



Workplace Well-being and Job Performance Among the Work-from-Home Faculty of BatStateU

Joey C. Landicho^{1*}, Ma. Lorena M. Tagala¹, Shielilo R. Amihan¹, Eulalia M. Javier¹, Ma. Renelle T. Pamatmat¹, Alfredo G. Perez Jr.¹

¹Laguna College of Business and Arts, Philippines

Received : August 20, 2022

Revised : February 28, 2023

Accepted : March 18, 2023

Online : April 18, 2023

Abstract

The work-from-home scenario is a sudden drift in today's work environment. As the fear of the coronavirus grows, many industries have already pressed for this type of setup, even academic institutions. Merging work and personal life closer together and other challenges in working or teaching from home raise many questions about the faculty's well-being and performance. The main focus of this study was to determine the levels of workplace well-being and job performance in the new normal and to rule out a significant relationship between the two variables among the work-from-home faculty of Batangas State University. This study utilized a quantitative approach and used the descriptive correlational method design. Through stratified random sampling, the study's respondents were 140 WFH faculty. Pearson Product-Moment Correlation Coefficient was applied for the data analyzing method. The findings revealed that positive emotions were significantly related to task performance, contextual performance, and counter-productive work behavior. The engagement had a significant relationship with task performance and counter-productive work behavior but had no significant relationship with contextual performance. Moreover, relationships had a significant relationship with contextual performance and counter-productive work behavior but had no significant relationship with task performance. Meaning had a significant relationship with task performance and counter-productive work behavior but had no significant relationship with contextual performance. Finally, accomplishment had a significant relationship with task performance but had no significant relationship with contextual performance and counter-productive work behavior.

Keywords *Workplace well-being; Job performance; Work-from-home; New normal*

INTRODUCTION

In today's global workforce, a work-from-home (WFH) scenario is a sudden shift. Employees from all over the world can easily connect. This type of remote work is becoming increasingly popular in large-scale industries. A "work from home" arrangement is an agreement reached between an employer and employees who prefer to work at their own pace. As the fear of the coronavirus grows, several industries have already pressed for this type of setup, even academic institutions. It is to circumvent reduced employee productivity or job performance during these difficult times.

The unexpected aftermath of the pandemic has transformed the home office environment from a series of thoughts to a reality that could affect the psychological well-being of many individuals, including educators of different universities. The challenges of working distantly might also present themselves. Most people prefer to conduct virtual conferences and meetings while wearing their pajamas and engaging in personal tasks and leisure activities. However, there are drawbacks too. Merging work and family or personal life closer together and other sets of challenges in working from home creates many questions about faculty's psychological well-being and how it mediates with their job performance.

Remote labor has numerous advantages, particularly flexibility. That is, without a doubt. However, especially during unprecedented times, it can be an isolating and even lonesome

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Corresponding author's email: landichojoeyc@gmail.com

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experience. Aviet (2021) stated that the COVID-19 outbreak had caused increased levels of workplace stress, anxiety, and mental exhaustion among employees, managers, executives, and even educators across multiple countries. Employers must consider how to create environments that promote workplace well-being. The inability to understand the significance of supporting workers' well-being may cause workplace concerns such as anxiety and psychological health concerns. That is why knowing a worker's level of workplace well-being is critical in terms of accomplishment, meaning, relationships, engagement, and positive emotion.

Job performance determines whether or not a person is doing an excellent job. Performance has a significant impact on organizational results and achievement. World Health Organization (2021) highlighted that the COVID-19 outbreak had necessitated various measures such as social distancing, travel restrictions, remote work, and reduced staffing, all of which have significantly altered the way employees work and their productivity. Communication challenges, working long hours, disturbances at home, motivation, finding reliable wi-fi or connection, bad habits at home, time management, and even having the "mañana habit" while working are all possible setbacks in terms of performance. Those difficulties may appear to be a contributing factor to the three dimensions of work performance, such as counter-productive work behavior, contextual performance, and task performance.

There is no exception when it comes to the adversities brought on by the pandemic that is being faced in various industries, businesses, and even institutions or universities that provide administrative support for effective instruction. Batangas State University is a 4th level public institution in the Philippines' Batangas. The institution is ideally situated in the Philippines' leading economic region, placing it not only as a leading contributor to greater and innovative education but also as a sensible economic transitional region. When the coronavirus outbreak hit the province of Batangas, BatStateU was one of the first to respond, suspending all face-to-face university operations. Work-from-home has been implemented to the greatest extent possible in order to keep administration manageable, especially the educators, to adopt effective online teaching.

Working or teaching from home may sound like an ideal situation, wherein someone is at the seat of their comfort zone or even sets their own time. But sometimes it overlooked what the real situation is. Remote teaching has drawbacks too, especially when "human touch" is not feasible on a virtual platform and how boundaries are being affected when personal and work life at home merge together. Despite numerous studies investigating the relationship between well-being and job performance during trying times, there is a gap in the literature because the coronavirus pandemic hit the Philippines only in 2020.

With this in mind, the researcher sought to determine the relationship between the level of workplace well-being in terms of positive emotion, engagement, relationship, meaning, and accomplishment; and the level of job performance in terms of task performance, contextual performance, and counter-productive work behavior among the work-from-home faculty of Batangas State University in the new normal. Finally, ruling out the relationship between the two stated variables is examined as well, and to propose an output relevant to the results.

LITERATURE REVIEW

Workplace Well-being

The study by the Alberta Teachers' Association (2020) revealed that more than 75% of the faculty argued with the argument that they thought the same emotive connection or sense of direction to their learners and worked as they did prior to the pandemic. One teacher reported "feeling unmotivated and losing meaning to teach from a distance when more than 50% of my class was not participating, and parents were taking out their frustrations on me." Educators who care for their pupils and want to make a change in their lives lament the cost of their capacity to attach

emotionally to them virtually since detecting emotional signs in a virtual context was challenging. Even worse was just missing contact with susceptible learners. According to the Alberta Instructors Association poll, 75% of teachers felt they had lost their connection and purpose.

Beard (2021) claimed that many schools and educators were preparing for a year of doing more than ever to assist students' well-being and social and emotional learning throughout the pandemic (SEL). Educators, on the other hand, were dealing with a mental health crisis that had been building for years. They won't be doing their students any favors right now until they also provide the educators with the assistance they need and deserve to reach a high level of well-being. In the long-term aftermath of the pandemic and its disruptions, the need for social and emotional assistance becomes even more pressing. According to a spring 2020 poll, only 3% of educators thought administrators were meeting their social and emotional needs during remote learning. To achieve a high level of well-being, you must have aid and support from the institution as well as from other coworkers. Schools and districts must assist instructors in developing their own social and emotional abilities, in addition to investing in affordable wellness services. Teachers who cultivate mindfulness and resilience, manage stress and increase self, social, and situational awareness not only enhance their own well-being but also help their students' social, emotional, and academic growth. This type of training for school personnel could result in a healthier school atmosphere, greater staff attendance rates, and lower turnover.

The study by Bidwell (2020) pointed out that people who had a heavy influence on the engagement of young students would think teachers would be more engaged in their jobs. However, nearly seven out of ten people feel emotionally disconnected from or not engaged with their workplaces at home, making it difficult to balance work and personal life, especially during these tough times of the pandemic. Problems such as being isolated physically from colleagues and students, collaboration, and communication, extended working hours, being in different time zones, motivation, finding a reliable internet connection, time management, too many workloads, and having the pajama mindset were the contributory factors for teachers' disengagement.

Additionally, the Canadian Teachers' Federation (2020) cited that the emotional rewards of instruction stem from getting accountabilities for all children's education and well-being. Teachers began to feel like failures as professionals when they were unable to fulfill their own standards for teaching and caring in the COVID-19 context or when working from home, and they lost their sense of meaning and purpose. The inability to maintain their own professional principles "greatly damaged" the emotional well-being of more than 1/3 of the instructors in the Canadian Teachers' Federation research. The research's authors found that "maintaining a cheerful and enthusiastic attitude while teaching, regulating student behavior and handling various obligations, as well as giving emotional support to students, were shown to have a significant impact on over 30% of instructors' mental health."

The findings of HT Tech (2021) revealed that as COVID-19 hit, a huge number of teachers were unhappy with teaching from home via an online modality. Forty-three percent of the teachers surveyed in an Asian country said that they were not satisfied with online teaching from home. Teachers were not joyful because of students' absenteeism, low attention span, emotional issues, completion of assessments, and some special needs. Being unjoyful about something you do, especially with your profession, could lead to low well-being.

The study by Kaplan and Maehr (2020) examines how teachers perceive their work and how this affects their well-being. The authors contend that feeling a sense of achievement is a crucial component of teacher well-being. However, the authors suggest that the shift to a work-from-home setup during the COVID-19 pandemic has created challenges for teachers in terms of attaining a high level of accomplishment in their work.

In light of Weale (2020) indicated that, while teachers were despairing about their personal

ability to accomplish the basic ethical and emotional purposes or meaning of their labor as a result of the pandemic and how it was being coped with, they also frequently sensed that parents and the general community simply did not recognize what they were experiencing. The Guardian paper in the United Kingdom put questions to two hundred teachers, who said it was difficult enough to deal with young learners' fears and disappointment on a daily basis, let alone parents' anger.

Job Performance

The study by Al-Humaidi (2021) examines the impact of remote work on the counter-productive work behaviors of teachers in the education sector. The author conducted a survey among 244 teachers in Saudi Arabia and found that remote work can lead to increased levels of counter-productive work behaviors, such as procrastination and distraction.

The study of Bergdahl (2020) revealed that the pandemic had become an impetus for change for many teachers, but far from all. Engaging special-needs model learning in simultaneous breakout sessions and clustering and re-grouping learners while enabling diversified participation were examples of developing instructional methods in synchronous distance learning. Aside from recognizing the increased possibilities of virtual teaching and learning, educators believe rising obstacles such as new methods of trying to cheat, ethical concerns about monitoring pupils' private residences via webcams, and a lack of rules for controlling disinterest. Finally, educators' continuing education or maintaining job-related information up to date, as well as unique experiences, inspire new habits that might boost educators' performance long after COVID-19.

Accordingly, the study by Cengizhan (2021) concluded that the pandemic had a negative impact on educators' time management because it created psychological pressure and wasted time, leading to low performance; this changed the perception of time by making it pass quickly; that there were motivation problems arising from the focus and lack of explanations about the lessons and family factors; and that time traps related to excessive computer use, watching movies series, and excessive communication was encountered. Furthermore, it was advised that educators who accept a large degree of accountability, particularly in the area of instruction, obtain coaching on pressure management, remote learning, and time management.

RESEARCH METHOD

In this study, the researcher used quantitative methods and incorporated the descriptive correlational technique. This was to establish the level of workplace well-being and job performance of work-from-home faculty at Batangas State University and the basis for the output to be proposed based on its findings.

Nardi (2018) explained that the descriptive correlational technique is a type of research design that aims to describe the existing relationships between two or more variables without manipulating them. This technique involves collecting data from participants using surveys, questionnaires, or other methods and then analyzing the data to identify patterns and correlations.

This study also employed a correlational research design, with the level of workplace well-being of BatStateU administrative work-from-home faculty being assessed in relation to their job performance. Breakwell's (2017) structure enabled the researcher to examine two or more factors simultaneously, as well as define a correlation between two or more variables.

FINDINGS AND DISCUSSION

Table 1. shows the level of workplace well-being among the work-from-home faculty of Batangas State University in terms of positive emotion. The general assessment was 1.57, which was verbally interpreted as Seldom and had an equivalent interpretation of Low. It can be concluded that positive emotions cause low workplace well-being among the work-from-home

faculty of Batangas State University. It was evident that seldom feeling joyful gives the faculty a low sense of well-being.

To support this finding, HT Tech (2021) revealed that as COVID-19 hits, a huge number of teachers are unhappy with teaching from home via an online modality. Forty-three percent of the teachers surveyed in an Asian country said that they were not satisfied with online teaching from home. Teachers were not joyful because of students' absenteeism, low attention span, emotional issues, completion of assessments, and some special needs. Being unjoyful about something you do, especially with your profession, can lead to low well-being.

Table 1. Level of Workplace Well-being among the Work-From-Home Faculty of Batangas State University in terms of Positive Emotion

Indicators in terms of Positive Emotion		Mean	Equivalent Interpretation
I. At work, how often do you feel joyful?		1.50	Seldom
I. At work, how often do you feel positive?		1.59	Seldom
II. At work, to what extent do you feel contented?		1.63	About Half of the Time
GENERAL ASSESSMENT		1.57	Low
Legend: I.	3.20 - 4.00 Always / Very High (VH)	0.80 - 1.59 Seldom / Low (L)	
	2.40 - 3.19 Usually / High (H)	0.00 - 0.79 Never / Very Low (VL)	
	1.60 - 2.39 About half of the time / Average (A)		
II.	3.20 - 4.00 Completely / Very High (VH)	0.80 - 1.59 Somewhat / Low (L)	
	2.40 - 3.19 Mostly / High (H)	0.00 - 0.79 Not at all / Very Low (VL)	
	1.60 - 2.39 About half of the time / Average (A)		

Table 2. Level of Workplace Well-being among the Work-From-Home Faculty of Batangas State University in terms of Engagement

Indicators in terms of Engagement		Mean	Equivalent Interpretation
I. At work, how often do you become absorbed in what you are doing?		1.57	Seldom
II. To what extent do you feel excited and interested in your work?		1.89	About Half of the Time
I. At work, how often do you lose track of time while doing something you enjoy?		1.17	Seldom
GENERAL ASSESSMENT		1.55	Low
Legend: I.	3.20 - 4.00 Always / Very High (VH)	0.80 - 1.59 Seldom / Low (L)	
	2.40 - 3.19 Usually / High (H)	0.00 - 0.79 Never / Very Low (VL)	
	1.60 - 2.39 About half of the time / Average (A)		
II.	3.20 - 4.00 Completely / Very High (VH)	0.80 - 1.59 Somewhat / Low (L)	
	2.40 - 3.19 Mostly / High (H)	0.00 - 0.79 Not at all / Very Low (VL)	
	1.60 - 2.39 About half of the time / Average (A)		

Table 1 shows the level of workplace well-being among the work-from-home faculty of Batangas State University in terms of positive emotion. The general assessment was 1.57, which was verbally interpreted as Seldom and had an equivalent interpretation of Low. It can be concluded that positive emotions cause low workplace well-being among the work-from-home faculty of Batangas State University. It was evident that seldom feeling joyful gives the faculty a low sense of well-being. To support this finding, HT Tech (2021) revealed that as COVID-19 hits, a huge number of teachers are unhappy with teaching from home via an online modality. Forty-three percent of the teachers surveyed in an Asian country said that they were not satisfied with online teaching from home. Teachers were not joyful because of students' absenteeism, low attention span, emotional issues, completion of assessments, and some special needs. Being unjoyful about something you do, especially with your profession, can lead to low well-being.

Table 2 shows the level of workplace well-being among the work-from-home faculty of

Batangas State University in terms of engagement. The general assessment is 1.55, which was verbally interpreted as Seldom and had an equivalent interpretation of Low. It implies that engagement causes low workplace well-being among the work-from-home faculty of Batangas State University. It was clear that seldom losing track of time while doing something they enjoy gives the faculty a low sense of well-being.

The findings suggest that work-from-home faculty are not fully immersed, absorbed, or engaged in the tasks they usually complete. This can be explained by the study of Bidwell (2020), pointing out that people who have a heavy influence on the engagement of young students would think teachers would be more engaged in their jobs. However, nearly seven out of ten people feel emotionally disconnected from or not engaged with their workplaces at home, making it difficult to balance work and personal life, especially during these tough times of the pandemic. Problems such as being isolated physically from colleagues and students, collaboration, and communication, extended working hours, being in different time zones, motivation, finding a reliable internet connection, time management, too many workloads, and having the pajama mindset are the contributory factors for teachers' disengagement.

Table 3. Level of Workplace Well-being among the Work-From-Home Faculty of Batangas State University in terms of Relationships

Indicators in terms of Relationships	Mean	Equivalent Interpretation
II. To what extent do you receive help and support from coworkers when you need it?	2.79	Mostly
II. To what extent do you feel appreciated by your coworkers?	2.34	About Half of the Time
II. How satisfied are you with your professional relationships?	2.56	Mostly
GENERAL ASSESSMENT	2.56	High
Legend: II. 3.20 - 4.00 Completely / Very High (VH) 0.80 - 1.59 Somewhat / Low (L) 2.40 - 3.19 Mostly / High (H) 0.00 - 0.79 Not at all / Very Low (VL) 1.60 - 2.39 About half of the time / Average (A)		

Table 3 shows the level of workplace well-being among the work-from-home faculty of Batangas State University in terms of relationships. The general assessment is 2.56, which was verbally interpreted as Mostly and has an equivalent interpretation of High. It can be gleaned that relationships cause high workplace well-being among the work-from-home faculty of Batangas State University. It was apparent that receiving help and support from coworkers or even the institution when they needed it gave the faculty a high sense of well-being.

To support this, Beard (2021) claimed that many schools and educators are preparing for a year of doing more than ever to assist students' well-being and social and emotional learning throughout the pandemic (SEL). Educators, on the other hand, are dealing with a mental health crisis that has been building for years. We won't be doing our students any favors right now until we also provide our educators with the assistance they need and deserve to reach a high level of well-being. In the long-term aftermath of the pandemic and its disruptions, the need for social and emotional assistance becomes even more pressing. According to a spring 2020 poll, only 3% of educators thought administrators were meeting their social and emotional needs during remote learning. To achieve a high level of well-being, you must have aid and support from the institution as well as from other coworkers. Schools and districts must assist instructors in developing their own social and emotional abilities, in addition to investing in affordable wellness services. Teachers who cultivate mindfulness and resilience, manage stress and increase self, social, and situational awareness not only enhance their own well-being but also help their students' social, emotional, and academic growth. This type of training for school personnel can result in a healthier school atmosphere, greater staff attendance rates, and lower turnover.

Table 4. Level of Workplace Well-being among the Work-From-Home Faculty of Batangas State University in terms of Meaning

Indicators in terms of Meaning	Mean	Equivalent Interpretation
II. To what extent is your work purposeful and meaningful?	1.53	Somewhat
II. In general, to what extent do you feel that what you do at work is valuable and worthwhile?	1.53	Somewhat
II. To what extent do you generally feel that you have a sense of direction in your work?	1.42	Somewhat
GENERAL ASSESSMENT	1.49	Low
Legend II.	3.20 - 4.00 Completely / Very High (VH) 2.40 - 3.19 Mostly / High (H) 1.60 - 2.39 About half of the time / Average (A)	0.80 - 1.59 Somewhat / Low (L) 0.00 - 0.79 Not at all / Very Low (VL)

Table 4 shows the level of workplace well-being among the work-from-home faculty of Batangas State University in terms of meaning. The general assessment is 1.49, which was verbally interpreted as Somewhat and has an equivalent interpretation of Low. It can be concluded that meaning causes low workplace well-being among the work-from-home faculty of Batangas State University. It was evident that a rare feeling that they have a sense of direction in their work gives the faculty a low sense of well-being.

The study by the Alberta Teachers' Association (2020) revealed that more than 75% of the faculty argued with the argument that they thought the same emotive connection or sense of direction to their learners and worked as they did prior to the pandemic. One teacher reported, "feeling unmotivated and losing meaning to teach from a distance when more than 50% of my class is not participating and parents are taking out their frustrations on me." Educators who care for their pupils and want to make a change in their lives lament the cost of their capacity to attach emotionally to them virtually since detecting emotional signs in a virtual context is challenging. Even worse was just missing contact with susceptible learners. According to the Alberta Instructors Association poll, 75% of teachers felt they had lost their connection and purpose.

Similarly, according to the Canadian Teachers' Federation (2020), the emotional rewards of instruction stem from getting accountabilities for all children's education and well-being. Teachers began to feel like failures as professionals when they were unable to fulfill their own standards for teaching and caring in the COVID-19 context or when working from home, and they lost their sense of meaning and purpose. The inability to maintain their own professional principles "greatly damaged" the emotional well-being of more than 1/3 of the instructors in the Canadian Teachers' Federation research. The research's authors found that "maintaining a cheerful and enthusiastic attitude while teaching, regulating student behavior and handling various obligations, as well as giving emotional support to students, were shown to have a significant impact on over 30% of instructors' mental health."

Furthermore, Weale (2020) indicated that while teachers were despairing about their personal ability to accomplish the basic ethical and emotional purposes or meaning of their labor as a result of the pandemic and how it was being coped with, they also frequently sensed that parents and the general community simply did not recognize what they were experiencing. The Guardian paper in the United Kingdom put questions to two hundred teachers, who said it was difficult enough to deal with young learners' fears and disappointment on a daily basis, let alone parents' anger.

Table 5. Level of Workplace Well-being among the Work-From-Home Faculty of Batangas State University in terms of Accomplishments

Indicators in terms of Accomplishments	Mean	Equivalent Interpretation
I. How often do you feel you are making progress toward accomplishing your work-related goals?	2.71	Usually
I. How often do you achieve the important work goals you have set for yourself?	2.67	Usually
I. How often are you able to handle your work-related responsibilities?	2.76	Usually
GENERAL ASSESSMENT	2.71	High
Legend: I. 3.20 - 4.00 Always / Very High (VH) 0.80 - 1.59 Seldom / Low (L) 2.40 - 3.19 Usually / High (H) 0.00 - 0.79 Never / Very Low (VL) 1.60 - 2.39 About half of the time / Average (A)		

Table 5 shows the level of workplace well-being among the work-from-home faculty of Batangas State University in terms of accomplishments. The general assessment is 2.71, which was verbally interpreted as Usually and had an equivalent interpretation of High. It implies that accomplishments cause high workplace well-being among the work-from-home faculty of Batangas State University. It was clear that handling work-related responsibilities gave the faculty a high sense of well-being.

Teaching as a primary responsibility of an educator simply enables them to be fulfilled enough with their profession, but if it's the other way around, there would be a seemingly adverse effect. On the contrary, the study of Kaplan and Maehr (2020) examines how teachers perceive their work and how this affects their well-being. The authors contend that feeling a sense of achievement is a crucial component of teacher well-being. However, the authors suggest that the shift to a work-from-home setup during the COVID-19 pandemic has created challenges for teachers in terms of attaining a high level of accomplishment in their work.

Table 6. Level of Job Performance among the Work-From-Home Faculty of Batangas State University in terms of Task Performance

Indicators in terms of Task Performance	Mean	Equivalent Interpretation
I. I was able to plan my work so that I finished it on time.	1.36	Sometimes
I. I kept in mind the work result I needed to achieve.	2.02	Regularly
I. I was able to set priorities.	1.80	Regularly
I. I was able to carry out my work efficiently.	1.64	Regularly
I. I managed my time well.	1.11	Sometimes
GENERAL ASSESSMENT	1.58	Low
Legend: I. 3.20 - 4.00 Always / Very High (VH) 0.80 - 1.59 Sometimes / Low (L) 2.40 - 3.19 Often / High (H) 0.00 - 0.79 Seldom / Very Low (VL) 1.60 - 2.39 Regularly / Average (A)		

Table 6 shows the level of job performance among the work-from-home faculty of Batangas State University in terms of task performance. The general assessment is 1.58, which was verbally interpreted as Sometimes and has an equivalent interpretation of Low. It can be concluded that task performance contributes to low job performance among the work-from-home faculty of Batangas State University. It was evident that not being able to manage time well gives the faculty a low performance.

Accordingly, the study by Cengizhan (2021) concluded that the pandemic had a negative impact on educators' time management because it created psychological pressure and wasted time, leading to low performance; this changed the perception of time by making it pass quickly; that

there were motivation problems arising from the focus and lack of explanations about the lessons and family factors; and that time traps related to excessive computer use, watching movies series, and excessive communication was encountered. Furthermore, it is advised that educators who accept a large degree of accountability, particularly in the area of instruction, obtain coaching on pressure management, remote learning, and time management.

Table 7. Level of Job Performance among the Work-From-Home Faculty of Batangas State University in terms of Contextual performance

Indicators in terms of Contextual performance	Mean	Equivalent Interpretation
I. On my own initiative, I started new tasks when my old tasks were completed.	2.39	Regularly
I. I took on challenging tasks when they were available.	2.17	Regularly
I. I worked on keeping my job-related knowledge up-to-date.	2.99	Often
I. I worked on keeping my work skills up-to-date.	2.89	Often
I. I came up with creative solutions for new problems.	2.44	Often
I. I took on extra responsibilities.	2.33	Regularly
I. I continually sought new challenges in my work.	2.16	Regularly
I. I actively participated in meetings and/or consultations.	2.64	Often
GENERAL ASSESSMENT	2.50	High
Legend: I. 3.20 - 4.00 Always / Very High (VH) 0.80 - 1.59 Sometimes / Low (L) 2.40 - 3.19 Often / High (H) 0.00 - 0.79 Seldom / Very Low (VL) 1.60 - 2.39 Regularly / Average (A)		

Table 7 shows the level of job performance among the work-from-home faculty of Batangas State University in terms of contextual performance. The general assessment is 2.50, which was verbally interpreted as Often and had an equivalent interpretation of High. It implies that contextual performance contributes to high job performance among the work-from-home faculty of Batangas State University. It was clear that keeping job-related knowledge up to date gives the faculty a high performance.

In support of this, the study of Bergdahl (2020) revealed that the pandemic had become an impetus for change for many teachers, but far from all. Engaging special-needs model learning in simultaneous breakout sessions and clustering and re-grouping learners while enabling diversified participation are examples of developing instructional methods in synchronous distance learning. Aside from recognizing the increased possibilities of virtual teaching and learning, educators believe rising obstacles such as new methods of trying to cheat, ethical concerns about monitoring pupils' private residences via webcams, and a lack of rules for controlling disinterest. Finally, educators' continuing education or maintaining job-related information up to date, as well as unique experiences, inspire new habits that may boost educators' performance long after COVID-19.

Table 8. Level of Job Performance among the Work-From-Home Faculty of Batangas State University in terms of Counter-Productive Work Behavior

Indicators in terms of Counter-Productive Work Behavior	Mean	Equivalent Interpretation
II. I complained about minor work-related issues at work.	2.44	Regularly

II. I made problems at work bigger than they were.	1.91	Sometimes
II. I focused on the negative aspects of the situation at work instead of the positive aspects.	1.67	Sometimes
II. I talked to colleagues about the negative aspects of my work.	2.69	Regularly
II. I talked to people outside the organization about the negative aspects of my work.	1.58	Seldom
GENERAL ASSESSMENT	2.06	Average
Legend: II. 3.20 - 4.00 Often / Very High (VH) 2.40 - 3.19 Regularly / High (H) 1.60 - 2.39 Sometimes / Average (A)		
0.80 - 1.59 Seldom / Low (L) 0.00 - 0.79 Never / Very Low (VL)		

Table 8 shows the level of job performance among the work-from-home faculty of Batangas State University in terms of counter-productive work behavior. The general assessment is 2.06, which was verbally interpreted as Sometimes and has an equivalent interpretation of Average. It can be gleaned that counter-productive work behavior contributes to average job performance among the work-from-home faculty of Batangas State University. It was apparent that making problems at work bigger than they were put on the faculty to have an average performance instead of high performance.

The study by Al-Humaidi (2021) examines the impact of remote work on the counter-productive work behaviors of teachers in the education sector. The author conducted a survey among 244 teachers in Saudi Arabia and found that remote work can lead to increased levels of counter-productive work behaviors, such as procrastination and distraction.

Table 9. Test of Significant Relationship between the Level of Workplace Well-being and the Level of Job Performance among the Work-from-home Faculty of Batangas State University

Workplace Well-being	Job Performance	r value	p-value	Remarks	Decision
Positive Emotion	Task	.420**	.000	Significant	Reject ho
	Contextual	.285**	.001	Significant	Reject ho
	Counter-Productive	-.374**	.000	Significant	Reject ho
Engagement	Task	.416**	.000	Significant	Reject ho
	Contextual	.008	.921	Not Significant	Accept ho
	Counter-Productive	-.201*	.017	Significant	Reject ho
Relationships	Task	-.001	.991	Not Significant	Accept ho
	Contextual	.220**	.009	Significant	Reject ho
	Counter-Productive	-.205*	.015	Significant	Reject ho
Meaning	Task	.394**	.000	Significant	Reject ho
	Contextual	.054	.527	Not Significant	Accept ho
	Counter-Productive	-.297**	.000	Significant	Reject ho
Accomplishment	Task	.243**	.004	Significant	Reject ho
	Contextual	.118	.165	Not Significant	Accept ho
	Counter-Productive	-.033	.698	Not Significant	Accept ho

** Correlation is significant at the 0.01 level * Correlation is significant at the 0.05 level (2-tailed).

Positive emotions had a significant relationship with task performance, contextual performance, and counter-productive work behavior. The null hypothesis was rejected mainly because the computed probability values were less than the level of significance ($P < 0.05$). Moreover, the r values indicated that there was a positive correlation between positive emotion to task and contextual performance, while there was a negative correlation with counter-productive work behavior.

The engagement had a significant relationship with task performance and counter-productive work behavior. The null hypothesis was rejected mainly because the computed probability values were less than the level of significance ($P < 0.05$). On the other hand, engagement had no significant relationship with contextual performance since the computed probability values were greater than the level of significance ($P > 0.05$); thus, the null hypothesis was accepted. Moreover, the r values indicate that there was a positive correlation between engagement to task and contextual performance, while there was a negative correlation with counter-productive work behavior.

Relationships had a significant relationship with contextual performance and counter-productive work behavior. The null hypothesis was rejected mainly because the computed probability values were less than the level of significance ($P < 0.05$). On the other hand, relationships had no significant relationship with task performance since the computed probability values were greater than the level of significance ($P > 0.05$); thus, the null hypothesis was accepted. The r values indicate that there was a positive correlation between relationships and contextual performance, while there was a negative correlation between task performance and counter-productive work behavior.

Meaning had a significant relationship with task performance and counter-productive work behavior. The null hypothesis was rejected mainly because the computed probability values were less than the level of significance ($P < 0.05$). On the other hand, meaning had no significant relationship with contextual performance since the computed probability values were greater than the level of significance ($P > 0.05$); thus, the null hypothesis was accepted. Moreover, the r values indicated that there was a positive correlation between meaning to task and contextual performance, while there was a negative correlation with counter-productive work behavior.

Accomplishment had a significant relationship with task performance. The null hypothesis was rejected mainly because the computed probability values were less than the level of significance ($P < 0.05$). On the other hand, accomplishment had no significant relationship with contextual performance, and counter-productive work behavior since the computed probability values were greater than the level of significance ($P > 0.05$); thus, the null hypothesis was accepted. Moreover, the r values indicate that there was a positive correlation between the accomplishment of tasks and contextual performance, while there was a negative correlation with counter-productive work behavior.

As an output, an action plan is proposed which is intended for the use of mainly the Human Resource Department to serve as a guide on which area to focus on to manage workplace well-being and improve faculty's job performance.

CONCLUSIONS

Based on the abovementioned findings of the study, the following conclusions were obtained. Firstly, the work-from-home faculty of Batangas State University have low levels of workplace well-being in terms of positive emotion, engagement, and meaning. With this, it is evident that seldomly feeling joyful, seldomly losing track of time while doing something they enjoy, and rarely feeling that they have a sense of direction in their work gives the faculty a low sense of well-being. Whereas relationships and accomplishments garnered high levels of workplace well-

being among the work-from-home faculty of Batangas State University; with this, it is clear that receiving help and support from coworkers when they need it and handling work-related responsibilities give the faculty a high level of well-being.

That the work-from-home faculty of Batangas State University have a low level of job performance in terms of task performance, accordingly, it is evident that not being able to manage time well gives the faculty a low performance. Meanwhile, contextual performance contributes to high job performance among the work-from-home faculty of Batangas State University. Keeping job-related knowledge up to date gives the faculty a high performance. Lastly, counter-productive work behavior contributes to average job performance among the work-from-home faculty of Batangas State University. It is apparent that making problems at work is bigger than giving the faculty an average performance.

Educators who are experiencing positive emotions are more likely to enhance their efforts to complete tasks or engage in helpful actions and reduce behavior that is detrimental to the organization. Being engaged in teaching tasks rather than administrative functions helps provide a better quality of instruction to students and is otherwise disadvantageous if not attained. A sense of belonging, support, and value from others within the organization of educators was a significant predictor of job performance. Educators' feeling of meaning, purpose, or role in their job is a factor that could affect their teaching performance. Gaining a sense of accomplishment and pride in the work done helps educators feel more connected to their job and encouraged to sustain and enhance their great work and achieve better performance.

That study's findings compared to previous studies with similar topics are not contradictory to each other except a few mentioned literature. This study would be a great help in accumulating employees' perspectives on relevant provisions of work-from-home faculties in terms of workplace well-being and work performance during these trying times.

The proposed action plan is a helpful resource for effective strategies that academic institutions can implement for faculty to manage workplace well-being and improve job performance in the new normal.

LIMITATION & FURTHER RESEARCH

The time frame of the research was limited to the academic year of 2021–2022. The respondents' profiles in the study were limited to their workplace well-being and job performance. The scope of this study did not include any other variables in the subject's profile. Data were collected from respondents via online surveys and questionnaires, particularly Google forms. Existing literature was also a limitation source because the coronavirus pandemic hit the Philippines only in 2020.

Future researchers may pursue this study by involving the next generational cohort, Generation Z, given that they will be the next majority to occupy the labor force to further assess any change in factors affecting workplace well-being and job performance.

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