



Online Distance Learning and Well-Being of Faculty with Designation in Bohol Island State University

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Abstract— *The transition of educational institution from face-to-face classes to online distance learning amidst COVID-19 pandemic demands educators to exert effort in teaching students more than ever. This study focuses on determining the perception and challenges met in online distance learning, and its impact towards well-being of faculty members with designation in Bohol Island State University for academic year 2021-2022. This quantitative research undertaking made use of descriptive-correlational research design with the aid of adopted questionnaires. Data were analyzed using Percentage, Weighted Mean, Standard Deviation, Chi-squared Test of Independence and Pearson Product-Moment Correlation Coefficient. Such statistical analyses were done using R statistical programming language. The results showed that faculty has achieved high extent of well-being despite various challenges met in the conduct of online classes. Moreover, Pearson r correlation revealed a significant positive correlation between perception of online distance learning and teachers' well-being. It was concluded that positive view of online distance learning is associated with high well-being in teaching as well as in the personal lives of the teachers. As for recommendation, there is a need to conduct seminar or training related to effective implementation of online distance learning.*

Keywords— *Demographic Profile, Perception, Challenges Met, Well-being*

I. INTRODUCTION

The unprecedented emergence and spread of COVID-19 around the world caused drastic change in the educational landscape. Educational institutions' mode of educational delivery shifted from face-to-face to distance learning. Teachers are facing several challenges in carrying out academic and administrative responsibilities due to this sudden transition. With this, the question of 'how well are teachers feeling and doing with their job?' is one of the top concerns of educational institution today.

Teachers' well-being has been a subject of interest since the beginning of lockdown. Surveys in parts of the world disclosed the adverse effect of online teaching to the well-being of the teachers. In addition, the adoption to distance learning requires more effort of the teachers since they have to prepare the lesson and craft necessary instructional

materials. Moreover, teachers are given administrative or non-academic workload—paper works, managerial and supervisory functions—which adds labor to the teachers. Adding insult to the injury, most teachers are in working-from-home arrangement and that they also have to deal with personal responsibilities in their family. Surprisingly, teachers consider distance learning as advantageous because classes can be asynchronous. Students apply self-regulated learning on the learning materials given by the teachers. Through this, teachers have more time to do other tasks or have time to relax.

These scenarios are observable in higher educational institution in the Philippines. The researcher observes that teachers' reaction to the new mode of teaching and learning is a mixture of positive and negative perspective. Faculty members who are designated with an administrative function have to deal lots of tasks along

with their teaching functions. There are those faculty members who felt the negative impact of such burden to their mental health and well-being. However, others see and take joy in the positive side of the current situation. Therefore, the researcher is motivated to determine the correlation between online distance learning and well-being of faculty members with designation in Bohol Island State University during the Academic Year 2021-2022.

Literature Background

The surge of COVID-19 pandemic drastically changed the delivery of the education. Schools and universities have shifted the mode of instruction from face-to-face classes to distance learning.

Distance education is a form of education which brings together the physically-distant learner(s) and the facilitator(s) of the learning activity around planned and structured learning experiences via various two- or multi-way mediated media channels that allow interactions between/among learners, facilitators as well as between learners and educational resources (Saykili, 2018). This educational platform has always been driven by technology. The delivery of distance education ranges from the use of printed materials, broadcast technologies of radio and television, audio/video conferencing, synchronous and asynchronous computer mediated communication (Saykili, 2018 & Sadeghi, 2019). Most universities utilize a combination of two or more of these distance education modalities.

According to Moore (1991), stated in his theory of transactional distance that distance education is not simply a geographic separation of learners and teachers, but more importantly, is a pedagogical concept. It is a distance of understandings and perceptions, caused in part by the geographic distance, that has to be overcome by teachers, learners and educational organizations if effective, deliberate, and planned learning is to occur. Educational institutions have to bear in mind that distance education is more on a pedagogical concept that should overcome the factor of distance without reducing the quality of education delivered to the students.

The United Nations Children's Fund (UNICEF) in 2020 provides guidance to distance learning modalities. The purpose is to ensure that the education still be experienced with the children especially the marginalized ones during the school closures. The learning modalities are categorized into self-learning, and teacher guided, as well as low or no tech modalities and high-tech modalities. A combination of these categories produces for modalities: low or no tech or offline self-learning modalities which include printed materials, books, interactive radio and

television; low or no tech or offline teacher guided modalities such as home visits, interactive calls and SMS; high-tech or online self-learning which includes digital (audio) books, feature phone apps, and other apps/platforms; and lastly, high-tech or online teacher-guided modalities such as digital classrooms, video conferencing and social media.

Bohol Island State University, which is the locale of the present study, embraces and implements the distance education system. The university utilizes a mixture of synchronous and asynchronous classes with the use of printed materials (i.e., modules, learning guide, handbooks) and online teaching. The teaching and learning process is both students' self-regulated learning and teacher-guided process. While there is an iota of researches that explains the advantages of distance learning, there are still evidences of its negative impact on both students and teachers. The academic and administrative workloads, added by threats brought about by COVID-19 outbreak, the implementation of distance learning has been a struggle to the teachers.

In the survey conducted by Yang (2020) which included more than 15,000 primary and secondary school teachers, majority or 52.12% of the teachers strongly support online teaching. However, 41.26% of the teachers found that existing online platforms are "somewhat difficult," and 21.80% found it very difficult. This suggests that though teachers have positive attitude towards online teaching, they still experience difficulty in its implementation. The conversion from face-to-face courses to online courses increases the workload for both students and teachers (Smidt et al., 2014). In addition, a survey revealed that the top five most challenging aspects of working from home since the start of the pandemic are students who are not completing the work, lack of social contact or isolation, lack of timely government guidance, maintaining a work or life balance, and working whilst having children/dependents or family at home (Education Support, 2020). These challenges are felt by most teachers. Nevertheless, challenging it may be, it is the responsibility of the teachers to carry out the teaching and learning process in distance education without reducing the quality of learning. As stated in Elfirdoussi et al. (2020), during the online learning, professors are expected to be 'more facilitators, collaborators, mentors, trainers, directors, and study partners and provide choices and greater accountability for students to learn. The challenges and responsibilities of the teachers in the delivery of instruction through distance learning with the threats of COVID-19 pandemic are deemed to have an adverse effect towards the psychological state and well-being of the educators. In the survey conducted by Yang (2020) which

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The concept of well-being is broad and multifaceted. It is typically associated with how people experience happiness and satisfaction in life. For Tov (2018), the term well-being encompasses all the ways in which people experience and evaluate their lives positively. According to Huppert (2009), psychological well-being is a combination of feeling good and functioning effectively. Such concept of feeling good includes positive emotions of happiness and contentment, interest, engagement, confidence, and affection. Further, the concept of functioning effectively involves the development of one’s potential, control over one’s life, having a sense of purpose, and experiencing positive relationships. Many researchers have sought ways to measure the level of well-being of individuals. Longo et al. (2017) have developed and validated a tool to measure well-being: the scales of general well-being (SGWB). There are fourteen constructs or scales that measures well-being. These are the following: happiness, vitality, calmness, optimism, involvement self-awareness, self-acceptance, self-worth, competence, development, purpose, significance, congruence, connection. The same

authors provided a clear definition of these fourteen constructs of well-being. *Happiness* consists of moderate-arousal pleasant feelings, such as feeling happy, cheerful and pleased. *Vitality* consists of high-arousal pleasant feelings, such as feeling energetic and lively. *Calmness* consists of low-arousal pleasant feelings, like serenity and peacefulness. *Optimism* is defined as a positive outlook on and expectations about the future. *Involvement* describes the flow state: an absorbing experience in which the individual is completely focused on the task at hand (Longo et al., 2017)

In furtherance, *self-awareness* consists in knowing oneself and experiencing a state of mindful awareness. *Self-acceptance* consists in experiencing different aspects of oneself (e.g., one’s past, personality, thoughts, and feelings) in a tolerant, receptive and non-judgmental way. *Self-worth* consists in positive evaluations and feelings about oneself. *Competence* consists of feeling and perceiving oneself as effective and able to overcome challenges and achieve desired outcomes. *Development* consists in experiencing continuous growth and improvement. *Purpose* consists in having clear goals, a sense of direction and a larger aim in life. *Significance* is the feeling that what we do is worthwhile, rewarding and valuable. *Self-congruence* is the perception that our actions are compatible with our interests, values, and beliefs. *Connection* involves a feeling of belonging, mutual caring, love, and closeness (Longo et al., 2017).

Well-being has numerous benefits, be it on health, job family and economic-related benefits. Higher levels of well-being are associated with decreased risk of disease, illness and injury, increased productivity at work, and more likely to contribute to the community (Centers for Disease Control and Prevention, 2018). In relevance with the field of education, the study of Glazzard and Rose (2019) revealed that most teachers agreed that teachers’ wellbeing affects their performance as an educational professional, especially their ability to teach in the classroom. Well-being has been found to be linked to a positive relationship with students, colleagues, and families, as well as to higher academic results of the pupils (Benevene et al., 2020). The self-determination theory is an approach to human motivation and personality. It investigates people’s inherent growth tendencies and innate psychological needs that are the basis for their self-motivation and personality integration, as well as for the conditions that foster those positive process (Ryan & Deci, 2000). Such needs are the needs for competence, relatedness, and autonomy. These needs appear to be essential for facilitating optimal functioning of the natural propensities for growth and integration, as well as for

constructive social development, and personal well-being. These needs, when not satisfied, contributes to pathology and ill-being. Education professionals are human beings driven by the needs for competence, relatedness, and autonomy. It is vital to examine to what extent these needs are satisfied during this time pandemic and the shifting of mode of classes to online learning. These needs contribute to the well-being of the teachers which consequently affects teaching performance.

Today, teachers' well-being is an important topic since the closures of school due to COVID-19 pandemic. Most universities have adopted distance learning through offline and online classes. Along with the academic workloads, teachers are also bombarded with administrative workloads and functions. It is important to examine how these factors affect teachers' well-being during the time of pandemic. A survey of over 3,000 education professionals revealed that 50 percent of them considered their mental health had declined (either considerably or a little) during the COVID-19 lockdown (Education Support, 2020). In addition, school teachers reported to have a largest decrease in their mental health compared to senior leaders and staff in their roles.

See et al. (2020) surveyed over 3000 teachers to determine how the teachers responded to the novel coronavirus pandemic. Surprisingly, the surveyed revealed that overall, teachers are generally happy and cheerful. Comparing education staff by their job role, teaching staff were the most likely to report feeling happy and cheerful, and calm and relaxed. On the other hand, school leaders were the least happy and relaxed. Moreover, it was found out that some teachers experienced increased in workloads since the March 2020. Teachers were spending an average of 13 hours per week on administrative tasks and 11.5 hours on planning and preparation of lessons. Furthermore, on average, primary teachers seem to be most affected, spending more hours on each of the activity (academic and administrative tasks) than secondary and tertiary teachers. During online teaching, teachers are mostly concerned with the students with no Information Technology resources, no proper technological infrastructure in the part of the teachers, and safeguarding concerns. Teachers face difficulties in conducting online classes due technical issues and lack of proper training and development for doing online classes (Kulal, 2020). In the study of Almahasees et al. (2021), teachers agreed that they have enough skills to conduct online classes. It took more effort of the teachers to do online courses in comparison to face-to-face instruction. This is true since teachers have to prepare the lesson and the necessary instructional materials that will be used in online teaching. The same study showed that faculty agreed to make their online sessions

short so that students will not get bored or distracted. Alves et al. (2020) found out that this pandemic reduced the perception of well-being in the face of the profession, creating some concern among teachers about their professional future. Further, being male, having a lengthier time of service, more difficulties in teaching and a more negative perception of the professional future contribute to the decrease in the overall professional well-being of teachers.

This study hinges on the legal provisions promulgated by the government through its different commissions or departments. These legal serve as bases to lay the foundation of the study and its purpose. Section 3 of the Republic Act No. 11448 or the "Transnational Higher Education Act" defines "distance education as a mode of educational delivery whereby the teacher and the learner are physically separated from each other, and instruction is delivered through appropriate communication technologies using specially designed materials and methods, and supported by organizational and administrative arrangements and structures"

This act further provisions that higher education shall serve as a principal instrument for generating productive knowledge, innovation and technology to develop relevant and technical higher order skills needed to compete in the knowledge economy to redound in, and ensure, resource generation. The distance learning adopted today is an innovation in the mode of educational delivery with use of appropriate technologies. It is the responsibility of the teachers to accustom themselves in the virtual teaching-and-learning process of distance education.

From the CHED COVID Advisory No. 7, Guidelines for the Prevention, Control and Mitigation of the Spread of Coronavirus Disease 2019 (COVID-19) in Higher Education Institutions (HEIs), all face-to-face classes are suspended due to COVID-19 pandemic. As per advisory from CHED, the Bohol Island State University adopted the flexible learning (through online classes or use of modules) since the suspension of face-to-face classes. Moreover, in accordance to Presidential Decree No. 442, also known as the "Labor Code of the Philippines," it is stated in Article 162 of the said decree that "the Secretary of Labor and Employment shall, by appropriate orders, set and enforce mandatory occupational safety and health standards to eliminate or reduce occupational safety and health hazards in all workplaces and institute new, and update existing, programs to ensure safe and healthful working conditions in all places of employment. Teachers, as government employees, are protected by this law and ensured safe and healthful working conditions in the workplace fosters well-being of the educators"

This pandemic has changed the world of education, and brought changes too in the world education professionals. Teachers are the front liners in the delivery of education and holds a greater stake in the teaching-and-learning process. The emotional and psychological well-being of the teachers greatly contribute to their performance in class. To improve student outcomes, schools, systems and parents must acknowledge and address the wellbeing of teachers as a matter of urgency, and to recognize and learn from what teachers have done under the most difficult of scenarios (Dabrowski, 2020). There is a need to zero in on the human resources policies in schools linked to the improvement of teacher well-being and educational performance (Pagán-Castaño et al., 2021).

II. OBJECTIVES

The main thrust of the study is to determine the correlation between online distance learning and well-being of the faculty with designation in Bohol Island State University for academic year 2021-2022. Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of sex, age, academic rank, years of teaching experience, designation and workload (teaching/lecturing, planning or preparation of lessons, participation in management activities, general administrative work, communication with parents and others research, CPD)?
2. What is the perception of the respondents of the online distance learning?
3. What is level of the challenges met by the respondents in online distance learning?
4. What is the status of the respondents' well-being?
5. Is there a significant relationship between respondents' profile and the following: perception of online distance learning, challenges met and status of well-being?
6. Is there a significant correlation between the respondents' well-being and the following: perception of online distance learning and challenges met?
7. What action plan could be proposed based on the findings of the study?

III. METHODOLOGY

This study utilized descriptive correlational design with the use of survey questionnaire. This research design measure and describe the relationship or association between two variables without implying causation (Drummond & Reyes, 2018). The researcher intends to determine how teachers' perception on online distance

learning and challenges experienced (these are the independent variables) correlate with teachers' well-being (dependent variable). In addition, it is also the objective of the researcher whether these mentioned variables are mediated by the demographic profile of the teachers (sex, age, years of teaching experience, academic rank, designation, and workload).

The locale of the study are the six satellite campuses of Bohol Island State University, namely: Balilihan Campus, Bilar Campus, Calape Campus, Candijay campus, Clarin campus, and Tagbilaran Campus or the Main Campus. The respondents of the study are the faculty members of BISU campuses who holds designations (administrative or managerial functions). There are 228 designated faculty in the six campuses. The survey had 76.75% response rate which corresponds to 175 respondents, comprising of 118 females and 57 males. Some of the faculty were not responsive due to their hectic schedules.

This study used survey questionnaire. Such a survey questionnaire is four-fold. The first part collects information such as sex, age, academic rank, years in teaching, designation, and workload to determine the demographic profile of the respondents. The workload refers to the number of hours the respondents render per week on academic workloads, and administrative workloads or designations. This is adopted from See et al. (2020). The second part measures the respondents' perception on the online distance learning. It has 9 items which uses a 5-point Likert scale, 5-strongly agree, 4-agree, 3-neutral, 2-disagree, 1-strongly disagree). This is adopted from Almahasees et al. (2021). Further, the third part determines the challenges that teachers experience in online teaching and learning during the COVID-19 pandemic. It has 7 items which uses a 4-point Likert scale, 4-highly challenged, 3-moderately challenged, 2-less challenged, 1-not challenged. This is adopted from Almahasees et al. (2021).

The last part measures the teachers' well-being. The General Well-being Scale of Longo et al. (2017) was utilized to measure the well-being of the designated faculty members. The questionnaire comprises 14 facet-level questions of the 14 scales of general well-being, namely: happiness, vitality, calmness, optimism, involvement, self-awareness, self-acceptance, self-worth, competence, development, purpose, significance, congruence, connection. Further, the questionnaire uses the following scoring: of 1-not at all true, 2-a bit true, 3-somewhat true, 4-mostly true, 5-very true. As to validity and reliability, "the questionnaire scores exhibited adequate content validity ratings, factor structure, internal consistency, test-

retest reliability, invariance across, age, gender and a 5-week period, and relationships with external criteria that were consistent with the hypothesized pattern” (Longo et al., 2017).

IV. RESULTS AND DISCUSSION

Table 1 Demographic Profile of the Respondents

n = 175

Profile	Frequency	Percentage
Sex		
Female	118	67.43
Male	57	32.57
Total	175	100
Age		
60-64	4	2.29
55-59	8	4.57
50-54	12	6.86
45-49	12	6.86
40-44	29	16.57
35-39	34	19.43
30-34	35	20.00
25-29	41	23.42
Total	175	100
Academic Rank		
Associate Professor	28	16.00
Assistant Professor	27	15.43
Instructor	120	68.57
Total	175	100
Years of Teaching		
37-41	1	0.57
32-36	6	3.43
27-31	6	3.43
22-26	10	5.71
17-21	16	9.14
12-16	24	13.71
7-11	53	30.29
2-6	59	33.71
Total	175	100
Designation		
Adviser	6	3.43
Chairperson	48	27.43
Coordinator	32	18.29
Dean	12	6.86
Director	18	10.29
Focal Person	25	14.29
ISO Designate	26	14.86
Others:	8	4.57
BAC Member	2	1.14
Guidance Designate	2	1.14
Student Internship Supervisor	3	1.71
Vice-President (Academic Affairs)	1	0.57
Total	175	100
Workload	Mean	SD
Teaching/Lecturing	16.8	8.5
Planning or Preparation of Lessons	7.6	5.6
Participation in Management Activities	4.5	3.0
General Administrative Work	6.5	5.0
Communication with Parents	1.4	3.6
Others	4.2	2.9
Total	6.8	7.1

Table 1 presents the demographic profile of the respondents in terms of the faculty’s sex, age, academic rank, years of teaching experience, designation and workload. The workload contains teaching/lecturing, planning or preparation of lessons, participation in management activities, general administrative work, communication with parents, and others. It shows that there were 118 females and 57 males which correspond to 67.43% and 32.57%, respectively. It means that female faculty with designation has the larger number than male.

In terms of age, 25-29 years old comprises 23.42%; 30-34 years old with 20.00%; 35-39 years old with 19.43%; 40-44 years old with 16.57%; 45-49 years

old with 6.86%, 50-54 years old with 6.86%, 55-59 years old with 4.57% and 60-64 years old with 2.29%. It reveals that 25-29 years old has the greatest number of faculty with designation and the least number of faculty with designation is 60-64 years old. The academic rank consists of associate professor, assistant professor, and instructor which comprises 16.00%, 15.43% and 68.57%, respectively. It shows that most of the faculty with designation are in the instructor rank. The table also shows that 33.71%, 30.29%, 13.71%, 9.14%, 5.71%, 3.43%, 3.43%, and 0.57% with a teaching experience of 2-6 years, 7-11 years, 12-16 years, 17-21 years, 22-26 years, 27-31 years, 32-36 years and 37-41 years, respectively.

Notice that most of the faculty with designation has 2-6 years of teaching experience and 37-41 years of teaching experience is in the lowest rank.

In terms of designation which consists of adviser, chairperson, coordinator, dean, director, focal person, ISO designate, and others containing BAC member, guidance designate, student internship supervisor, and Vice-President (Academic Affairs) reveals that 3.43%, 27.43%, 18.29%, 6.86%, 10.29%, 14.29%, 14.86%, and 4.57% respectively. Most of the faculty is designate as a chairperson. This supports to Elfirdoussi et al. (2020) that faculty has many other functions besides instruction.

For the workload, teaching/lecturing has the highest number of hours (Mean=16.8, SD=8.6), followed by planning/preparation of lessons (Mean=7.6, SD=5.9), general administrative work (Mean=6.5, SD=5.0), participation in management activities (Mean=4.5, SD=3.0), others (Mean=4.2, SD=2.9), and communication with parents with the lowest number of hours rendered (Mean=1.4, SD=3.6). It can be deduced that the faculty rendered most of their time in teaching or lecturing. This is supported by the study of See et al. (2020) that reveals an increase in workloads since March 2020.

Table 2 Faculty’s Perception on the Online Distance Learning

n=175

Statements	SD	Mean	Descriptor
1. Theoretical and practical classes could be taught without real interaction between instructors and their students.	0.84	2.53	Agree
2. Lack of interaction between students and their instructors’ results in low performance.	0.83	3.19	Agree
3. Students have the facility to ask questions clearly during online lectures.	0.76	2.86	Agree
4. Online classes help instructors to achieve the learning outcomes of your courses’ syllabi.	0.73	2.73	Agree
5. Students with online learning courses outperform students with face-to-face learning.	0.81	2.05	Disagree
6. Students with face-to-face learning outperform students with online learning.	0.89	2.91	Agree
7. Students’ participation in online courses reflects their knowledge and performance.	0.72	2.72	Agree
8. You provoke your students to do their assignments, and you provide feedback on their assignments.	0.70	2.84	Agree
9. You can assess your students fairly and know the individual difference among them.	0.81	2.69	Agree
Composite	0.86	2.63	Agree

This means that online learning does not deter students to express their thoughts. Meanwhile, the faculty disagreed that students with online learning courses outperform students with face-to-face learning, which ranked lowest (Mean=2.05, SD=0.81). It can be inferred that student’s performance is not influenced with either face-to-face or online learning. The overall result shows that the faculty have a positive view on online distance learning particularly on the advantages it has in the teaching-and-learning process. This is parallel to the survey of Yang (2020) which revealed that majority of the teachers strongly support online teaching. In addition, the study of Almahasees et al. (2021) discussed that teachers are prepared to conduct online classes.

Table 3 Level of Challenges Met in Distance Learning Through Online Teaching and Learning during the COVID-19 pandemic

n=175

Statements	SD	Mean	Descriptor
1. Theoretical and practical classes could be taught without real interaction between instructors and their students.	0.84	2.53	Agree
2. Lack of interaction between students and their instructors' results in low performance.	0.83	3.19	Agree
3. Students have the facility to ask questions clearly during online lectures.	0.76	2.86	Agree
4. Online classes help instructors to achieve the learning outcomes of your courses' syllabi.	0.73	2.73	Agree
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6. Students with face-to-face learning outperform students with online learning.	0.89	2.91	Agree
7. Students' participation in online courses reflects their knowledge and performance.	0.72	2.72	Agree
8. You provoke your students to do their assignments, and you provide feedback on their assignments.	0.70	2.84	Agree
9. You can assess your students fairly and know the individual difference among them.	0.81	2.69	Agree
Composite	0.86	2.63	Agree

Table 3 illustrates the level of challenges met in distance learning through online teaching and learning during the COVID-19 pandemic. It can be seen that the faculty were highly challenged on technical and internet issues (Mean=3.41, SD=0.74), lack of interaction (Mean=3.27, SD=0.74), and adaptability struggle (Mean=3.26, SD=0.66). This means that during the pandemic, the faculty encountered innumerable issues and problems. This conforms to a study that teachers face difficulties in conducting online classes due technical issues and lack of proper training and development for doing online classes (Kulal 2020).

Furthermore, the faculty were moderately challenged on insufficient tools for student assessment (Mean=3.21, SD=0.75), data privacy and security (Mean=3.15, SD=0.87), and adjusting online courses to students with disabilities (Mean=2.89, SD=0.98). It can be concluded that the faculty experienced various challenges on distance learning. In the survey conducted by Yang (2020), 41.26% of the teachers found that existing online platforms are “somewhat difficult,” and 21.80% found it very difficult. During the online learning, professors are expected to be

of a ‘more facilitators, collaborators, mentors, trainers, directors, study partners, and provide choices and greater accountability for students to learn’ (Elfirdoussi et al., 2020).

Table 4 Faculty’s Well-being
n=175

Scale	Statements	SD	Mean	Descriptor
Happiness	1. I feel happy and cheerful.	0.87	3.88	Mostly true
Vitality	2. I feel energetic/full of energy.	0.85	3.57	Mostly true
Calmness	3. I feel calm/relaxed.	0.99	3.47	Mostly true
Optimism	4. I am optimistic and hopeful.	0.83	3.97	Mostly true
Involvement	5. I feel completely involved and engaged in what I do.	0.97	3.81	Mostly true
Awareness	6. I am in touch with how I feel.	0.88	3.76	Mostly true
Acceptance	7. I accept myself the way I am.	0.87	4.13	Mostly true
Self-worth	8. I like myself a lot.	0.84	3.86	Mostly true
Competence	9. I feel highly effective at what I do.	0.80	3.73	Mostly true
Development	10. I feel I am consistently improving, developing, and advancing.	0.77	3.87	Mostly true
Purpose	11. I have a purpose and a mission in life.	0.85	4.31	Very true
Significance	12. I feel that what I do is important and worthwhile.	0.80	4.23	Very true
Congruence	13. I feel that what I do is consistent with how I see myself.	0.82	4.01	Mostly true
Connection	14. I feel close and connected with the people around me.	0.83	3.91	Mostly true
	Composite	0.89	3.88	Mostly true

Table 4 presents the status of the faculty’s well-being on distance learning during the COVID-19 pandemic. It can be gleaned that the purpose obtained the highest rating which talks about the purpose and mission in life (Mean=4.31, SD=0.85). It is perceived that the faculty knew the reason of their existence. It is followed by the statement “I feel that what I do is important and worthwhile” (Mean=4.23, SD=0.80) which manifests significance, and “I accept myself the way I am” which displays acceptance. It is evident that the faculty truly understand one’s role and appreciate each distinct attribute. With this, the overall result shows that the faculty has a high well-being. This conforms to the study of See et al. (2020) that overall, teachers are generally happy and cheerful even during the pandemic.

Table 5.1 Relationship between Perception of Online Distance Learning and Respondents’ Profile

n=175

Profile	df	α	χ ²	p-value	Interpretation	Decision
Sex	3	.05	5.18	.159	Insignificant	Do not reject H ₀
Academic Rank	6	.05	3.63	.726	Insignificant	Do not reject H ₀
Designation	24	.05	26.89	.310	Insignificant	Do not reject H ₀
	df	α	r	p-value	Interpretation	Decision
Age	173	.05	.04	.640	Insignificant	Do not reject H ₀
Teaching Experience	173	.05	.08	.313	Insignificant	Do not reject H ₀
Workload	173	.05	.02	.780	Insignificant	Do not reject H ₀

As shown in table 5.1, respondents’ perception of online distance learning is independent of their sex, $\chi^2(3)=5.18, p=.159$, academic rank, $\chi^2(6)=3.63, p=.726$, and designation, $\chi^2(24)=26.89, p=.310$. Further, there is no significant relationship between respondents’ perception of online distance learning and their age, $r(173)=.04, p=.640$, perception of online distance learning

and years of teaching experience, $r(173)=.08$, $p=.313$, and perception of online distance learning and workload, $r(173)=.02$, $p=.780$. The results presented imply that the profile of respondents has no significant bearing on how the teachers perceive online distance classes.

Table 5.2 Relationship between Challenges Met and Respondents' Profile

n=175

Profile	df	α	χ^2	p-value	Interpretation	Decision
Sex	3	.05	.60	.896	Insignificant	Do not reject H_0
Academic Rank	6	.05	2.33	.887	Insignificant	Do not reject H_0
Designation	24	.05	28.66	.233	Insignificant	Do not reject H_0
Profile	df	α	r	p-value	Interpretation	Decision
Age	173	.05	.09	.214	Insignificant	Do not reject H_0
Teaching Experience	173	.05	.12	.120	Insignificant	Do not reject H_0
Workload	173	.05	-.12	.120	Insignificant	Do not reject H_0

It can be gleaned that the challenges met by the respondents in online distance learning is not significantly related with their sex, $\chi^2(3)=0.60$, $p=.896$, academic rank, $\chi^2(6)=2.33$, $p=.887$, and designation, $\chi^2(24)=28.66$, $p=.233$. Also, such challenges has no significant relationship with the respondents' age, $r(173)=.09$, $p=.214$, teaching experience, $r(173)=.12$, $p=.120$, and workload, $r(173)=-.12$, $p=.120$. This only means that the variation of the challenges experienced by the teachers in the implementation of online distance learning is not explained by the differences in their profile.

Table 5.3 Relationship between Teachers' Well-being and Profile

n=175

Profile	df	α	χ^2	p-value	Interpretation	Decision
Sex	4	.05	4.52	.340	Insignificant	Do not reject H_0
Academic Rank	8	.05	8.58	.379	Insignificant	Do not reject H_0
Designation	32	.05	25.59	.781	Insignificant	Do not reject H_0
Profile	df	α	r	p-value	Interpretation	Decision
Age	173	.05	.07	.374	Insignificant	Do not reject H_0
Teaching Experience	173	.05	.02	.790	Insignificant	Do not reject H_0
Workload	173	.05	-.05	.518	Insignificant	Do not reject H_0

It is presented in table 5.3 that teachers' well-being has no significant relationship with their profile such as sex, $\chi^2(4)=4.52$, $p=.340$, academic rank, $\chi^2(8)=8.58$, $p=.379$, and designation, $\chi^2(32)=25.59$, $p=.781$. In addition, age, $r(173)=.07$, $p=.374$, years in teaching, $r(173)=.02$, $p=.790$, and workload, $r(173)=-.05$, $p=.518$, have no significant impact towards well-being of the teachers. The foregoing results is in contrast to the study of Alves et al. (2020) which found out being male and having a lengthier time of service contribute to the decrease in the overall professional well-being of teachers.

Table 6.1 Correlation between Respondents' Perception of Online Distance Learning and Well-being

n=175

Variables	df	α	r	p-value	Interpretation	Decision
Online distance learning & Well-being	173	.05	.31	<.001	Significant	Reject H_0

It shows that there is a significant relationship between teachers' perception of online distance learning and well-being, $r(173)=.31$, $p<.001$. Thus, the decision was to reject the null hypothesis. The correlation coefficient of $r=.31$ indicates a positive weak relationship between the said two variables. It implies that a positive outlook towards online distance learning is associated with high well-being. The study of Glazzard & Rose (2019) revealed that most teachers agreed that teachers' wellbeing affects their performance as an educational professional, especially their ability to teach in the classroom. In addition, well-being has been found to be linked to a positive relationship with students, colleagues, and families, as well as to higher academic results of the pupils (Benevene, De Stasio & Fiorilli, 2020).

Table 6.2 Correlation between the Challenges Met and Well-being

n=175

Variables	df	α	r	p-value	Interpretation	Decision
Challenges met & Well-being	173	.05	-.13	.085	Insignificant	Do not reject H_0

The correlation between the challenges met by the respondents in online distance learning modality and well-being is not statistically significant, $r(173)=-.13$, $p=.085$. Hence, the null hypothesis was not rejected. It can be inferred from the result that though there are challenges that were experienced by the teachers during online distance classes, teachers still managed to maintain their well-being. In the survey of See et al. (2020), teachers are generally happy and cheerful amidst the difficulties and challenges in online teaching.

V. CONCLUSION

In light of the findings, the researcher concludes that positive view of online distance learning brings about well-being of the teachers in the context of teaching as well as in their personal life. Further, the challenges that were experienced by the respondents during online distance learning have no significant bearing on the teachers' well-being.

Based on the findings of the study, the researcher recommends the following:

1. The instructors are encouraged to pursue education to increase their academic rank and to gain professional development.
2. The administration together with the department heads need to conduct seminar-workshop or training for the faculty members concerning effective online distance learning.
3. There is a need to upgrade the internet connection of the campuses.
4. The administration is encouraged to regularly monitor and evaluate the well-being of the faculty members through conducting a survey.
5. Future researchers who wish to conduct parallel study may include other variables concerning demographic profile of the teachers (e.g., campus agency, number of designations, IPCR) that may affect teachers' perception of online distance learning and the challenges met, and well-being. Also, researchers may include the teachers with no designations as respondents of the study.
6. It is recommended to conduct evaluation of the effectiveness of the implementation of online distance learning including the challenges met by the teachers of different designations.

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