

Well-Being and Performance of the Teaching Employees of the University of Bohol

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ABSTRACT

Well-being in this study comprises of the elements such as feeling good, experiencing positive relationships, well-functioning in the day-to-day undertakings and at par with the different dimensions of well-being. The researcher saw the need to assess the well-being of teaching employees in relation to their work performance. The study made use of the descriptive type of survey using the questionnaire as the primary instrument for gathering data from the targeted respondents. The researcher also made use of the evaluation of teaching performance from the deans and the office heads, and the respondents of the study were the 160 teaching employees of the University of Bohol from the eleven colleges. The findings revealed that out of the eight dimensions of well-being, six were descriptively rated Always and only two were rated Often. The findings in this study showed that out of eight dimensions of well-being, six were descriptively rated Always which means Excellent well-being, namely, Spiritual, 4.55, Intellectual/Mental, Occupational, 4.41, Emotional 4.38, Social and Financial; and only two were descriptively rated Often which means Very Good well-being namely: Environmental, 4.15 and Physical, 3.86. This yielded to the fact that their perceived well-being have a positive result. The highest rated composite mean among the respondents is Spiritual Dimension while the lowest rated composite mean is the Physical Dimension. As to the performance of the teaching employees is also noted to have been highly positive as the result showed a majority of teaching employees has an Excellent performance.

KEYWORDS

Human Resource, well-being, performance, t-test for uncorrelated means, Tagbilaran City, Philippines

INTRODUCTION

Success of the school organization lies in the competence and work efficiency of its teachers, and in turn, their well-being plays a big role for them to facilitate learning and deliver the necessary services effectively and efficiently that would lead to the realization of the organization's vision, mission and desired goals and objectives.

The researcher observes many circumstances experienced by colleagues that relatively connect to their well-being. Therefore, it is worthwhile to assess the well-being of teaching employees and their work performance.

A study conducted by Chang Zhu et al. (2011) on the Chinese school result in school culture, organizational commitment and well-being as perceived by teachers. Results stressed the importance of the three main factors, namely goal orientation, leadership, and shared vision, affect teacher organizational commitment to an extensive degree.

The study discovered that the more a school had clear goals, strong and efficient leadership and shared vision, the more likely the teachers are committed to the school. Moreover, it will also play an essential role in shaping the school culture and influencing teacher organizational commitment and well-being. Findings of the study showed that as to teacher well-being, teachers felt more affinity for a school when its culture features clear goal orientation, positive formal relations, and shared vision. For these reasons, school administrators should take into account their roles to keep the vitality, vibrancy and quality of school culture and through it on teachers' performances.

Health and Safety Executive (HSE) said, "teaching is among the top five occupations affected by work-related stress with 70% of teachers are saying that their health condition has suffered because of their job. More so, the Labour Force Survey showed that 415,000 people in United Kingdom stated suffering from stress, anxiety and the like that they believed was caused or made worse by their work (HSE 2009).

Donaldson-Feilder et. al (2009) presented the significant amount of research evidence showing the poor management, and lack of leadership skills is associated

with lowered employee well-being and a higher risk of stress-related concerns. A study on the health of Britain's working-age population conducted by Black (2008) reported the connection between good line management and good health, well-being, and improved performance.

Cropanzano and Wright (1999) Five- year longitudinal study of psychological well-being and performance presented a strong correlation between well-being and work performance and in the study of Donald et. al (2005) to 16, 000 UK employees pointed to psychological well-being, perceived commitment of organization to employee and so with resources and communications in almost a quarter (23%) of variance in employee productivity.

The School of Well-being Report (2009) highlights the need to prioritize teachers well-being and to support services to work together in order to boost the physical and mental health of teachers being the first line service providers. It is for this reason that their effective performance is crucial to the successful operation of a school system (Aquino, 1998). The concerns for effective performance have been enunciated from time to time. To have an effective performance according to Dr. John W. Gardner, we must recognize that it is not only a product of a native ability but motivation and character. The one who has a positive well-being is the one who observes high performance in career and daily life.

The Proponents of the well-being perspective suggest that the presence of positive emotional conditions and appraisals of the worker and his/her relationships within the workplace heighten worker performance and quality of life. Brim (1992) named manageable difficulties can become possible when the environments provide, and people around eventually pursue interesting, challenging and meaningful tasks, more so Csikszentmihalyi, (1997) has described it as optimal states.

When demands match or slightly outstrip resources, the person experience positive feelings like pleasure, joy and enthusiasm and they perceived themselves as growing, productive and engaged (Waterman, 1993). From the well-being perspectives, the translation of a healthy workforce is a byproduct of happier and productive workers.

Over recent years, the concept of resilience (Holling, 2001) has become popular in the workplace context. The ability to overcome adversity is resilience, the capacity to deal with difficult and challenging events that happen in their lives, is relevant to both individual and organizational level. Many people react to circumstances with a flood of strong emotions and a sense of uncertainty. The capacity of people to adapt to any situation and stress-provoking conditions is a

characteristic of a resilient trait. Some employers appear to find it more acceptable way to explore mental health issues and many of the interventions currently being used to develop resilience have their foundations in stress management and wellbeing models (Lewis et al. 2011b).

Bandura's (1995) Theory of Self –Efficacy proposed that no other kind of thought be more central to people's behavior than the judgment of their capacities to exercise control over events in their lives. The self-efficacy of teachers plays a significant role for them to maintain their well-being as every day in the discharge of their roles and responsibilities they may experience hardships, impediments, adversities, frustrations, setbacks, inequities, and unfair conditions. Bandura asserts that self-efficacy determines the amount of effort an individual will expend to face the obstacles.

The researcher observed many circumstances experienced by colleagues that can be relatively linked to their well-being. Therefore, it is deemed worthwhile to assess the well- being of teaching employees and their work performance.

This study sought to ascertain the well-being and performance of the teaching employees of the University of Bohol.

The study intended to answer the following: the profile of the respondents, the well-being status of the respondents as perceived in terms of physical, social, occupational, spiritual, intellectual and mental, emotional, environmental, and financial; and the rating of the employees' teaching performance. Further, the study also intended to determine if there is a significant degree of relationship between well-being status of respondents and subject preparations of teachers and the significant difference in the Means of the Performance of Male and Female Teaching Employees.

METHODOLOGY

The study made use of a descriptive type of survey using the questionnaire as the primary instrument for gathering data from the target respondents. The questionnaire was in a checklist form wherein the respondents were made to reflect their personal level of perception of the different items included in each dimension of well-being using the corresponding weight equivalent of 4,3,2,1 to the different description used.

Table 1a. Weight Equivalent and Descriptions

Description	Interpretation	Weight Equivalent
Always	It is felt and observed at all times	5
Often	It is felt and observed most of the time	4
Rarely	It is felt and observed rarely	3
Never	It is neither felt nor observed	2
N/A	It is not applicable	1

Table 1b. Arbitrary Scale

1.0 – 1.80	Not Applicable	(N/A)	
1.81 - 2.60	Never	(N)	Fair well- being
2.61 – 3.40	Rarely	(R)	Good well-being
3.41 – 4.20	Often	(O)	Very Good well-being
4.21 – 5.0	Always	(A)	Excellent well-being

The researcher also utilized the evaluation of teaching performance data rated by the deans and office heads of different department.

The respondents of the study were the teaching employees of the University of Bohol from the eleven different college departments namely: College of Engineering and Technology, Nursing, Liberal Arts, Education, Business and Accountancy, Criminology, Tourism and Hospitality Management, Physical Therapy and Allied Medical Sciences, Architecture and Fine Arts, Pharmacy and Midwifery.

RESULTS AND DISCUSSION

The questionnaire covered the profile of respondents pertaining to sex, age, educational attainment and subject preparation; the well-being status of the respondents as perceived in terms of the following dimensions: physical, social, occupational, spiritual, intellectual and mental, emotional, environmental, and financial; respectively.

Table 2. Profile of Respondents

n=160

Item	f	%	Rank
1. Sex			
Male	48	30.00	2
Female	112	70.00	1
2. Age			
20-29	17	10.63	4
30-39	57	35.63	1
40-49	53	33.13	2
50-59	31	19.38	3
60 – above	2	1.25	5
3. Educational Attainment			
Bachelor's degree	14	8.75	4
With units in MA	43	26.88	2
CAR, MA	28	17.50	3
With Master's degree	47	29.38	1
With Ph. D units	9	5.63	6.5
CAR, Ph. D	10	6.25	5
With Ph.D. degree	9	5.63	6.5
4. Subject Preparation			
1 - 2 subject(s)	33	20.63	3
3 - 4 subjects	70	43.75	1
5 - 6 subjects	41	25.63	2
7 – and more	16	10.00	4

Table 2 presented the profile of respondents in terms of sex, age, educational attainment and subject preparation. There were more female (70%) than male respondents (30%). Pertaining to age, top rank was age bracket 30-39 (35.63%), followed by 40-49, (33.13%), and the lowest rank was 60 and above (1.25%). As to the educational attainment of the respondents, almost a third were masters degree holder, followed by those with MA units that comprised more than a fourth, those who completed their academic requirements made up less than a fifth. There were a very few which was less than a tenth had completed the

academic requirements for PhD. The smallest percentage were those who had PhD (6.25%) units and were PhD holders (6.25%).

In terms of subject preparation, those who had three to four different subjects ranked highest, lowest in rank were those who were handling seven and more different subjects.

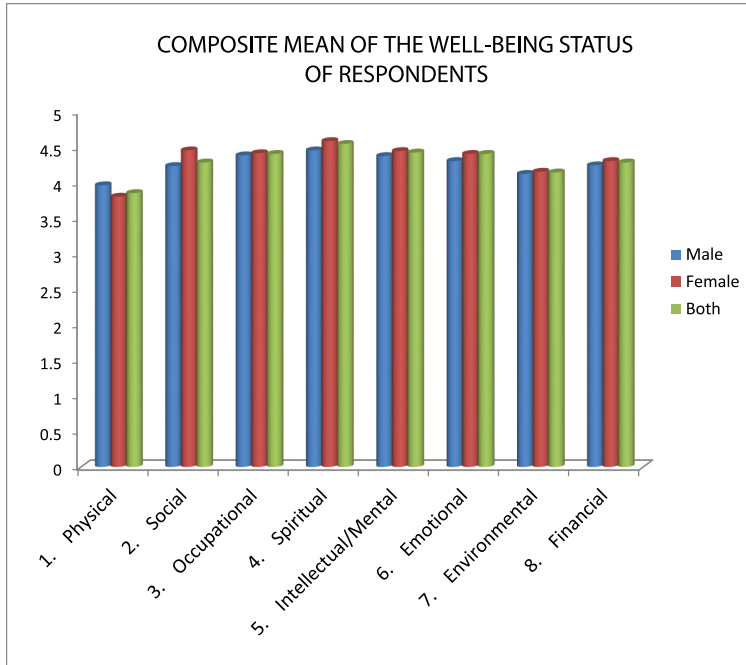


Figure 1. Well-being Status of Respondents
N=160

Figure 1 showed the status of eight dimensions of well-being. The overall composite mean was 4.25 (Always) for males and 4.31 (Always) for females. The overall composite mean was 4.29 (Always).

According to the composite means of the responses for both respondent groups, Spiritual dimension ranked highest, Intellectual/Mental dimension followed it. Even if physical dimension ranked lowest, it was still within the classification of Very Good.

Table 3. EMPLOYEES TEACHING PERFORMANCE
(n=160)

Items	Male (N= 48)			Female (N=116)			Total (N=160)		
	F	%	Rank	F	%	Rank	F	%	Rank
Excellent (4.21-5.0)	30	62.50	1	65	58.04	1	95	59.375	1
Very Good (3.41 – 4.20)	16	33.33	2	47	41.96	2	63	39.375	2
Good (2.61 – 3.40)	2	4.17	3	0	0.00	4	2	1.250	3
Fair (1.81 – 2.60)	0	0.00	4.5	0	0.00	4	0	0.00	4.5
Poor (1.0-1.80)	0	0.00	4.5	0	0.00	4	0	0.00	4.5
Total	48	100.00		112	100.00		160	100.00	

Table 3 revealed the employees' teaching performance as assessed by the deans. Almost two-thirds of the male respondents had the rating of excellent, a third was rated as Very Good, and a slight minority (4.17%) had rating of Good. Among the females, more than half were rated as Excellent, and the rest (41.96) were rated as Very Good.

Table 3. Chi-Square Test of Well-Being Status of Respondents and Subject Preparation

Well- Being status Subject Preparation	Always	Often	Rarely	Never	N/A	Total
1-2 subjects	19.1813 20 0.0349	13.8188 13 0.0485	0.0000 0 0.0000	0.0000 0 0.0000	0.0000 0 0.0000	48
3-4 subjects	40.6875 46 0.6936	29.3125 24 0.9628	0.0000 0 0.0000	0.0000 0 0.0000	0.0000 0 0.0000	112

5-6 subjects	23.8313	17.1688	0.0000	0.0000	0.0000	41
	16	25	0	0	0	
			0.0000	0.0000	0.0000	
	2.5735	3.5720				
7 subjects and more	9.3000	6.7000	0.0000	0.0000	0.0000	16
	11	5	0	0	0	
		0.4313	0.0000	0.0000	0.0000	
	0.3108					
Total	93	67	0	0	0	160

Chi-Square $X^2 = 8.6274$

Critical value of X^2 at 1 df and 0.05 level of significance is 7.82

Result: Significant

Null Hypothesis: Reject

Findings showed that there is a significant degree of relationship between well-being status of respondents and subject preparations as shown in Table 3. Hence, the null hypothesis is rejected. This means that subject preparations affected the well-being status of the respondents. Truly, when the subject preparations are higher, the teacher will consume more time in the preparation, thus, would encounter more stress. The lesser the subject preparation of teachers, the better will be the well-being status.

Table 4. Significant Difference in the Teaching Performance of Male and Female Teaching Employees

Female Responses X	X ²	Male Responses Y	Y ²
$\Sigma x = 480.5$	$\Sigma x^2 = 2067.95$	$\Sigma y = 204.3$	$\Sigma y^2 = 873.436$
Mean $x = 4.29$		Mean $y = 4.26$	
$t = 2.37$			
Critical value of t at 158 df and 0.05 level of significance is 1.96			
Result: Significant			
Null Hypothesis: Reject			

There is a significant difference in the Means of the Performance of Male and Female Teaching Employees as shown in Table 4.

This means that the male and female teachers significantly differed in their teaching performance as evidently shown in the result of the male category, although there were more than half who were rated as excellent, there were a few who were rated as Good, on the other hand, in the female category, all belonged to the Excellent and Very Good ratings. This, indeed, pointed out that there is a significant difference between male and female in their teaching performance.

CONCLUSIONS

The findings in this study pointed out the eight dimensions of well-being, six were descriptively rated Always which means Excellent well-being and only two were descriptively rated Often, which means Very Good well-being. This means that the well-being of the teaching employees in this university is highly positive. This result could be attributable to the self-efficacy theory. The teaching employees' self-efficacy gave them the belief that one is capable of exercising personal control over one's behavior, thinking, and emotions. They believe that they can make a difference in student's lives, and they teach in ways that demonstrate this belief.

On the other hand, the result of the study can also be attributed to resilience theory. Daily struggles of every human being are indispensable part of everyday life. In this case, the teaching employees are adapting well in the face of adversity and difficulties or even significant sources of stress.

The highest-rated composite mean among the respondents is Spirituality. This dimension helped in maintaining the well-being of employees and also helped in

rendering good teaching performance. However, even if the physical dimension is rated lowest, it still belonged to Very Good classification.

The result on the Chi-Square test of Well-being and Subject Preparations showed that there is a significant degree of relationship between the well-being status and subject preparation of the respondents.

As regards with the performance of the teaching employees, it was found that overall as ranked, the performance of the teaching employees were Excellent, however, there was a significant difference between male and female performance.

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