, and even happy-hour gatherings were limited.	41	178	58	1.94	Sometimes
7.	Spiritual distress, fear, and uncertainty.	21	147	109	1.68	Sometimes
8.	Additional workload, time pressure due to submission of reports, lack of administrative support, students’ lower educational outcomes, and poorer quality of teacher-student relationships.	54	166	57	1.99	Sometimes
9.	Insufficient allowance for internet connection and funds to buy online teaching equipment, and other materials needed in online classes.	73	142	62	2.04	Sometimes
10.	Exposure to noisy space/working area, which is not conducive to teaching	40	175	62	1.92	Sometimes
11.	Not well ventilated and illuminated working area, electricity interruption, and internet disconnection	37	175	65	1.90	Sometimes
General Weighted Mean					1.94	Sometimes

Table 9 shows the challenges encountered by the faculty during the new normal time. The item with the lowest weighted mean of 1.68

was “spiritual distress, fear, and uncertainty” with the descriptive rating of seldom while the challenge with the highest mean of 2.21 was

“more back problems and eyes strain/dry eyes” with descriptive rating of sometimes. It can be observed from the frequencies of the table that the faculty-respondents rated the physical, occupational, and social challenges, they have encountered most; followed by financial, environmental, emotional, intellectual, and spiritual during the new normal time.

III. Qualitative Responses from the Interviews on the Eight Dimensions of Wellness

1. What did you feel when the COVID-19 pandemic struck the world? How did you manage your feelings (fear, sadness, performing your work in the Higher Education Institution, family health, other obligations, and others)?

FACULTY A: I was afraid when most of the family members were identified positive of COVID-19 virus; every day, I prayed that our pulse rate and temperature would pass the acceptable rate. We created a group chat among the family members to check our status. I only lost my fear after submitting for another test indicated in the lab test results, it was negative, and the Municipal health officer sent the certificate of clearance.

FACULTY B: I was so worried when the pandemic struck the world to cope with it. I constantly follow hygiene protocols such as frequently washing hands, using alcohol to sanitize, and having less contact with people.

FACULTY C: Feeling unhealthy, very idle, and having no work activity, so I decided to focus as “plantito” and give more time for family bonding and extra time for exercise and other church activities.

FACULTY D: At first, it was terrible not being allowed to work and go out but thinking of ways and means to access food, pay bills and needs are some worries, but in this challenge, I've suffered stress due to the death of my father 2020 and 2021 my brother met an accident that terribly affected my stability as a human being. I manage to set priorities and, simultaneously, resolve to a more sophisticated means of teaching thru Google meet using a multidisciplinary way of teaching. It is helpful and yet challenging.

FACULTY E: At the start of the pandemic, honestly, I became depressed, but as I adjusted to the situation with lots of prayers, devotions, reading the bible, and joining the virtual church activities, God helped me to manage the situation.

FACULTY F: I felt uncertain about my teaching career because school has a higher risk of spreading the virus, but we all figured it out by conducting online classes. I fear not only for me but also for the people I know, especially those older than me because they are more prone to the virus in the air. But still chose not to be affected by the pandemic and instead made it more of a motivation to strive more and work harder.

FACULTY G: A lot of stress. But still, manage to cope by involving every member of my family in everyday tasks and activities to keep us healthy and happy. Keep me involved in college base activities like accreditation, ISO, webinars, and the like.

FACULTY H: The COVID-19 triggered my hypochondria and anxiety in ways I could not imagine. I always feel like dying and going out takes a lot of effort. I always find myself overthinking about the future and how I'll attain all my goals in time, so I tried really hard to stay busy by going back to my first love, which is reading. Slowly, I regained my sanity and went back on track. I realize that life goes on despite the pandemic, and the best way to make the pandemic count is by pursuing every single goal I've set for myself.

FACULTY I: COVID-19 created many adjustments, yet there is a solution to every problem. It was a health hazard when COVID-19 struck the world. Nevertheless, there is a bright side, like the family remains intact at home without going out; though there is fear, family ties create happiness by helping together with chores at home, enhancing one's hobbies like cooking, gardening, biking, etc., to alleviate sadness. Online selling provides additional income for the family. Performance in the university was changed to online learning; training were provided to faculties to expedite technical matters to keep up with students. Health issues are monitored through online schedules with doctors and dentists. Healthy measures like hand

washing, wearing a mask, sanitizing with alcohol, and vaccination were implemented for the safety of the people.

FACULTY J: I was tensed and worried because I know a little about computers. But with the help of my family and friends, I was able to adjust and learn online. Thanks to the university for having those online teaching webinars and using Google and Microsoft. In PE and sports, we used to stand, demonstrate, play, and officiate games, but during this pandemic, we were seated almost the whole day facing the computer; thus, we experienced headache, back pain, and tired eyes. Thank God that we know how to exercise and take care of ourselves. I have changed my eyeglasses four times with different grades of lenses.

2. What are your environmental practices in the University and at home before the pandemic? Were you able to do it during the “new normal time” (i.e., involved in the environmental programs of the University, planting trees, reducing, reusing, and recycling products, purchasing eco-friendly products, adopting energy-saving habits, etc.)?

FACULTY A: Our environmental practices were reduced; we are confined inside the house and afraid of going out because COVID-19 might infect us. I've observed that plastics usage increases and the garbage collector are not regularly collecting our waste. The electrical and water consumption increased too.

FACULTY B: I became more linked with the environment. And using work from home setup helps a lot in delivering the lessons livelier that I can provide them quality than the usual setup for discussion purposes. Hence can also teach laboratory subjects without the disturbances of transportation and other worries of being exposed to COVID-19.

FACULTY C: Minimize the use of plastic materials. Yes, good environmental practices can help to save our mother planet.

FACULTY D: Expose my student to environmental issues and concerns. I love gardening

and tree planting, as well as my advocacy for waste management.

FACULTY E: I continued my backyard gardening hobby using recycled plastic containers and crafting and designing them to add beauty and ornaments to my garden.

FACULTY F: We had a good enough space to plant vegetables and fruit-bearing trees. We appreciated it more during the pandemic since we have a garden and backyard where we could roam around during the lockdown. That helped us manage the anxiety brought about by the pandemic.

FACULTY G: Before the pandemic, my environmental practices at home were waste segregation, separating biodegradable to non-biodegradable and recyclable things. In this way, our community maintains its cleanliness; there is a garbage collection wherein the food leftovers are mixed through the soil, which creates fertilizers for plants and vegetables, which later on were harvested and earn profits for the communities' cooperative. Papers and bottles were also sold for additional income. Zest O wrappers are being crafted as bags for decorative purposes like making animal presentations such as birds, dogs, cats, and the like. Energy-saving tips were reminded to every household, like turning off the faucet after using electricity and using bicycles as a form of exercise to improve one's health.

FACULTY H: Planting vegetables during the pandemic helps me focus and keep myself busy planting vegetables and, during harvest, giving them to my neighbors and family circle.

FACULTY I: Before the pandemic, I was into planting cactus, succulents, and other plants in our backyard. During the pandemic, it also became one of my stress relievers. I also learned how to propagate my plants. I am also practicing the reduce, reuse, and recycle in my daily life. I use my own sets of utensils, tumblers, mugs, and food containers at school whenever I buy food at the canteen/food court.

FACULTY J: I am an active member of an organization where one of our yearly programs is tree planting in various barangay in Malolos. And we educate some mothers to include vegetable planting in their gardens.

3. Did you have a spending plan every month? Are you saving part of your income every month? During the new normal time, were your family expenses increased, or did you have more monthly savings?

FACULTY A: There was an increase in family expenses, especially when we have COVID-19 because we only order our foods. In terms of savings, there was an increase because we lessened our going to malls.

FACULTY B: We use the equation of Salary - Savings - Expenses. We usually save the biggest part of our monthly income for future use and in times of emergency. Expenses are always there but plans and control can be the basis for saving our income.

FACULTY C: Being a solo earner in a family of 5 caused me to struggle financially. I do not have savings, but I made sure that I would not also indulge myself in credit opportunities. I just live with my means and resources.

FACULTY D: My salary is just enough for all the expenses, loans, and bills, so I have no savings. Family expenses increased after the pandemic since I must support my family, father, and sister after everyone lost their jobs.

FACULTY E: I do save a certain amount every month. I used to have a target, but since the pandemic, I lost track of my expenses, but I felt happier since I was able to pamper myself with food to lessen the stress. I still want to continue tracking my expenses, save more to invest more, and make my money work for me.

FACULTY F: Savings is an essential habit that saves the day. Listing the things, you need to buy is necessary to know what you need and save the remaining amount. I usually save 20 percent of my savings. The family's income remains neutral; we were fortunate that our work was still ongoing. But we do online sell, contributing to the family's needs to the increased prices of other grocery items.

FACULTY G: To be honest, the family's expenses increased these past few years and during the pandemic due to illnesses. Both parents had terminal illnesses. Both had diabetes (insulin-dependent) and stroke patients too. My mother had brain and lung cancer (she was a non-smoker), both in stage 4. My mother died a

few months ago. So, no savings. Properties were sold.

FACULTY H: Since I am the breadwinner/single mom, low earner individual, it has been hard for me to have a spending plan. But all my income goes to bills, providing basic necessities (medication for son and mother), and my son's education. And this pandemic makes it more difficult to budget my salary since additional necessity was added (mask, alcohol, double the vitamins intake).

FACULTY I: I have a monthly spending plan; I only spend money wisely on the things I must have. I don't spend on the things that are not important. I try to save money on other necessities like car maintenance and car registration and think about some medical situations.

FACULTY J: We have a saving plan, but when it comes to spending, I would say that our household expenses increased/changed during the pandemic. Our priority was to ensure we had everything we needed at home, given the limited opportunity to get out and seek assistance.

4. How did you improve your personal and professional life during the new normal time? What are your new learnings and new capabilities during the new normal time?

FACULTY A: Through attendance to free webinars and training. There were organizations that conducted webinars for free. ICT usage, automatic joining the virtual mass using YouTube, and awareness of different current issues due to more time watching the news and other enhancing programs.

FACULTY B: More possible means of communicating with students can also help us to multitask. I can do more research and explore the subject thru work from home; I became more aware of the value of life and money. Technological skills became ordinary learning opportunity that is basic to survival.

FACULTY C: I improved my personal and professional life as much as possible during the new normal time, using the time more valuable. I learned during this time that life is short so make the most out of it to be a better person and have a purpose. I attended a series of

webinars and "online kumustahan" sessions to gain knowledge of effective teaching practices in online distance learning and to share and hear the experiences of other educators on our challenges and techniques in teaching.

FACULTY D: I always join webinars to enhance and improve my professional and personal knowledge. Particularly, I've learned about the new opportunities and digital trends in this new normal era. Many things can still be done online to improve personal and professional life during the new normal, but with extra effort, expenses, and struggles. I learned that life must still go on, no matter what. God is still good all the time. I trust Him for His plan for me.

FACULTY E: Adjusting to the new normal was difficult at first; as time went by, it became a daily part of my life. Staying at home gives me more time to do some exercise which improves the condition of my body in addition, I was also inclined to biking and jogging. There were fewer vehicles on the road, giving a good atmosphere to the air to breathe. I was able to learn additional cooking recipes.

FACULTY F: I had more extra time to read and study; this modality is very teacher friendly. All my presentation slides and materials were prepared nicely for more effective and efficient discussion.

FACULTY G: I just read books and sometimes recharge myself through spending time with my family, attending webinars, watching e-learning videos, and practicing my skills in music and my field of specialization.

FACULTY H: I was able to maximize the use of technology due to the new learning modalities and was personally challenged to learn more than being the traditional paper and pen/chalk and board teacher. That there are more ways to make learning fun and interactive.

FACULTY I: I enrolled in some online sessions, including foreign universities like Harvard, for continuous learning and mastery of my chosen field of interest.

FACULTY J: I keep myself self-updated and just accept the new normal; what can I do if I will think the opposite. The pandemic is the

fulfillment of a child's wish of a long vacation with no school, it's just so sad that it happened when I'm a family man that I will keep the burden, but It's also nice since I have so many kids, to which their wish of long vacation happened. I just treat each day as a vacation day for my children while I do everything to keep me updated about my job and render my service to my students and the institution according to time.

5. What did you do to balance your different aspects of life? How did you develop your skills as required in your occupation as faculty (i.e., attendance to training/webinars)?

FACULTY A: Every day or every other day, I attend webinars; it enhances my skills not only in teaching but also in doing my household chores.

FACULTY B: I specifically set my time on the weekday for work. After working hours, I try to limit work-related activities and focus on rest. On Sundays, I devote myself to volunteering in my church and spending time with my loved ones.

FACULTY C: Considering all things can be part of our life before and today, attending seminars/webinars or training is a good tool for self-improvement and being open to every opportunity that comes to our life, whether in our workplace or the family.

FACULTY D: To balance the different aspects of life, daily reflection and continuous self-monitoring of myself must be done. As much as possible, I attend training and webinars to develop my skills as faculty. Listen to my co-faculty teaching experiences and adopt the same until such time that I can personally modify it based on the subject I am teaching.

FACULTY E: I tried to manage my time and all the different tasks assigned to me. I also attend different webinars and training that are relevant and helpful in my profession.

FACULTY F: I continue to do my routine despite staying at home. Physically I have more time to do exercises, such as jogging, biking, and dancing. Emotionally we have close family ties; we enjoyed the fun and laughter while

staying at home in our family circle. Emotionally we help together to solve problems we encounter. Mentally we learn to adapt to the new normal, staying together and having a healthy conversation enhancing self-esteem that each of us is unique and special. As a faculty, the seminars and training provided technical skills. To have better communication as well as to have a good work performance.

FACULTY G: Attending training and webinars, reviewing some books to prepare for my teaching profession, and conducting community involvement, even if limited.

FACULTY H: Time management. I had enough time to bond with my family/son and accomplish work ahead of time to avoid cramming. Having the opportunity to attend webinars, my technology skills improved, and listening to other people's best practices gave me ideas to better myself in class.

FACULTY I: I do not procrastinate or not delaying things that may lead to piling up more and more work in the end. As much as possible, I multi-tasking to finish my work. I avoid distractions by turning off any gadgets or not watching movies, TV, etc. I just want to finish my work first before doing leisure activities. And lastly, I utilize my time attending webinars if there are any.

FACULTY J: Artistry is my second nature. How else can I go wrong with being MAED teaching Fine Arts? (Not to be technical on academic alignment) This opportunity to belong to the roster of faculty at this university is a door that opened when the door from my last job closed. I am mindful of operating wholistically at home and work. I keep my boundaries by making sure that I work only within my working hours to balance my energy for my children after work.

6. How did you maintain your health (i.e., exercise, eat the right foods, sleep eight hours every day, practice health protocol at home, etc.) during the new normal time?

FACULTY A: Join the YouTube exercise daily, at least walking/exercising a mile or in 15 to 30 minutes. My problem is how to have eight hours of sleep every night; for the food intake, I

ate fatty and cholesterol foods and carbohydrates, and I gained weight; that's why my lab test results are high, not within the range.

FACULTY B: Observe proper hygiene, drink an adequate amount of water daily, and eat more to increase my weight.

FACULTY C: I just continued my exercise and healthy diet, put some alcohol in front of our doors, took a bath after our outdoor activities, and left our soiled clothes on our terrace. Regular consultation with the doctor and maintaining a balanced diet.

FACULTY D: Overcoming anxiety caused by the pandemic is not easy. It may bring a lot of unhealthy effects physically, emotionally at sociologically. But keeping in mind that the physical body is where your soul rests is a reminder that health is wealth. Eating just right and working happily with good people could help maintain my wellness.

FACULTY E: Having a good rest is important to maintain my health during the new normal time. Besides, mental aspects should be assessed, especially in times of crisis and challenges. Maintain the minimum health protocol as set by the authorities.

FACULTY F: Per the doctor's advice, I find time to exercise, eat less carbs and take a short power nap. However, I still don't have an 8-hour sleep at night since I wake up early to prepare food for the family.

FACULTY G: I have my daily exercise for 30 minutes; the foods are okay, we practice health protocol by disinfecting our house every week, and every family member has their own spoon /fork/plates and toothpaste Change clothing upon arrival at home. Do hand washing and use a face mask if needed.

FACULTY H: I exercise and eat the right foods, although I ate some which made me gain weight. I cannot sleep 8hrs every day due to my graduate school course. Following health protocols at home, I regularly disinfect, do personal hygiene, and eat fruits, fish, vegetables, and less meat. Sleep at the right time and drink plenty of water.

FACULTY I: I frequently engage myself doing exercise at least five times a week, eating healthy foods with the right diet, taking vitamin supplements every day, drinking at least 8-10

glasses of water every day, trying to have at least 7-8 hours' sleep every day, watching my health conditions, if I feel any condition that affects my health I try to consult my doctor immediately, following safety protocols like washing hands always, wearing face mask most especially on public places, and observing social distancing.

FACULTY J: Health is wealth, and life is too short, so I learned that we must not sacrifice our health, especially when we experience the situation with COVID-19. But there are times that we do not have enough budget to eat nutritious foods like fruits and vegetables and buy some vitamins. I also believe that with the power of prayer, God will help us and provide for our needs in this trying times.

7. How did you continue your social activities with your family, friends, and university officials during the new normal time?

FACULTY A: Watching movies, sending good quotes to my friends and colleagues, created a group chat with my co-officials, and joining virtual meetings.

FACULTY B: wear a mask when meeting with friends or going out, and always sanitize your hands after handling anything. Avoid hugging and kissing anybody. Take a bath after going out. Avoid sneezing in public when you have a cold.

FACULTY C: My social activities were maintained by using my cell phone. Since we cannot meet personally, my friends and university officials can still see each other through our phones. In this way, a healthy conversation is just a call away.

FACULTY D: I continue my social activities with my family by having time to bond with them every weekend, try to mingle with my friends if there's free time, and if it's a call for work, I immediately go to school to communicate with my colleagues.

FACULTY E: I have different levels of social participation with different people. There is no space boundary when it comes to family activities. But with friends and co-workers, I make

sure I set physical distance while doing my social distance with them

FACULTY F: I am a homebody, so staying at home with my family, sometimes with friends & colleagues, was enough for my social activities.

FACULTY G: Have cell group meetings, go to church regularly, and talk to friends and family online.

FACULTY H: I always ensure to be well-connected (physical and digitally) with the people I value, especially my family.

FACULTY I: Me and my family keep doing what we love and enjoy doing together (picnics, eating, camping, swimming, watching movies, etc.) in the confinement of our home. With friends, we would have online drinking or karaoke dates with work people.

FACULTY J: Through social media posts and occasional meetings. Most, if not all, the form of communication outside the home are online. Work-related activities are also online, and family activities are limited to immediate. No family reunions were conducted for everyone's safety. Social activities were downhearted.

8. How did you strengthen your faith, values, and beliefs during the new normal time?

FACULTY A: Every day, I thank God, asking for His forgiveness for what mistakes I've made, praying for His guidance, healing our sickness, and freeing us from other illnesses. Always pray for our family's strong faith in Him. Always pray that I could be His instrument of love to His people.

FACULTY B: This is one of the most important aspects of our lives during this pandemic. It strengthened our faith through our experience with the Lord in how he protects and provide for our daily need.

FACULTY C: I continued my prayer time, devotion, and Bible reading and attended the virtual church activities.

FACULTY D: Having a stronger faith in God Almighty and trusting everything will happen according to His Will keeps me going despite the many threats around us.

FACULTY E: As a Christian, I always find time to self-reflect and talk to God, the source of our peace and strength. Communicate to our church Pastors and churchmates.

FACULTY F: I strengthen my faith, values, and beliefs during the new normal time by praying and always having a positive attitude, being optimistic, and keeping constant communication with family and friends.

FACULTY G: Make it a point to pray unceasingly for any concerns and thanksgiving and read the Bible in the morning after everything is settled. God is my source of strength, wisdom, and power. Apart from Him, I can do nothing.

FACULTY H: I've strengthened my faith by engaging myself in spiritual activities and sharing all the blessings that I am receiving. I am also practicing now writing in my gratitude journal.

FACULTY I: We used to attend Bible study online and have a daily reflection with my wife and family. Attend prayer gatherings online through the United Methodist Church. Participate in social concerns like gift giving, relief goods, feeding programs, and financial support to some church members.

FACULTY J: The pandemic and any disaster make people prayerful. The onset of the pandemic, where people are not allowed to loiter, gave us time to reflect and be with our family more and has given us the time to commune with the Lord. So for me, that strengthens my faith, prayer and family support, continuous prayer and contemplating on the good and the not-so-good that I have done for the day and asking for forgiveness if ever I have wronged someone.

Proposed Personal and Professional Development Programs

1. Establish a Center for Empowered Mind (CEM), allocate a budget to operate the CEM, hire competent staff, procure equipment, and use the CEM as a laboratory facility for Medical Related Programs. Develop a personalized program for the faculty that will provide guidance, assistance, and counseling to resolve personal and psychological issues and problems. Conduct sustainable

personal mental health care and psychosocial support program. The CEM may be a hub to serve the emotional/psychological needs of the faculty, non-academic personnel, and students of the HEI and even the Local Government Units employees for extension services of the Psychology department.

2. For the Faculty's Environmental Wellness, the physical environment influences the productivity of the faculty; the researchers recommend the following: Continuous improvement of the physical facilities of the HEI, modernizing the classrooms/laboratories/shops, procuring the required basic apparatuses/tools and state of the art equipment in the laboratories/shops, provide spacious and conducive physical facilities with necessary and complete amenities, and hire competent technicians. Also, consider green engineering materials and technology in construction.
3. Develop and conduct Financial Wellness training to be taken care of by the College of Business Administration, part of their extension project to the HEI's faculty. The training can be done during the semestral break. Financial wellness program training may focus on healthy financial habits, overall financial literacy, investing and saving goals, financial insurance protection, retirement income security, and others.
4. Continue the implementation of Faculty and Staff Development Program (FSDP), every college in the HEI should prepare Faculty and Staff Development Plan, where the plan indicates: who will be the faculty on study leave/avail of scholarships on Doctorate program for a particular period, time to complete the Doctorate program, and budget allotted. Aside from the HEI-FSDP funds allotted, the HEI may continue establishing linkages, with government and non-government agencies and international education institutions, where the faculty can avail of scholarships to enroll and complete the doctorate program. Also, the HEI can increase the financial support for the continuing professional development of faculty, like attendance to trainings/seminars/technical conferences, industry immersion, and

- conduct of research and community involvement.
5. Develop and implement Faculty Occupational Wellness Program to ensure faculty's productivity. Provide recognition by giving monetary incentives and certificates/plaques to meritorious faculty who rendered services and extra efforts to build up the best outputs of the HEI. Create guidelines on how the faculty can be recognized, like faculty of the semester based on attendance and outcomes of the students. Create a Healthy Workplace Wellness Program through the creation of a wellness committee per college, which will propose activities for the faculty to balance their work and life; will display posters or physical reminders in the faculty room, communicate wellness program information in meetings, and incentivize faculty to participate with prizes.
 6. Develop and conduct Faculty Physical Wellness Program like organize Physical Fitness classes, Recreation, Aerobics/Zumba, and Ballroom Dancing clubs, Bodyworks/fitness groups, morning exercise classes, holiday weight loss challenges, maintain Healthy behavior, continue the Annual Physical Examination, and provide medical assistance for faculty who will be hospitalized. Create healthy wellness culture within the college/campus.
 7. Conduct Faculty Social Wellness program through soft skills training with the objectives of developing assertiveness skills, not passive or aggressive ones; Actively engage with other people through involvement in community and industry extension services; Continue to maintain and build friendships and social networks by being an excellent communicator to convey your thoughts, ideas, needs, and wants; Collaborates with other offices and departments and host various events and programs which intend to develop social and cultural competencies, and continue using the social media to connect and spark conversation among the faculty and other people, and conduct more social activities.
 8. Develop the Faculty Spiritual Wellness Program through the following activities and objectives: Conduct training that will allow the faculty to devote time and connect with themselves; Fitting meditation and relaxation into their lifestyles that will free their minds (e.g., Yoga); and foster a stronger relationship with their spiritual wellness like bible study. Mental health breaks can be used to travel and take time for themselves, see to it that the place will provide comfort, remove stressors, and take a temporary vow of silence, and the faculty can have a habit of writing down their thoughts to think clearer and move forward
- ### Conclusion
- The following conclusions were drawn from the findings of the study:
1. The status of the eight dimensions of faculty wellness, such as emotional, environmental, financial, intellectual, occupational, physical, social, and spiritual, should always be checked and monitored to maintain a smart, healthy, and responsive faculty.
 2. The identified challenges per dimension of wellness may change depending on time, it may increase/ decrease the challenges, or new challenges may be encountered by faculty. The challenges per dimension of wellness that faculty may encounter may vary from the frequency of occurrence.
 3. During the interview, the faculty mentioned that the new normal time reminds them of "being always prepared" to be ready and face what the next new normal time will do to them.
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