

Health, Wellness Practices, and Work Performance Variables of Employees in the University of Eastern Philippines System

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Abstract

Health is a complex phenomenon, and its nature and relation to the concepts of illness and disease have received much attention. This study tried to assess the health and wellness practices of the employees of the University of Eastern Philippines System. This was conducted among the employees in the University of Eastern Philippines Main campus including the satellite campuses. This study utilized a descriptive-correlational research design involving 644 participants. Data from the survey questionnaire were analyzed using Statistical Package for the Social Sciences. Findings showed that the faculty and non-teaching employees differ in the percentage age distribution, most of them are in their adulthood period of development. The female gender dominates in number in the three campuses of the university. The majority of the faculty members and non-teaching personnel are married, followed by those who are still single, and lastly, either separated or widow/er. The number of children/dependents of the employees of the University is still within the average household size (AHS) of 4.7 persons. The highest educational attainment among the faculty is doctorate holders. The mainstream of the faculty members is in the midmost of their length of service, equally, the typical number of non-teaching employees are experienced employees. Overall, the health and wellness practices of the employees of UEP suggest that both groups have considerably an average health. The findings of this study will provide input on how schools/institutions like the University of Eastern Philippines can address health and wellness issues of employees to become resilient in the face of adversities.

Keywords: health, wellness practices, work performance, employees, faculty.

I. INTRODUCTION

There are rival theories about what health is, for instance, the biomedical theory of health, where health is seen as the absence of disease, and the holistic theory of health, where health is a function of a person's ability to achieve goals. According to holistic theories, health is not necessarily incompatible with the presence of disease. It is also considered a person's ability to achieve his or her vital goals (Nordenfelt, 2007).

The government has created and implemented some measures to ensure the safety and well-being of all employees. The Civil Service Commission issued a memorandum Circular

No. 33 s.1997 which provides that all government agencies shall provide, among others a health program for their employees which includes the annual mental and medical physical examination. The researcher however observed that the required annual medical and physical examination has never been required for several years.

Health and education are closely interdependent. Employees are considered frontliners in serving the stakeholders of the university. By ensuring employees' health and wellness, human resources will be made productive. The foregoing statements show the dire need to conduct a study that assesses the

health and wellness of employees. It is from this point that the researcher decides to highlight the importance of health and wellness in forging employees' productivity.

The study of Mendoza (2016) on teachers' health consciousness and the performance of students in Health Education showed significant correlations between the two variables. Mendoza found that female teachers who were found to be highly aware of her wellness were more likely to produce students who perform well in the subject. This is however not true for male teachers especially those with low awareness of their health status.

In the study of Mendieta (2014) on oral health awareness of secondary school teachers, findings showed that only 13 (10.5%) out of the 120 teachers surveyed had a good oral health practice. This study thus reveals that more work needs to be done by dental healthcare practitioners through school health programs. The author recommended that the focus should not only be to educate the students and screen them for oral diseases but also to educate the teachers. A training program can be organized to train teachers to deliver health programs in schools since the number of dental healthcare professionals in the city is not adequate. The author further recommended that dental professionals should engage in advocacy with the government on the need to add dental health programs to the teacher training curriculum in colleges of education.

The study by Taylor (2017) revealed that low socio-economic status has been found to adversely affect the physical health of men and women. This study explores the disparities and differences that exist between males and females in the population and seeks to identify any supports needed for those individuals. This study also includes a secondary data analysis, which utilized a sample of 125 adults taken from a primary care clinic in Northern Florida that serves individuals of lower socioeconomic status. Physical health measures used in the study included the RAND36 item general health self-report survey and the Body Mass Index scale. The mental health measures used

included self-report surveys and questionnaires, such as the five-item Overall Anxiety Severity and Impairment Scale, Alcohol Use Disorders Identification Test, and the Inventory of Depressive Symptomatology. Results from the analysis indicated that the findings were not statistically significant.

A study conducted by Potts (2015) examined mindfulness engagement and trait mindfulness, as well as physical and mental health correlates of trait mindfulness, in 300 college students (74% female) via an online survey. Seventy-nine percent of respondents reported mindfulness engagement, with yoga and meditation as the highest engaged practices. Although the majority of the sample reported previous mindfulness engagement, only 32% of these individuals stated continued engagement. While no overall differences in trait mindfulness were found among respondents who had reported previous mindfulness and those who had not, there was a significant relationship between time spent in mindfulness practices and increased trait mindfulness. Individuals who spent more time in their mindfulness practice also reported higher amounts of trait mindfulness ability.

According to The Swedish Work Environment Authority (Clark, 2014), the adverse health effects due to work-related factors are increasing in Sweden, especially among women. Teachers are not an exception to this negative development, but rather, teachers belong to an occupational group that reports one of the highest levels of work-related disorders (Clark, 2014). Especially women, who constitute a majority within the teaching profession find their teaching role to be mentally taxing and demanding, with little control and support). As a consequence, the amount of teachers on sick leave or that have left work has been increasing.

Workplace health and well-being initiatives encompass various policies and programs such as risk assessment and health surveillance, private health insurance, smoking cessation programs, fitness and exercise programs, and healthy eating promotion (Quinn Healthcare,

2011; Hancock, 2011; World Economic Forum, 2013). The working environment can have both a positive and negative effect on the employee, which in turn affects the relationship between management and staff. The degree to which the employer supports the employee through health and well-being in the workplace influences this (Health and Safety Authority, 2008, p. 5).

According to Tuominen (2017), the oldest old are the fastest growing population group worldwide, and the importance of studies concentrating on them is evident. The promotion of health and well-being in very old age requires knowledge about the lives of the oldest old. Currently, the knowledge about the social lives of this age group is limited, although the pivotal effects of social aspects of life on the well-being of older individuals are well-known. Furthermore, to gain detailed and diverse knowledge, the perceptions of individuals living in very old age need to be considered. Nevertheless, it is particularly this kind of study that we are currently lacking.

In another study by Street (2012), the purpose of her present study was to test social cognitive theory and its claims about self-efficacy by examining whether age and sex differences in depression are a function of emotion regulation, emotional self-efficacy, and response styles to depression. The results indicated that females had a higher sense of self-efficacy for managing positive emotions and lower self-efficacy for managing negative emotions than did males. Older cohorts had significantly lower depression and rumination scores than college-aged adults and were more efficacious in managing negative emotions. Only emotional self-efficacy for negative emotions, rumination, and distraction explained the unique variance in depressive symptoms.

Gender refers to “the array of socially constructed roles and relationships, personality traits, attitudes, behaviors, values, relative power and influence that society ascribes to the two sexes on a differential basis. Gender is relational—gender roles and characteristics do not exist in isolation but are defined by one another and through the relationships between

women and men, girls and boys” Simply put, sex refers to biological differences, whereas gender refers to social differences. Gender has been shown to influence how health policies are conceived and implemented, how biomedical and contraceptive technologies are developed, and how the health system responds to male and female clients (Vlassoff *et al.*, 2010).

In the study conducted by Stewart (2015), he investigated how gender affects health information behavior in the Finnish population aged 18–65 years. The survey data were collected via a questionnaire which was posted to a representative cross-section consisting of 1500 Finnish citizens. The statistical analysis consists of ANOVA *F*-tests and Fisher's exact tests. The results show that women were more interested in and reported much more active seeking of health-related information, paid more attention to potential worldwide pandemics and were much more attentive to how the goods they purchase in everyday life affect their health than men did. Women also reported receiving far more informal health-related information from close family members, other kin, and friends/workmates than men did. Thus, to succeed in public health promotion and interventions the measures taken should be much more sensitive to the gender gap in health information behavior.

Moreover, gender has been demonstrated to be a variable in health information-seeking behavior. Multiple studies have found that women are more active seekers of health information than men (Nölke *et al.*, 2015). Men are often unwilling or lack the motivation to engage in seeking health information in everyday life in general, but also in stressful situations. However, because of aging and an evolving awareness of vulnerability to disease and disorders, men, in particular, are developing a greater sense of responsibility.

The Department of Health launched its healthy lifestyle advocacy called the “Pilipinas Go4Health movement” which aims to generate awareness of a healthy lifestyle because many Filipinos die from simple lack of information or misinformation, indifference, and most of the

time careless practices and habits so by information dissemination, it will most likely to reduce the incidence of careless practices that leads to the continuous increase in the mortality rate of the Philippines. Pilipinas Go4Health movement” also aims to encourage Filipinos to have a personal commitment to the maintenance of their health by involving themselves in various physical activities and accordance with proper nutrition.

This movement was established to help prevent or control the continuously increasing number of cases of non-communicable diseases in the country. Where in fact, there is a significant proportion of Filipino adults are exposed to NCD risks which include tobacco and alcohol use, unhealthy diets, and physical inactivity. In addition, “non-communicable diseases claim more than 36 million lives annually” according to the report of the secretary of DOH, Sir. Enrique Ona, at this rate, people born today may die before the age of 60. This lifestyle advocacy focuses on four main key health habits, namely: Go Sigla, Go Sustansya, Go Smoke-Free, and Go Slow saTagay. These four main habits can greatly prevent or control the development of non-communicable diseases. The only thing that it needs is the cooperation of the people; they should have a strong personal commitment to healthy living and engage themselves in various physical activities to be able to achieve the goal of the agenda. The ‘go sigla’ advocacy encourages everyone to participate in physical activities to maintain a good healthy lifestyle. Engaging in rigorous activities to even simple exercise is enough because according to the data of the DOH only 7 out of 100 Filipino adults exercise at least three to four times a week based on the findings of the Food and Nutrition Institute (FNRI).

Generally, the study aimed to assess the health and wellness-related variables of the employees of the University of Eastern Philippines and how it affects their work performance. Specifically, it sought to meet the following objectives: (1) determine the profile of the employees, (2) determine the health and wellness practices of the employees in terms of,

BODY: Physical and Environmental Health, MIND: Mental and Emotional Health, and SPIRIT: Spiritual and Social Health, (3) determine the performance of the faculty and non-teaching employees, and (4) find out if there is a significant relationship between the profile of the respondents’ and employees work performance.

II. METHODOLOGY

This study was conducted on the University of Eastern Philippines Main campus and the satellite campuses of UEP-Catubig and UEP-Laoang. The respondents of this descriptive-correlational research study were 644 employees (faculty non-teaching staff) in the University of Eastern Philippines System. Complete enumeration was employed for all the faculty members and non-teaching staff from the UEP main campus and the satellite campuses of UEP-Laoang and UEP-Catubig.

The researcher strictly observed the minimum research parameters. It utilized validated instruments particularly the health and wellness practices of the employees. This is composed of three areas which include: the body: Physical and Environmental health, mind: mental and emotional health, and spirit: spiritual and social health. The instrument is adopted from Vedic healing health and wellness.

The researcher faithfully adhered to research ethics. Approval was secured from the University President before an actual gathering of data as well as consent was secured from all employees before gathering data ensuring the full disclosure of the study. They were informed that their participation was voluntary and based on their volition, and would not, in any way, pose risk— be it emotional, physical, psychological, financial, or social. Also, the researcher imposed neither coercion nor distribute rewards for their participation.

The instrument on Health and Wellness Practices is patterned from Vedic healing health and wellness. To establish its contextual validity, its items were evaluated by the adviser and health care professionals in the university. Suggestions by the experts were considered in coming up with the final instrument. The final

instrument was further pretested in NWSSU to establish validity and internal consistency. Results of the analyses showed an overall mean of 3.79 implying that most of the responses were inclined in the affirmative. The standard deviation of 0.87 means that there is a large variation in the responses implying less consistency in the instrument. This is reflected in Cronbach's alpha coefficient of $\alpha=0.70$ which means that the instrument has the minimum acceptable level of reliability.

On the other hand, an instrument to measure the performance of the faculty members and non-teaching staff is different. These instruments are currently used in the university to measure the performance and productivity of the employees. This was utilized by the immediate supervisor in evaluating the performance of the employees.

III. RESULTS AND DISCUSSION

The socio-demographic profile of the employees is presented in Tables 1.1 to 1.6. The first table, Table 1.1, shows that the majority of the employees in the university are in the age range of 36 to 60 with more than half of them. Less than 10 percent are aged 61 and above while 193 or 33 percent are aged 35 years below. Havighurst in his Developmental Task Theory posits that this is the stage where an individual maintains an economic standard of living, and physical strength, adjusting to retirement and meeting social and civil.

Table 1.1. Age of the UEP System Employees

Age	Faculty		Non-Teaching		Total	
	F	%	F	%	F	%
Over 60 years	33	8.05	18	10.11	51	8.67
36 to 60 years	232	56.59	112	62.92	344	58.50
18 to 35 years	145	35.37	48	26.97	193	32.82
Total	410	100.00	178	100.00	588	100.00

Table 1.2 shows that almost three-fourths of the employees are female with 422 or 72 percent. Only 166 or 28 percent are male. This means that the female gender dominates the employees on the three campuses of the university and female employees had strong compassion for any task assigned to them.

Table 1.2. Sex of the UEP System Employees

Sex	Faculty		Non-Teaching		Total	
	F	%	F	%	F	%
Male	118	28.78	48	26.97	166	28.23
Female	292	71.22	130	73.03	422	71.77
Total	410	100.00	178	100.00	588	100.00

The marital status of the employees is presented in Table 1.3. It shows that majority of them are married with 381 or 64.8 percent. Only 85 or 14 percent are single while others are separated or widow/er.

Table 1.3. Marital status of the UEP System Employees

Marital Status	Faculty		Non-Teaching		Total	
	F	%	F	%	F	%
Single	78	19.02	39	21.91	117	19.90
Married	282	68.78	99	55.62	381	64.80
Separated	28	6.83	7	3.93	35	5.95
Widow/er	22	5.37	33	18.54	55	9.35
Total	410	100.00	178	100.00	588	100.00

More than half of the employees both teaching and non-teaching are MA graduates while others are taking a Ph.D./EdD program. The data revealed that 200 or 34.01 % were able to earn a master's degree. This can be gleaned that the university employees recognized the importance of education.

Table 1.4. Educational attainment of the UEP System Employees

Educational Attainment	Faculty		Non-Teaching		Total	
	F	%	F	%	F	%
MA graduate	168	40.98	32	17.98	200	34.01
MA with Ph.D. units	88	21.46	18	10.11	106	18.03
Ph.D./EdD/DALL Graduate	77	18.78	13	7.30	90	15.31
Bachelor with MA units	48	11.71	55	30.90	103	17.52
Bachelor's degree	29	7.07	60	33.72	89	15.14
Total	410	100.00	178	100.00	588	100.00

Table 1.5 shows the number of children/dependent of the employees. It shows that the majority of the employees have less than five children/dependents under 18 years old who are under their care. Only 74 have 5 to 6 children while 72 have 7 and above several dependent children. This indicates that the number of children/dependents is within the average household size (AHS) which is 4.7 persons based on the survey conducted in 2016 for Region VIII.

Table 1.5. Number of children/dependent of the UEP System Employees

Number of Children /Dependent	Faculty		Non-Teaching		Total	
	F	%	F	%	F	%
7 children above	38	9.27	34	19.10	72	12.24
5 to 6 children	52	12.68	22	12.36	74	12.59
3 to 4 children	189	46.10	54	30.34	243	41.33
1 to 2 children	96	23.41	41	23.03	137	23.30
None	35	8.54	27	15.17	62	10.54
Total	410	100.00	178	100.00	588	100.00

The length of service of the employees is presented in Table 1.6. It shows that majority of the employees have been in the service for a maximum of 20 years.

Table 1.6. Length of service of the UEP System Employees

Length of Service (years)	Faculty		Non-Teaching		Total	
	F	%	F	%	F	%
More than 40	12	2.93	5	2.81	17	2.89
More than 26 to 40	80	19.51	42	23.60	122	20.75
More than 16 to 25	156	38.05	68	38.20	224	38.10
More than 10 to 15	91	22.20	38	21.35	129	21.94
Less than 10	71	17.32	25	14.04	96	16.33
Total	410	100.00	178	100.00	588	100.00

The **performance of the faculty members** was measured in areas of instructional skills, evidence of research and extension competencies, productivity, and critical factors, as shown in Table 2. In terms of instructional skills, very satisfaction was observed among the faculty with a mean of 3.59. This means that

there is a commitment to the teaching of the faculty having the enthusiasm to fulfill the responsibility of a teacher and being loyal and dedicated to the teaching profession (4.11).

The performance however of faculty in research was found satisfactory with a mean of 3.35. It means that most of the faculty members have not prepared a research proposal which is considered an important function of a faculty. This finding implies that most of the faculty members have not published research articles or have produced technology for adoption in the community or academe.

A similar standing is observed in the performance of faculty in extension activities with a mean of 3.27. This means that most of the faculty have not established an alliance with residents, LGUs, businesses, NGOs, and other government agencies (3.11). They have not developed programs that are based on the needs of the community. However, it is good to find out that faculty members have been involved in programs or projects providing technical assistance to community activities (3.60).

The faculty members were found to have a satisfactory rating on productivity with a mean of 3.24. This means that some faculty members were able to produce and utilized instructional materials in the university (3.23).

In terms of critical factors, the mean of 3.77 shows that faculty members have a very satisfactory rating in this area. Most of them were found to have pleasing, friendly, thoroughly at ease in a classroom situation (3.80), and come to and dismiss class on time. In addition, faculty members were found to have regular attendance and return corrected quizzes and tests of students on time (3.74).

Generally, this finding shows that faculty members on the three campuses of the university can perform most of their tasks very satisfactorily including instruction and critical factors. However, these faculty members have a satisfactory level of performance in research and extension activities implying the need for these educators to focus on these functions.

Table 2. Performance of the UEP System Faculty

Instructional Skills (30%)	WM	Interpretation
Commitment to teaching Enthusiastically fulfill the responsibility as a teacher. Being loyal and dedicated to the teaching profession	4.11	Very Satisfactory
Knowledge of subject matter Comprehensive, thorough	4.05	Very Satisfactory
Intellectual expansiveness Interrelates subject matter to other fields when appropriate	3.46	Very Satisfactory
Organization of lessons Highly organized, follows an outline	3.77	Very Satisfactory
Effectiveness of teaching techniques Highly effective, students appear enthusiastic, and interested in class. Stimulating lectures and active exchange of ideas between teacher and students	3.24	Satisfactory
Management of student learning Efficient and effective manager. Runs class with a minimum of disruption from students. Class time utilized efficiently and accomplishment remarkable amount of material	3.52	Very Satisfactory
Opportunities for learning participation Participation level of students in the learning activities. Stimulates and sustain interest in class activities.	3.32	Satisfactory
Use of teaching aids and other instructional materials. Extent by which teaching aids are used effectively.	3.48	Very Satisfactory
Clarity of explanation Ability to explain difficult concepts to the learners. Explanation easily understood.	3.42	Very Satisfactory
Language and communication skills. Proficient in language of instruction. Formulates and communicates thoughts clearly. Has well-modulated voice and very good diction.	3.55	Very Satisfactory
Sub-Mean	3.59	Very Satisfactory
Evidence of Research Competence (15%)		
Has knowledge of research processes and methodologies. Has prepared research proposals	3.28	Satisfactory
Has completed research of his/her own and advised research students.	3.39	Satisfactory
His/her research findings have been utilized by stakeholders.	3.37	Satisfactory
Sub-Mean	3.35	Satisfactory

Evidence of Extension Competence (15%)		
Establishes alliance with local residents, LGUs, business, NGOs and other government agencies	3.11	Satisfactory
Develops programs that are based on the needs of the community.	3.09	Satisfactory
Involvement in program/project providing technical assistance and/or as consultant	3.60	Very Satisfactory
Sub-Mean	3.27	Satisfactory
Evidence of Productivity (10%)		
Instructional materials produced and utilized by the college.	3.23	Satisfactory
Articles written and published, innovation/technology proposed and adopted	3.03	Satisfactory
Develops/promotes processes that prevent/resolve problems.	2.88	Satisfactory
Develops resource generating activities	3.20	Satisfactory
Sub-Mean	3.09	Satisfactory
Critical Factors (30%)		
Personality		
Pleasing, friendly, thoroughly at ease in classroom situation	3.80	Very Satisfactory
Promptness		
Comes to and dismisses class on time. Is regular in attendance, returns corrected quizzes, tests, etc. of students. Submits reports and grades on time.	3.74	Very Satisfactory
Sub-Mean	3.77	Very Satisfactory
Grand Mean	3.58	Very Satisfactory

The **performance of the non-teaching staff** was measured in terms of job factors and personal qualities and motivation (shown in Table 3). It shows that the non-teaching staff has a very satisfactory rating with an overall mean of 3.63. As regards performance factors, the mean of 3.61 shows that employees know and understand the details and nature of /her assigned job and related duties to a high extent (3.61). There is a high accuracy, completeness, orderliness, and neatness of the job performed (3.71). The employees were also found to be very satisfactory when it comes to dependability (3.74) and creativity (3.81). In terms of personal qualities and motivations, the mean of 3.57 shows that employees have very satisfactory ratings by having a positive attitude towards attendance (3.51) and a very satisfactory rating, also, for employee's

cooperation with others including the ability to act jointly with supervisors for the benefit to the university (3.48). The employees' manner of carrying themselves, how they dress, and their physical appearance (3.54) was also found to be very satisfactory.

These findings show that non-teaching personnel performed very satisfactorily along the job factor and personal qualities and motivations. It implies that non-teaching staff is capable of achieving the school's objectives through a dependable performance of their duties and responsibilities. In addition, the very satisfactory performances of these employees suggest that they can be independent to carry out instructions because they can work with minimum or even without supervision.

Table 3. Performance of the Non-Teaching Personnel

Job Factor	WM	Interpretation
Job Knowledge. The extent the employee knows and understands the details and nature of his/her assigned job and related duties.	3.57	Very Satisfactory
Quality of Work. The extent of accuracy, completeness, orderliness and neatness of the job performed.	3.50	Very Satisfactory
Quantity of Work. The amount of acceptable work accomplished (Quantity) and the ability to complete work within the schedule.	3.71	Very Satisfactory
Dependability. The degree to which the employee can be dependent upon to carry out instructions, be on the job, fulfil responsibilities, etc, and ability to work with minimum supervision	3.74	Very Satisfactory
Creativity- Ability to think and perform new and innovative things toward the improvement of present methods or ad to existing knowledge	3.81	Very Satisfactory
Mean	3.66	Very Satisfactory
Personal Qualities and Motivation		
Attitude towards Work and the Organization- nature of the employee's feelings about the organization his/her interest in the job.	3.50	Very Satisfactory
Attitudes Towards Attendance- nature of employee's feelings towards time loss for work.	3.51	Very Satisfactory
Cooperation- extent of employee's cooperation with others including the ability to act jointly with supervisors for the benefit to the University	3.48	Very Satisfactory
General Appearance and Bearing- the employee's manner of carrying himself, how she dresses, and his/her physical appearance(neatness, appropriateness of attire).	3.81	Very Satisfactory
Mean	3.57	Very Satisfactory
Grand Mean	3.63	Very Satisfactory

Health and Wellness Practices of Employees: Physical and Environmental Health

The health and wellness practices of the employees were measured in terms of physical and environmental health, mental and emotional health, and spiritual and social health. The grand mean of 3.30 for faculty and 3.04 for non-teaching personnel shows that UEP employees have average medical risks. It means that some of the employees are vulnerable to medical problems while others are not. In terms of physical and environmental health, faculty

members (3.09) have a higher risk compared to non-teaching personnel (3.84). This means that most faculty members are not free from chronic aches, pains, ailments, and diseases (2.57). In addition, most faculty members do not maintain a healthy diet like low fat, low sugar, fresh fruits, grains, and vegetables (2.11) compared to non-teaching staff (3.95). In addition, most faculty members do not have adequate water intake (2.18) which is important for digestion and the body in general.

Table 4.1. Physical and Environmental Health of UEP System Employees

Health and Wellness Practices	Faculty		Non-Teaching	
	WM	INT	WM	INT
BODY: Physical and Environmental Health				
Are you free of any drug or alcohol dependency? (including nicotine and caffeine)	4.00	Low risk	3.74	Low risk
Are you free of chronic aches, pains, ailments and diseases?	3.84	Low risk	3.87	Low risk
Do you have good endurance or aerobic capacity?	3.83	Low risk	4.00	Low risk
Do you breathe abdominally for at least a few minutes?	3.77	Low risk	3.98	Low risk
Do you have more than enough energy to meet your daily responsibilities?	3.67	Low risk	3.75	Low risk
Do you understand the causes of your chronic physical problems?	3.64	Low risk	3.99	Low risk
Are your five senses acute? (sensitive/fine)	3.58	Low risk	3.12	Average risk
Do you do some stretching exercises?	3.50	Low risk	4.05	Low risk
Do you live in a healthy environment with respect to clean air, water and Indoor pollution?	3.48	Low risk	3.93	Low risk
Are you within 20 percent of your ideal body weight?	3.20	Average risk	3.89	Low risk
Do you fall asleep easily and sleep soundly?	3.17	Average risk	3.78	Low risk
Do you awaken in the morning feeling well rested?.*	3.14	Average risk	3.68	Low risk
Are you physically strong?	3.11	Average risk	4.08	Low risk
Do you engage in regular physical workouts lasting at least 20 minutes?	2.99	Average risk	4.02	Low risk
Do you feel a strong connection with an appreciation for your body, your home and your environment?	2.72	Average risk	4.07	Low risk
Are you free of chronic aches, pains, ailments and diseases	2.57	High risk	4.00	Low risk
Do you have regular effortless bowel movements?	2.55	High risk	3.93	Low risk
People say that I take risks with my health because of my habits.*	2.50	High risk	3.67	Low risk
Do you have an awareness of life-energy?	2.45	High risk	3.30	Average risk
Is your water intake adequate? (at least 1/2 oz/lb of body weight; 160 lbs. = 80 oz.)	2.18	High risk	3.91	Low risk
Do you maintain a healthy diet? (low fat, low sugar, fresh fruits, grains and vegetables)	2.11	High risk	3.95	Low risk
Do you schedule regular massage or deep-tissue body work?	2.09	High risk	3.73	Low risk
Mean	3.09	Average risk	3.84	Low risk

Health and Wellness Practices of Employees: Mental and Emotional Health

In terms of mental and emotional health, however, the mean for faculty members (3.41) is higher than the mean for the non-teaching personnel (2.93). This means that faculty members take care of their mental and emotional health better than the non-teaching personnel. Most faculty members can meet their financial needs and desires (3.86) compared to

non-teaching staff (2.09). In addition, the faculty members are free from a strong need for control or the need to be right (3.84). It means that they have control of their overall personality. They have (3.8) a better sense of humor than employees who do not teach (2.67). These findings imply that faculty members are aware and can safely express and control sadness or other emotions necessary to maintain peace of mind.

Table 4.2. *Mental and Emotional Health of UEP System Employees*

MIND: Mental and Emotional Health				
Is your outlook basically optimistic?	3.95	Low risk	3.71	Low risk
Do you give your-self more supportive messages than critical messages?	3.91	Low risk	3.83	Low risk
Can you meet your financial needs and desires?	3.86	Low risk	2.09	High risk
Are you free from a strong need for control or the need to be right?	3.84	Low risk	2.00	High risk
Do you have a sense of humor?	3.8	Low risk	2.67	Average risk
Are you able to adjust beliefs and attitudes as a result of learning from painful experiences?	3.75	Low risk	3.60	Low risk
Are you able to fully experience (feel) your painful feelings such as fear, anger, sadness, and hopelessness?	3.73	Low risk	2.43	High risk
Do you use visualization or mental imagery to help you attain your goals or enhance your performance?	3.68	Low risk	3.67	Low risk
Are you willing to take risks or make mistakes in order to succeed?	3.68	Low risk	3.50	Low risk
Are you aware of and able to safely express fear?	3.64	Low risk	2.83	Average risk
Do you have the ability to concentrate for extended periods of time?	3.54	Low risk	3.14	Average risk
Are you aware of and able to safely express sadness or cry?	3.48	Low risk	2.17	High risk
Do you maintain peace of mind	3.20	Average risk	2.33	High risk
Does your job utilize all of your greatest talents?	3.19	Average risk	3.77	Low risk
Is your job enjoyable and fulfilling?	3.19	Average risk	3.46	Low risk

Do you have specific goals in your personal and professional life?	3.16	Average risk	3.17	Average risk
Do you believe it is possible to change?	3.00	Average risk	3.58	Low risk
Do you take the time to let down and relax, or make time for activities that constitute the abandon or absorption of play?	3.00	Average risk	2.17	High risk
Are you aware of and able to safely express anger?	2.80	Average risk	2.50	High risk
Are you accepting of all your feelings?	2.72	Average risk	2.88	Average risk
Do you engage in meditation, contemplation, or psychotherapy to better understand your feelings?	2.45	High risk	2.00	High risk
Mean	3.41	Low risk	2.93	Average risk

Health and Wellness Practices of Employees: Spiritual and Social Health

As to spiritual and social health, the mean of 3.42 for faculty suggests that they have low risk in this aspect as compared to the average risk manifested by the non-teaching staff (3.04). Specifically, faculty members have more faith in a God, spirit guides, or angels than the non-

teaching staff (2.50). They are free from anger toward God (3.91) and feel a sense of purpose (3.80) better than those administrative people. Most of the faculty members actively commit time to their spiritual life (3.20) and the experienced of pain enabled them to grow spiritually (3.68).

Table 4.3. Spiritual and Social Health of UEP System Employees

SPIRIT: Spiritual and Social Health				
Do you have faith in a God, spirit guides, or angels?	3.95	Low risk	2.50	High risk
Do you listen to your intuition?	3.92	Low risk	1.50	Very high risk
Are you free from anger toward God?	3.91	Low risk	2.17	High risk
Are creative activities a part of your work or leisure time?	3.86	Low risk	3.17	Average risk
Do you feel a sense of purpose?	3.80	Low risk	2.33	High risk
Do you observe a day of rest completely away from work, dedicated to nurturing yourself and your family?	3.75	Low risk	2.17	High risk
Are playfulness and humor important to you in your daily life?	3.72	Low risk	2.17	High risk
Has your experience of pain enabled you to grow spiritually?	3.68	Low risk	3.17	Average risk

Are you able to let go of your attachment to specific outcomes and embrace uncertainty?	3.68	Low risk	3.00	Average risk
Can you let go of self-interest in deciding the best course of action for a given situation?	3.64	Low risk	1.67	Very high risk
Do you confide in or speak openly with one or more close friends?	3.61	Low risk	2.33	High risk
Do you or did you feel close to your parents?	3.56	Low risk	3.00	Average risk
Do you make time to connect with young children, either your own or someone else's?	3.48	Low risk	2.17	High risk
Do you actively commit time to your spiritual life?	3.20	Average risk	2.33	High risk
Do you feel a sense of belonging to a group or community?	3.20	Average risk	2.17	High risk
Do you take walks, garden, or have contact with nature?	3.19	Average risk	2.50	High risk
Are you grateful for the blessings in your life?	3.19	Average risk	2.45	High risk
Do you actively commit time to your spiritual life?	3.00	Average risk	3.00	Average risk
Have you demonstrated willingness to commit to a marriage or compatible long-term relationship?	3.00	Average risk	2.33	High risk
If you have experienced the loss of a loved one, have you fully grieved that loss?	3.00	Average risk	1.53	Very high risk
Do you have the ability to forgive yourself and others?	2.55	High risk	1.67	Very high risk
Do you go out of your way or give time to help others?	2.30	High risk	2.50	High risk
Mean	3.42	Low risk	2.36	High risk
Grand Mean	3.30	Average risk	3.04	Average risk

Generally, these findings show that faculty members have a higher risk of physical and environmental health compared to non-teaching staff. However, faculty have a lower risk than non-teaching staff when it comes to mental and emotional health as well as spiritual and social health.

Relationship between the socio-demographic profile of the employees and performance

The relationship between the socio-demographic profile of the employees and

performance was tested using Pearson correlation (shown in Table 7). The result of the analysis shows that age significantly correlated with the performance of faculty members. This means that older faculty members performed higher compared to younger faculty members; A significant relationship was found between sex and the performance of the faculty members. The negative coefficient suggests that female faculty members have higher performance compared to male faculty members. Sex was also found significantly

correlated with the performance of non-teaching personnel. The positive correlation coefficient means that female non-teaching personnel has higher performance compared to male employees. The number of dependent children was found significantly correlated with the performance of the non-teaching staff. This means that employees who have a bigger number of dependent children exert more effort in doing their duties resulting in better performance. Educational attainment was found significantly correlated with the performance of the non-teaching staff. This means that higher educational attainment would mean better

performance for these employees. However, educational attainment did not significantly correlate with the performance of the faculty members.

These findings show that the performance of the faculty and non-teaching personnel is somehow affected by some personal factors. It should be noted three profile variables (i.e. sex, dependent children, and educational attainment) had a significant relationship with the performance of non-teaching staff. On the other hand, only age had a significant relationship with the performance of the faculty.

Table 7. Relationship between the socio-demographic profile of the employees and performance

Profile	Parameters	Faculty	Non-teaching
Age	Pearson Correlation	0.498	0.013
	Sig. (2-tailed)	0.008	0.331
	Interpretation	Significant	Not Significant
Sex	Pearson Correlation	-0.641	0.371
	Sig. (2-tailed)	0.374	0.005
	Interpretation	Not Significant	Significant
No. of children/dependent	Pearson Correlation	0.131	0.573
	Sig. (2-tailed)	0.38	0.000
	Interpretation	Not Significant	Significant
Educational attainment	Pearson Correlation	-0.141	0.319
	Sig. (2-tailed)	0.071	0.028
	Interpretation	Not Significant	Significant
Marital status	Pearson Correlation	0.101	0.094
	Sig. (2-tailed)	0.501	0.38
	Interpretation	Not Significant	Not Significant
length of service	Pearson Correlation	0.111	0.0898
	Sig. (2-tailed)	0.348	0.222
	Interpretation	Not Significant	Not Significant

IV. CONCLUSION

The findings show that faculty members have a higher risk of physical and environmental health compared to non-teaching staff. However, faculty have a lower risk than non-teaching staff when it comes to mental and emotional health as well as spiritual and social health. The health and wellness practices of the

employees of UEP suggest that both groups have considerably average health. The findings of this study will provide input on how schools/institutions like the University of Eastern Philippines can address health and wellness issues of employees to become resilient in the face of difficulties.

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