

AN ASSESSMENT ON THE DIFFERENT WELLBEING DOMAINS OF BASIC EDUCATION FACULTY MEMBERS



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Abstract

The COVID-19 pandemic has forced students and teachers to adapt to flexible learning such as online distance education given little preparation and transition time. It is quantitative research that aims to explore the impact of online distance learning on teachers' wellness and how it is related to their academic performance by the end of the first semester of the Academic Year 2021 – 2022. The study adopted a survey questionnaire to gather information on teachers' wellness. The study reveals important findings such as teachers' financial domain has the lowest status wellbeing domain, but teachers' spiritual domain has shown the highest status of wellbeing; the profile of the Basic Education faculty members has nothing to do with the wellbeing status of the respondents during the pandemic. It means that teachers are equipped for an unidentified future, problem-solver, and think creatively; study emphasizes the need to place a high priority on teachers' well-being and make provisions to enable their growth on all fronts professionally, emotionally, socially, and spiritually; and a proposed program or paradigm that an institution can be put into practice.

Keywords:

COVID-19, distance learning, e-learning, wellbeing