

# Impact of the COVID-19 Pandemic on the Life of Faculty Teaching in Universities

**Ester T. Rada**

College of Arts and Sciences  
San Beda University, Manila  
erada@sanbeda.edu.ph

## Abstract

COVID-19 has greatly affected the education sector compelling educators to adapt to online teaching and platforms quite abruptly. Thus, this study aims to determine the impact of this pandemic on the life of college faculty and its consequences on their social, emotional, and personal aspects due to the transition from physical classes to online lectures and design a support program to help reframe and alleviate its impacts. This is a descriptive study using a convergent mixed methods design. Employing a snowball sampling technique, a modified web-based global questionnaire that is divided into 7 sections, was administered via Google forms. With the use of SPSS v. 23, results showed from 81 respondents in 37 universities that despite the limited time and resources in the preparation, the faculty displayed an adaptive behavior. Remarkably, the narratives related impacts of emergency remote education on personal life circumstances more than what the figures showed in the statistical analysis. Three important words emerged with ambivalent themes as the general views on COVID -19 as generated by NVivo QSR: life, time and changes. Using Braun-Clarke approach to thematic analysis, the narratives also evoked that spirituality and emotions play a significant role in coping. The support program was designed with the academic, social and emotional aspects in the key result areas with proposed program and activities such as educational policy on the pedagogy of care, continuing digital literacy program, social support elements of emotional concern, instrumental aid, appraisal, virtual socialization and also conduct of webinars, workshop series and fellowship as coping mechanisms.

**Keywords:** COVID -19, Braun-Clarke approach to thematic analysis, Academic-socio-emotional support program

When the World Health Organization (WHO) declared a pandemic with the spread of Novel Corona Virus (COVID-19), the Philippine government implemented the community quarantine to mitigate its effect. Consequently, among the most affected sectors, the educational institutions suspended all face-to-face classes but recommended utilizing distant education and computer-based instruction (Telli, Yamamoto and Altun, 2020 cited in Hebebcı, Bertiz & Alan, 2020; Korkmaz & Toraman, 2020, UNESCO, 2020 cited in Hebebcı, Bertiz & Alan, 2020).

Undoubtedly, this unprecedented event caught the academe off-guard thus, may have caused an impact on the academic life as well as on the social, emotional, and mental well-being of its stakeholders. Kraft, Simon & Lyon (2020) also stated that “schools and teachers were forced to pivot to fully remote instruction with virtually no warning or preparation time. This sudden and total change in how teachers delivered instruction, combined with the health threats and economic consequences of the pandemic, created a uniquely stressful and demanding context for teachers’ work” (p. 2).

Consequently, it is deemed that learning requires a more holistic perspective however, the psychological and social or socioemotional aspects should not be overlooked, being humans as biological, psychological and social beings (Aslan & Güngör, 2019; Gove, 1994 cited in Korkmaz & Toraman, 2020).

Notably, educators have been trying for many years to make learning more social (Bandura, 2002; Boyd, Richerson & Henrich, 2011; Heyes, 2012 cited in Korkmaz & Toraman, 2020), collaborative and cooperative (Jacobs, 2015; Lin, 2020; Ornstein & Hunkins, 2017, p. 209 cited in Korkmaz & Toraman, 2020), but this unprecedented time resulted to digitalized and individualized learning which may pose more learning challenges and issues.

The study by Nawaz et al. (2020) on the state of research about COVID -19 accounted that there is less research on the psychological aspect and its consequences, which mostly cover different aspects such as in medical sciences. This study is significant at supporting a research agenda on COVID -19. Using the methodological framework questionnaire of a global research on impact to students (Aristovnik et al., 2020), the items were partly modified to suit the target respondents, i.e the faculty-members specifically, in higher education institutions in the

Philippines. This present study hopes to contribute to the relevant literature describing the opinions of teachers across fields of specializations on the research about COVID-19, specifically, on the support program for the college faculty to help alleviate the impact of the pandemic causing concerns on their academic, emotional, social and personal life.

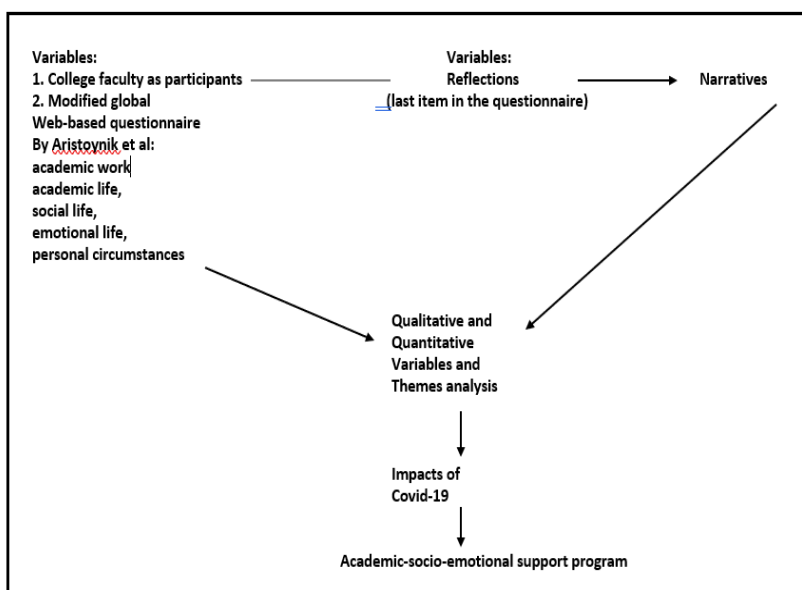
Thus, this study wants to address the following problems: What is the impact of COVID-19 pandemic on the life of college faculty? What are the elements and aspects of academic work and academic life of college faculty that have consequences on their social, emotional, and personal life due to the transition from onsite to online lectures? What support program that can help reframe and alleviate these impacts? Thus, this study aims to describe the impact of COVID-19 pandemic on the life of college faculty and its consequences on their social, emotional, and personal aspects and consequently, design a support program to help reframe and alleviate these impacts.

### **Conceptual Framework**

This is a descriptive study that aimed to describe the impacts of COVID-19 on the life of the faculty in college. The aspects and elements such as academic life and work, social life and personal circumstances served as variables to determine the impact of this pandemic due to the transition from onsite to online platform of teaching. Eventually, a program for the institutions to provide support for the mental well-being of their faculty was proposed. Figure 1 showed the variables of quantitative and qualitative data:

**Figure 1.**

*The aspects and elements from a global web-based questionnaire served as the variables to determine the impact of Covid-19 on the life of college faculty as basis for the designing of the support program*



The variables on academic work pertained to the assessment of college faculty with regard to their workload, teaching and administrative support and their performance and expectations in conducting online classes.

As regards academic life, the faculty assessed their conditions in the work-from-home set up (infrastructure) and skills.

To determine the consequences on social life, the variables were about support network during the COVID-19 crisis and situations when they get support such as in sickness, sadness, on teaching issues (lectures, seminars, practical work), personal finances, family and relationships, professional career in the future and about the COVID-19 itself.

On emotional life, the variables inquired on their feelings since the onset of the COVID-19 pandemic.

On life circumstances (general and financial), the faculty were asked about their worries in life and their opinion regarding the support measures and changes made in behavior during the COVID-19 pandemic.

Finally, general views/words of reflection on COVID-19 served as the qualitative data for analysis.

As a final output, the study aims to design an academic-socio-emotional support program to help alleviate the impacts described in the results of the study.

## **Methodology**

### ***Research Approach***

The study employed a convergent mixed methods design with quantitative and qualitative procedures and products. The quantitative and qualitative data were collected at the same time. The data received equal weighing and mixed during the interpretation (Creswell & Plato Clark, 2011 as cited in Stage and Manning, 2016).

### ***Research Participants / Respondents***

**Inclusion:** The respondents are college faculty who are presently teaching in Philippine universities, males, and females, part-time and full-time who hold master's or doctoral degrees, across generational ages from Maturists to Gen Z.

**Exclusion:** Faculty members who have been transferred to Senior High School although they used to teach in college were not included in the analysis. Also, those who are no longer teaching college subjects in the universities were excluded.

### ***Sampling Design***

Faculty who are teaching college subjects in Philippine universities were the target population. Using a snowball sampling technique, faculty from different universities were asked through messenger chat if they are willing to participate in this study and also requested them to send to other faculty members in their universities who are likewise willing to be part of the study. The questionnaire then was sent to the those who assented to participate. Email requests of the questionnaire were also entertained. In the interest of time, the survey did not reach the institutional administrations in order to get a percentage of their faculty members to

answer the survey and so a snowball sampling technique was the most convenient way. The questionnaire was administered during Christmas break after one cycle of the First Semester, at first, blush of online classes of faculty members. Since it is break time, faculty members would unlikely participate in a formal survey unless prompted by close colleagues on behalf of a close friend, although the questionnaire was also uploaded in professional organizations on Facebook. In effect, the study was delimited using snowball sampling thus, it is recommended in this study to administer the questionnaire to a wider population and use a random sampling technique for further validation.

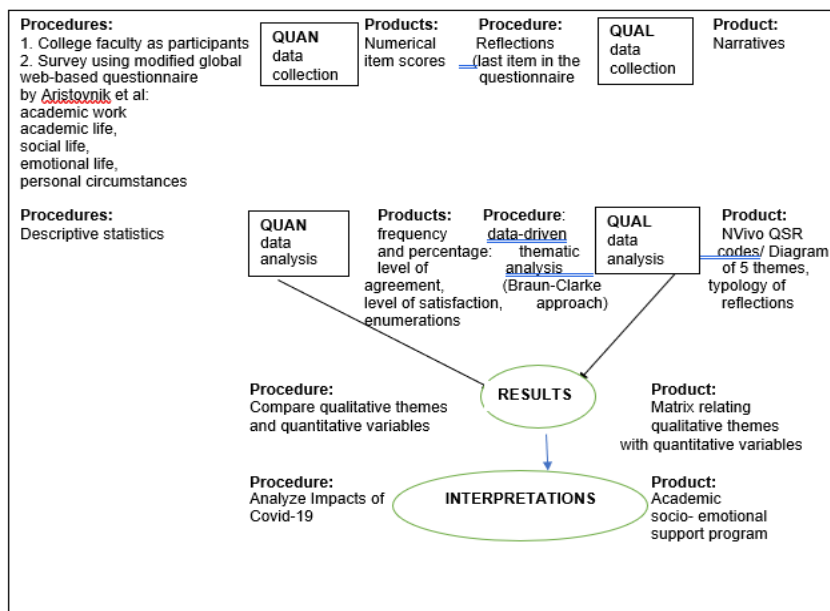
There were 87 respondents from 37 universities across the country who responded during the allotted time. Only 81 respondents were considered for analysis excluding respondents from Senior High School.

### ***Research Procedures of Data Collection***

The study used a convergent mixed methods design. Figure 2 showed the procedures and products of quantitative and qualitative data:

**Figure 2.**

*Convergent mixed methods design diagram was based on Wittink et al. 2006 as cited in Creswell & Clark, 2011)*



The items on the academic work pertained to the rate of agreement of the faculty as to their assessment and workload, level of satisfaction with teaching and administrative support and level of agreement also on their performance and expectations in conducting online classes.

On assessment and workload, using 5-Likert scale, from *Strongly disagree to Strongly agree* (*Not applicable* if there is no experience in particular item), the respondents were asked to rate their agreement with the statements about course assignments (e.g. readings, homework, quizzes) on a regular basis, feedback on students' performance on given assignments, response to students' questions in a timely manner, being open to students' suggestions and adjustments of online classes and information to students on what exams will look like in this new situation.

Their total workload was also inquired in comparison to the workload before on-site classes were cancelled, whether significantly smaller, smaller, the same, larger, or significantly larger.

Regarding teaching and administrative support, with the use of 5-Likert scale from *Very dissatisfied to Very satisfied* (*Not applicable* if there is no experience in particular item), the respondents were asked about their level of satisfaction with the organization of own lectures, webinars (e.g. online platform tutorials, etc), administrative support (e.g. computer and wifi connectivity support), technical support or IT services, support of finance and accounting, library, Central Office and Student Affairs Office.

Given of the new teaching and learning environment, using 5-Likert scale, from *Strongly disagree to Strongly agree* (*Not applicable* if there is no experience in particular item), the faculty were asked on their level of agreement with the statements on difficulty to focus during online teaching in comparison to on-site teaching, if performance has improved since on-site classes were cancelled, if they have adapted well to the new teaching and learning experience, if they can foster mastery of skills of students even on-site classes were cancelled and if they can figure out how the students can do the most difficult classwork since on-site classes were cancelled.

As regards academic life, the items inquired whether the respondents have the conditions to work from home (infrastructure) and skills. They were asked to tick on the following if they have access and indicate other infrastructure on the blank: a quiet place, a desk, a computer, required software and programs, a printer, headphones and microphone,

webcam, office supplies (notebooks, pens, etc.), a good internet connection, course study material (e.g. compulsory and recommended literature) and other. Also, they were asked if they are confident in the following: browsing online information, sharing digital content, using online teaching platforms (BigBlueButton, Moodle, Blackboard, GoToMeeting, etc.), using online collaboration platforms (Zoom, MS Teams, Skype, etc.), using online communication platforms (e-mail, messaging, etc.), using software and programs required for studies, applying advanced settings to some software and programs and other.

To determine the consequence of social life, the items in the questionnaire are interested in finding out about support network during the COVID-19 crisis. The faculty were asked about their social support from given choices: Close family member, more distant family member, Close friend, someone the faculty lives with, neighbors, colleague/s from own course, administrative staff, voluntary organizations, social networks, and someone else (specify).

The respondents were also asked to select the one they feel closest to whom they would turn to first (from the choices above) given the situations such as sickness, depression, teaching issues (lectures, seminars, practical work), personal finances, family and relationships, professional career in the future and about the COVID-19 crisis.

In the part of the questionnaire on emotional life, the items would like to find out how have the respondents been feeling since the onset of the COVID-19 pandemic. The following emotions were the choices, and a blank was provided for other answers: Joyful, hopeful, proud, frustrated, angry, anxious, ashamed, relieved, hopeless, bored and other.

On life circumstances (general and financial), the faculty were asked about their worries in life and their opinion regarding the support measures and changes made in behavior since the pandemic: Personal physical health, personal mental health, teaching issues (lectures, seminars, practical work), personal finances, future education, family and relationship, professional career in the future, COVID-19 or similar pandemic crisis in the future, leisure activities (sports and cultural activities, parties, hanging out with friends, etc.) and traveling abroad.

On the narratives, the faculty were asked about their general views/words of reflection on COVID-19. In analyzing the narratives,



Braun-Clark approach, specifically, descriptive thematic analysis (TA) was used.

In the final analysis, the quantitative and qualitative were converged for a better understanding of the impact of COVID-19.

### ***Research Ethics Approaches***

Participation in the study was voluntary and the questionnaire can be answered within 15 minutes. The answers submitted were anonymous and used solely for this survey.

There was no conflict of interest. The researcher is also a college faculty and she may have respondents from the institution where she is teaching, however, the researcher maintained the confidentiality of the information that was given by the respondents and did not manipulate any data to the advantage of the researcher or the institution she represents.

Withdrawal criteria: As indicated in the Informed Consent Form (part of the introduction of the Google Form) – The participants may withdraw anytime during the course of the study even if they agreed earlier.

### ***Data Analysis/Validity and Reliability***

*Quantitative data analysis.* Descriptive statistics with the use of SPSS v. 23 were generated for the quantitative analysis. The enumerated items were coded for statistical analysis. Using SPSS v. 23, the modified version of closed ended questions has a Cronbach reliability coefficient of  $\alpha$  .891. Note that open-ended items were not included in the reliability statistics. For content validity, two researchers who are also psychologists and educators read each item in the modified questionnaire for correctness and completeness. The experts may also evaluate the grammar and suggest wording changes to improve the items. Then, the experts evaluated the set of items as a whole. The experts rated the congruency of the items resulting in an average congruency percentage (ACP) of 96.36% (Expert 1 = 98.18%, Expert 2 = 94.54) (Popham 1978 cited in Polit & Beck 2006). Waltz et al. (2005 cited in Polit & Beck 2006) advised that an ACP of 90 percent or higher would be considered acceptable. ACP is calculated by first obtaining the percentage of items that each expert rated as +1 (congruent with the objective). Osterlind (1998 cited in Dilorio, 2006) suggests assigning -1 for an item that is poor match with the objective, 0

for moderate or uncertain match and +1 for strong match. There were only moderate items that were revised accordingly.

*Qualitative data analysis.* NVivo QSR generated the themes from the narratives. Büyüköztürk et al. (2015 cited in Hebebcı, Bertiz, & Alan, 2020) suggest that qualitative data should be assessed by more than one person to ensure validity and member checking should be done for reliability. For this reason, the narratives and the themes were examined by two researchers/psychologists/educators and member checking by respondents has been done for reliability. In addition, direct opinions of the participants were written using Google forms. For the thematic analysis, Braun-Clarke Approach, specifically, descriptive analysis was followed which aimed primarily to summarize and describe patterned meaning in the data.

## **Results and Discussions**

The respondents were faculty teaching in universities from different parts of the country. There were 81 faculty who were included in the study, 69 (85.2%) full-time and 12 (14.8%) part-time, 54 (66.7%) have master's and 27 (33.3%) hold a doctorate degrees, 45 (55.6%) females and 36 (44.4%) males, representing generational ages from Maturists to Gen Z, with Gen X (41-60) composing more than half of the samples (51.85%). Most of the respondents came from the Social Sciences (40.7%) and Arts and Humanities (39.5%) fields of specialization. Other disciplines include Natural and Life Sciences (12.3%), IT/Finance (3.7%), Accountancy, Applied Science and Educational Management (equal at 1.2%).

### ***From Classroom to Online Lectures***

Online teaching has been a mandatory educational process during the outbreak of the novel coronavirus. As stressed by Aristovnik et al. (2020), "teaching online is not simply putting learning materials online." (p. 7) The content and learning methods of the lectures must be organized according to the new mode of delivery to ensure an active interaction between teachers and students during the learning process. Thus, it calls for appropriate knowledge and skills as well as ICT equipment on the part of the lecturers. This has been pointed out by the authors of studies in countries where online learning was still not widespread before the COVID-19 pandemic (Aristovnik et al., 2020). In this survey, college faculty were asked about their attitudes to different online forms of teaching and learning, including their satisfaction with the organization

and support of their institutions in the shift from classroom to online platforms.

Most of the respondents said that their onsite/physical classes have been cancelled at 85.2% since the pandemic was declared. Consequently, several different forms of online lectures were established. As shown in Table 1, the most dominant forms of online lectures were real-time video conferences (60.5%) followed by asynchronous forms: sending presentations to students (17.3%), written communication using forums and chats (8.6%). and video recording (7.4%). The rarest form was audio recording (2.5%), which is not surprising since learning platforms and videoconference systems (e.g. Moodle, Zoom, MS Teams, BigBlueButton etc.) are widespread and have been freely available for quite some time. Other forms of online engagements involve Facebook, modules, WhatsApp, Short message service (SMS)/text messages, modular tool kit, phone calls for correspondence-based students and the use of Learning Management System (LMS). As to the level of satisfaction, most of the different forms of delivery in online classes got Satisfied rating with audio recording ( $M=3.96$ ), written communication ( $M=3.88$ ) such as e-mails, chat and others, online presentations and video recording ( $M=3.85$ ), and video conference ( $M=3.76$ ). Noticeably, while video conference is the most dominant form of lecture, the level of satisfaction in its conduct registered as the lowest maybe because of several factors which can be discussed in the next aspects. Some factors may be the faculty need more training to be adept in this platform but required by the institution, interconnectivity issues and electricity, support network and services, and others.

It is believed that the teacher has a large share in providing an interactive environment for the students to get involved in the learning environment (Lehman & Conceição, 2010). A study by Dougiamas (2000 cited in Hebebcı, Bertiz, & Alan, 2020) revealed that instructors who teach courses in distance education affect students' views. Thus, educators have a great responsibility in distance education process prompting them to use different interactive forms of delivery to encourage student engagement.

**Table 1.***Forms of Lectures*

	Forms	Level of satisfaction		Dominant	
		Mean	SD	f	%
	Video conference	3.76	1.08	49	60.5
	Video recording	3.85	1.27	6	7.4
Valid	Audio recording	3.96	1.25	2	2.5
	Online presentations	3.85	1.08	14	17.3
	Written communication	3.88	1.15	7	8.6
	Other (synchronous/asynchronous/NA)			3	3.7
	Total			81	100

*Academic Work*

With the shift of pedagogical processes to online media by universities, some studies noted that the quality of teaching and learning in these new circumstances needs proper attention (Aristovnik et al., 2020). Also, taking into consideration, poor Internet connectivity or electricity issues in some areas, the effectiveness of online learning depends on the designed and prepared learning material, the lecturer's engagement in the online environment and their interactions with the students. Therefore, the college faculty were asked to compare their workload before the onsite classes were cancelled with the new circumstances after the lockdown. On the average, the rate of agreement for different forms of assessments and workload are not far from each other ( $M = 4.20$  to 4). On the average, as shown in Table 2, most respondents inform students on examination style ( $M = 4.20$ ), they are open to student suggestions ( $M=4.19$ ), give assignments ( $M=4.14$ ), respond to student queries ( $M=4.11$ ) and give feedback to assignments ( $M=4.10$ ). Results showed that on average, as compared to the workload before on-site/face-to-face classes were cancelled, the respondents posit that their workload has been larger (38.3%).

**Table 2.***Assessment and Workload*

		<i>Mean</i>	<i>SD</i>
	Give Assignments	4.14	1.07
	Give Feedback to Assignments	4.00	1.01
Valid	Respond to student queries	4.11	0.98
	Open to student suggestions	4.19	1.08
	Inform students on exam style	4.20	1.10

In a crisis such as the COVID-19 pandemic many questions emerge, and faculty need the support of various services. The survey results show that as to the level of satisfaction with the support during this time, on the average, organization of own lectures ( $M=3.34$ ) got the highest, then organization of own webinars ( $M=3.32$ ), central office support ( $M=3.29$ ), Student Affairs Office ( $M=3.28$ ), library ( $M=3.14$ ), administrative ( $M=3.06$ ), finance and accounting ( $M=3.03$ ) and Technical IT support ( $M=3.00$ ) in this order.

**Table 3.***Teaching and Support*

		<i>Mean</i>	<i>SD</i>
	Organization of Lectures	3.34	0.82
	Organization of Webinars	3.32	0.77
	Administrative Support	3.06	1.11
	Technical IT Support	3.00	0.93
Mean	Finance and accounting	3.03	1.10
	Library	3.14	1.01
	Central Office	3.29	0.95
	Student Affairs Office	3.28	0.89

*Academic Life*

As far as the faculty's academic life is concerned, the study is interested in: (1) the availability of different kinds of home infrastructure needed to ensure efficient study; and (2) the faculty's self-reported computer skills. Both issues were also mentioned by Kamarianos et al. 2020, Sahu, 2020 and Baticulon et al., 2020 as cited in Aristovnik et al.,

2020). The results showed that only 13.2% have access to the computer, 11.4% have a desk and 11.1 have headphones and microphones. As to computer skills, results showed that only 19% are confident in browsing online information, 18% in using online collaboration platforms (Zoom, MS Teams, Skype, etc) and online communication platforms (e-mail, messaging, etc.).

**Table 4.**

*Performance and Expectations*

		<i>Mean</i>	<i>SD</i>
Valid	Focus	3.16	0.94
	Improvement	2.91	0.97
	Adaptation	3.32	0.73
	Mastery	3.18	0.83
	Difficulty	3.12	0.82

In view of the new teaching and learning environment, the respondents said that they have adapted well to the new teaching and learning experience ( $M=3.32$ ), how to foster mastery of skills of students ( $M=3.18$ ), find it more difficult to focus during online teaching in comparison to on-site teaching ( $M=3.16$ ), how to figure out on how the students can do the most difficult classwork even on-site classes ( $M=3.12$ ), and they noted improvement on their performance ( $M=2.91$ ) as shown in Table 4.

***Social Life***

The implementation of health protocol, such as social distancing, resulted to the physical closure of higher education institutions thus putting the faculty in an unfamiliar situation. Despite the physical restrictions some people still try to keep their social life as close to ‘normal’ as possible. In this survey, faculty were asked about the frequency of their online communication with specific people during the COVID-19 pandemic. Faculty would first turn to the following social groups to talk about the COVID-19 crisis: a close family member (38%), a close friend (23%), colleague (14%), someone they live with (10%), a more distant family member (5.4%), etc. Pastor and church members were added when sick (1.5%) or depress (0.6%). In all aspects, close family members extend the most social support. Except on teaching issues, the colleagues from

own course are the closest person to communicate with. A family support system is still the best when it comes to fostering well-being. Prime, Wade, & Browne, (2020) used Walsh's (2015) family resilience framework in their study in conceptualizing family well-being concluding that resilience may be more likely if family well-being is preserved or enhanced during this time (p. 634).

Since social support is vital for the mental health, some studies noted that it should be efficiently offered and carefully maintained during this time (Cao et al., 2020; Elmer, et al., 2020; Zimet, et al., 1988 as cited in Aristovnik et al., 2020).

### ***Emotional Life***

Research has shown that emotions and caring relations play a major role in the online learning experience than in face-to-face contexts (Cleveland-Innes & Campbell (2012; Velasquez, Graham, & Osguthorpe, 2013 cited in Bozkurt et al, 2020). Also, Aristovnik et al. (2020) accounted in their study that the COVID-19 pandemic has significantly influenced the emotional well-being and thus mental health of people all around the world – either directly in terms of health issues or indirectly in relation to its economic and social consequences (p. 15). This is also true for faculty members. In this study, the frequency of the positive emotions felt by the faculty members since the outbreak of COVID-19 were as follows: hopeful (35%), joyful (18%), proud (11%) and relieved (5.8%). The negative emotions experienced by the faculty-members were anxiety (13%), frustration (7.6%), boredom (4.1%), hopelessness (1.7%), anger (1.2%), and shame (1.2%). This implies that institutions such as government, health sectors, higher education, and others should all collaborate on the process of designing timely and efficient psychological, social and financial support services for faculty-members (Aristovnik et al., 2020).

Significantly, the hopeful attitude of the respondents helps them cope with the challenges of online setting even in so short a time for preparation.

### ***Personal Circumstances***

The higher education faculty members are undoubtedly affected by the COVID-19 pandemic. In this study, most respondents have worries about personal physical health (17.6%), COVID-19 similar pandemic (13.6%), teaching issues (12.5%), personal mental health (11.9%) and personal finances (10.8%). As observed by Miller (2020 cited in Bozkurt, et al, 2020), COVID-19 has a profound impact on social, emotional, and

psychological aspects in individuals. Due to the pandemic, everyone is going through a great deal of anxiety. True to the results of the present study, concerns of faculty include physical health, family or financial responsibilities and safety of their loved ones and themselves among others (Jansen, 2020 cited in Bozkurt et al, 2020). When it comes to total monthly disposable income (before COVID-19 pandemic) and the capacity to pay overall living costs now, the respondents are uncertain.

### ***Support Measures and Behavior***

As noted, more than ever, it is during this time of pandemic that faculty members among others need support from different institutions. In this study, the faculty were asked, as to the level of satisfaction in dealing with the COVID-19 pandemic of the institutions. Results showed that only the university got a Very Satisfied rating ( $M=3.85$ ) while the other institutions got a Neutral mark.

**Table 5**

### *Support Measures*

	<i>Mean</i>	<i>SD</i>
Government	2.60	1.28
University	3.85	1.25
Banks	3.62	1.14
Hospitals	3.81	1.22

Emergency support for low-income, disability assistance and for seniors as well as deferred monthly payment via phone or email were deemed as the most important support measures by the government, university, or by a bank (17%).

### ***General Views***

Three important words emerged as the general views on COVID-19 as generated by NVivo QSR: life, time and changes (Table 6). This presented ambivalent themes. As to life, it ranges from social life, normal life to exhausting life. As regards time, past (spent) and present evokes uncertainty. Changes as well were assessed either as significant, positive



or negative. In the thematic analysis, spirituality also emerged as an important aspect to cope with the present situation. Emotions ranged from being hopeful to depressing.

**Table 6.**

*NVivo Themes*

life		time	changes
social life	normal life	spent time	significant change
exhausting life		present times	negative changes

Using Braun-Clarke approach to thematic analysis, six aspects were followed such as: 1) familiarization with the data, 2) initial coding generation, 3) searching for themes based on the initial coding, 4) review of the themes, 5) theme definition and labeling, and 6) report writing.

**Table 7.***Thematic analysis – codes and sub-themes*

Codes	Sub-themes and Narratives
Life (mentioned 25 times)	<ul style="list-style-type: none"> <li>- <b>Impact on work and social life</b> - “Am very much affected with my work and my social life.”</li> <li>- <b>Impact on emotions, finances and behaviors</b> - “It gives us more depression emotionally, financially and behaviorally because it affects our normal life.”</li> <li>- <b>Impact on children</b> – “Children are more affected than adult.”</li> <li>- <b>Impact on relationship with God - gives hope in prayer</b> – “I hope and pray it stops.”</li> <li>- <b>Impact on life’s priorities</b> - “The Covid 19 has taught what really matters in life.”; “Life changing”; “Covid has taught people to live simple lives. Know their priorities.” “This pandemic helped me to rethink and recalibrate my priorities in life. It also shaped me to me more positive in life.” “Has transformed lives”</li> <li>- <b>Impact on lifestyle</b> - “lifestyle-changing”; “Exhausting”; “Life is really hard during this pandemic.”</li> <li>- <b>Impact on perspective about life</b> - “The Covid 19 has taught ... about mortality and meaning of life” <i>Ambivalence of life</i> - “made some positive and negative changes in my life”; “It brings us to negative as well as positive on our lives.” “Though our health is at stake that make us scared, it gives us time to be bonded with our family.” <i>Acceptance</i> - “Though unexpected, it's obviously the new normal we have to live it.” “Covid 19 has greatly affected our lives and even with the vaccine, I think we will not be able to get back to the usual lives that we had” “This pandemic had a great impact in all areas of our lives” “It's a time for refreshing for a solitary life.” “This Covid 19 serves as full of realization about life”</li> </ul>

**Table 7.***Continued*

<b>Codes</b>	<b>Sub-themes and Narratives</b>
Change (8 times)	<p><b>Impact on the dynamics of life</b> - “positive and negative <b>changes</b> in my life”</p> <p><b>Impact on well-being</b> - “Covid indeed brings about significant <b>change</b> in the way people do things. It affects the over-all well-being and the conduct of everyday chores. This is true in the academic sector.</p> <p><b>Impact of community spirit and adaptive behavior-</b> However, with the help of the school and the whole community we are able to effectively adapt to these <b>changes</b>. We may not have the best alternative system today; this may not be perfect, but we really have to make the best result out of it.”</p>
Time (13 times)	<p><b>Impact on family relationship and finances</b> - “Spent <b>time</b> with family members, lost my job and got a new job with 50% pay cut”; “...it gives us <b>time</b> to be bonded with our family.”</p> <p>“Though our health is at stake that make us scared, it gives us <b>time</b> to be bonded with our family.”</p> <p>“Covid 19 pandemic more <b>time</b> with the family, more house improvement- repair, repaint, replace old appliances.”</p> <p>“Before pandemic I had that hardship in commuting, lessen my <b>time</b> with my family and worked so hard before, now after the 10 months pandemic, I have shared my experiences to the members of the family that I, as the head of the family, should balance our <b>time</b> and effort to all our errands, works and family and especially do not forget the more <b>time</b> we have to communicate and God's <b>time</b>, like go to the church and know more our priorities in life.”</p> <p><b>Impact on resiliency</b> - “The human spirit is greatly challenged by the present <b>times</b>. We have to be strong...”</p>

**Table 7.***Continued*

Codes	Sub-themes and Narratives
Spirituality	<p><b>Impact on relationship with God</b> - “Trust God.”</p> <p>“Covid 19 has brought a lot of <b>changes</b> not only in our way of <b>living</b> but also with regards to our faith in God”</p> <p>“... especially do not forget the more <b>time</b> we have to communicate and God's <b>time</b>, like go to the church and know more our priorities in <b>life</b>.”</p> <p>“I am a COVID 19 survivor. After seeing my results, I was so shocked because I am not with my family and at the same time unsure of what would happen to me. But I realized that I am stronger than this virus and I still got lots of things to fulfill in my <b>life</b>. I realized that was just a challenge to be stronger and greater and with God's mercy and guidance I am able to overcome everything.”</p> <p>“Taught me to depend on God and be more simple and focused not on earthly matters”</p> <p>“This pandemic makes me value my spirituality more”</p> <p><b>Impact on self-realization</b> - “This pandemic is an eye-opener for everyone, that there must be something to <b>change</b> in all aspects of humanity, starting with ourselves to the way we relate or interact with others and the environment because however great we are or whatever power we might have, we are still in no control of everything. Only God has.”</p>
Emotion	<p><b>Impact on the range of emotions</b> - “It gives us more <i>depression</i> emotionally...”</p> <p>“<i>Scared</i>”</p> <p>“It was chaos”</p> <p>“This has tested <i>patience and flexibility</i> especially with the setup in class. We have to stretch our patience and have maximum tolerance.”</p> <p>“It's <i>hard!</i>”</p> <p>“The pandemic has been <i>stressful</i>”</p> <p>“It helped me explore unexplored territories in teaching and psychological services.”</p> <p>“It created <i>fear, worry</i> and continues to hang over my head, praying always that it will end soonest.”</p> <p>“Covid19 is a wake up call. It is actually a blessing in disguise. <i>Order disguised as chaos.</i>”</p> <p>“<i>fine</i>”</p> <p>“Sometimes I don't believe there is such”</p> <p>“It's <i>frustrating</i>”</p>

**Table 7.***Continued*

<b>Codes</b>	<b>Sub-themes and Narratives</b>
Emotion	<p>“On the bright side, it gives me <b>time</b> to <i>reflect and be grounded</i>”</p> <p>“It’s a serious threat to mankind”</p> <p>“The present regime is not capable to handle this pandemic. Injustices everyday.”</p> <p>“Mentally draining”</p> <p><b>Impact on the self-efficacy</b> - “Working online is draining and more tiresome than face-to-face. Besides being a teacher, me and my colleagues do whole "productions" on a faulty app (or connection signal?) that is way beyond what is prepared by a teacher. We are program editors, floor managers, IT troubleshooters, camera men, video editors, directors, actors, layout artists, encoder, etc. etc. and we don't even get internet allowance nor a computer loan that would allow us to purchase the laptop of our preference! I also dislike the idea that students still pay so much for tuition with the school using the excuse that it is for "energy" or what not when they don't even hand us anything for that purpose! It is injustice!”</p> <p><b>Impact on civic consciousness and resiliency</b> “It shakes the world but we’ll continue to be hopeful at this season of pandemic. We’ll get through this if we’ll be united as one country (I’m hoping that each sector will do their part).  “All we need is just a little patience &amp; be law-abiding citizens.”</p> <p>“Being resilient.”</p> <p>“Covid-19 is bound to happen given how people treat, neglect, abuse the environment. I was hoping that we, somehow, learned our lesson but sadly, this hope seems to be far from reality, as we can still observe garbage (non-biodegradable) piling up like there is no tomorrow. Unrestrained mining, logging, quarrying operations continue on like they don't care. With all these unbridled human activities I think we haven't seen the worst yet. Notwithstanding the abovementioned, I choose to remain hopeful and try my best to educate my students on stewardship and environmental justice.”</p> <p>“don’t give up”</p> <p>“don’t lose hope”</p> <p>“Still hopeful for a better 2021”</p> <p>“The Filipino is resilient. This too shall pass.”</p>

As to life as a code which was mentioned 25 times: faculty respondents narrated that this crisis affects normal life, makes people realize mortality and meaning of life, rethink and calibrate priorities: *“The Covid 19 has taught what really matters in life.” “Covid has taught people to live simple lives. Know their priorities.” “This pandemic helped me to rethink and recalibrate my priorities in life. It also shaped me to be more positive in life.”*

The code of change (mentioned 8 times) is associated with life – whether personal or academic: *“Covid indeed brings about significant change in the way people do things. It affects the over-all well-being and the conduct of everyday chores. This is true in the academic sector. However, with the help of the school and the whole community we are able to effectively adapt to these changes. We may not have the best alternative system today; this may not be perfect, but we really have to make the best result out of it.”*

Time (mentioned 13 times) also emerged as significant which is focused on the time spent with the family, more so, during the pandemic; also with the element of spiritual and emotional domain: *“Before pandemic I had that hardship in commuting, lessen my time with my family and worked so hard before, now after the 10 months pandemic, i have shared my experiences to the members of the family that I as the head of the family, should be balance our time and effort to all our errands, works and family and especially do not forget the more time we have to communicate and God's time like go to the church and know more our priorities in life.”*

Spirituality also evoked as a theme which serve as a coping mechanism. A crisis such as this strengthens faith in God and makes humans value their spirituality more: *“Taught me to depend on God and be more simple and focused not on earthly matters” “This pandemic makes me value my spirituality more”*

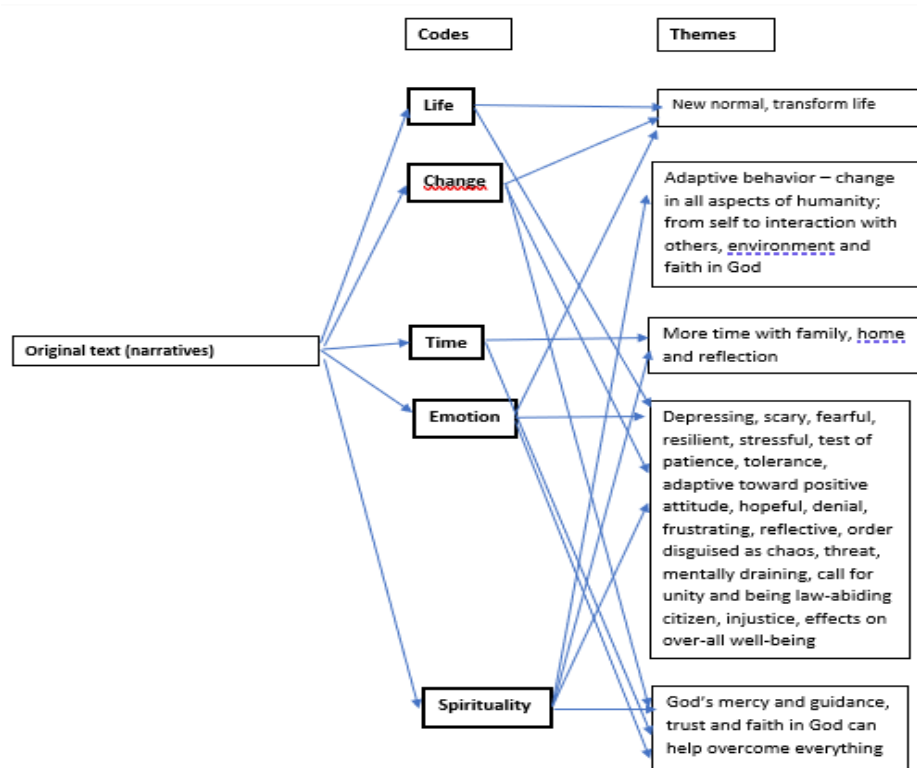
On emotions which range from depressing, frustrating to being hopeful and seeing the situation as a blessing in disguise which evokes virtues of resiliency, patience and civic consciousness of the Filipinos: *“It shakes the world but we’ll continue to be hopeful at this season of pandemic. We’ll get through this if we’ll be united as one country (I’m*

*hoping that each sector will do their part).” “All we need is just a little patience & be law-abiding citizens.”*

Figure 3 shows the relationship between the original texts (narratives), codes and themes. The arrows obviously point out the codes and themes are interrelated and the original texts somehow overlap with the codes and themes. The pandemic is described as life-changing, lifestyle-changing or has transformed lives thus making connection between the concepts of life and change. Time is connected with family life and spiritual life. Positive emotions and faith in God strengthening spiritual life would make life adaptable to change. The narratives summed up the interconnectedness of all these codes and themes.

**Figure 3.**

*Relationship between texts (narratives), coding and themes (Diagram based on Braun-Clarke approach on TA as cited in Howitt & Cramer, 2017)*



**Table 8.***Convergent Themes and Quantitative Data*

<b>Qualitative Themes</b>	<b>Quantitative Data</b>
<p>- Life - new normal, transform life; impact on work and social life, on emotions, finances and behaviors, on children, on relationship with God, on life's priorities, on lifestyle, on perspective about life</p> <p>Change - impact on the dynamics of life, on well-being, on community spirit and adaptive behavior – change in all aspects of humanity; from self to interaction with others, environment and faith in God</p> <p>Time - More time with family, home and reflection; impact on resiliency in the present time</p> <p>Emotions - <i>impact on the range of emotions</i> - depressing, scary, fearful, resilient, stressful, test of patience, tolerance, adaptive toward positive attitude, hopeful, denial, frustrating; <i>impact on self-efficacy</i> - reflective, order disguised as chaos, threat, mentally draining; <i>impact on civic consciousness and resiliency</i> - call for unity and being law-abiding citizen, injustice, effects on over-all well-being</p> <p>Spirituality - <i>impact on relationship with God</i> - God's mercy and guidance, trust and faith in God can help overcome everything</p>	<p>Academic life – onsite/physical classes to online platforms</p> <p>Social Life – social support from family and colleagues</p> <p>Emotional life – hopeful attitude leads to adaptive behavior</p> <p>Academic work – work-from-home arrangement, infrastructure and skills; noted improvement on their performance, how to foster mastery of skills of students and how to figure out how the students can do the most difficult classwork even on-site classes, have adapted well to the new teaching and learning experience, difficulty to focus during online teaching in comparison to on-site teaching</p> <p>In all aspects, close family members extend the most social support and time</p> <p>Mixed positive and negative emotions: hopeful, joyful, anxiety, and frustration</p> <p>Concerns on physical health, family or financial responsibilities and safety of their loved ones and themselves among others</p> <p>Pastor and church members were added as support network when sick or depress</p>

***Convergent Analysis Between Qualitative Themes and Quantitative Data***

Table 8 Also shows the interconnectedness of the qualitative themes and quantitative analysis. On the theme of life, this pertains to the new normal in the academic life, social life and emotional life which



extends to family life as children are also affected and also has impact on lifestyle. On the concept of change, significant change, both positive and negative change was noted depending on one's perspective about life during this pandemic thus, has repercussions on one's well-being, behavior and even community spirit. As regards time, most spent time has been with family in a work-from-home arrangement. Also, spiritual time is strengthened to foster resiliency in the face of this challenging time. On emotions, the qualitative narratives show more as compared to the results of the survey. The range of emotions generate self-efficacy to adapt to the present arrangement and even enhance civic consciousness and resiliency which characterizes Filipino trait. In spirituality dimension, even not enumerated as a choice, spiritual support by head of the church. i.e. Pastor and church members were added especially during time of sickness and depression.

### **Conclusions and Recommendations**

The education sector is undoubtedly the most affected sector next to the health sector. This health crisis prompted the faculty to employ emergency remote teaching in order to survive and sustain education using available resources whether offline and/or online. The abrupt academic shift from onsite to online teaching with little preparation has caused an impact on the social, emotional and personal life of college faculty across fields of specialization. Due to the physical closure of higher education institutions, the majority of teaching and learning processes went online, thus, the researcher has attempted to illustrate what can be described as the life of faculty-members teaching in universities from academic, social, emotional, financial and other perspectives.

To start with, on the aspect of academic work and academic life, remarkably, despite the limited time and resources in the preparation, the faculty displayed an adaptive behavior. Even though, only a number have the accessible infrastructure and computing skills, teachers highlighted the positive aspects of distance education and give more weight to the importance of sustaining education. When comparing the workload before the transition from classroom to online, faculty reported that in the new learning environment their workload had become larger. But with the different support from administration on organization of lectures, technical and from students and others make the faculty adapt to the challenges. This indicates the importance of efficient communication from student body and higher education management. Available infrastructure and skills are

needed to efficiently work from home such as a good Internet connection, computer, a desk and other accessories. Therefore, this calls for intensive training prior to the start of the upcoming semesters. Hebebcı, Bertiz, & Alan (2020) cited the study of Chao, Saj, & Tessier (2006) which concluded that one of the most important factors affecting the quality of distance education is the quantity and quality of learning and teaching resources and materials. This claim was supported by Lloyd, Byrne, and McCoy (2012) who posit that the effectiveness of distance education is closely related to pedagogical and material support in the process. According to Al-Samarraie et al. (2017) as well, educational materials that will attract students' attention are of great importance in ensuring continuity of learning in distance education. Also, according to Seaman (2009), low-quality materials can serve as the basis for negative views on distance education. Thus, it is prerequisite for teachers to enhance their skills in providing quality resources to ensure effective instruction.

Congruently, the social life of the faculty became limited to family members whom they get the most social support except on teaching issues which they rely on their colleagues from own course. This was supported in the narratives that they get to spend more quality time with family more than ever. Family support system can foster one's well-being amidst a crisis. This only strengthens the core Filipino values of close family ties more so in times of crisis even in virtual *tete-a-tete*, group chat and other forms of communication.

Notably, Boskurt (2020) cited that "surviving during the COVID-19 requires building support communities, sharing tools and knowledge, and listening to different voices. While it is advised that we keep our social distance, what is meant is keeping the spatial distance, not the transactional distance (Moore, 2013). Waddingham (2020) argues that "overwhelmed by the scale of things that are happening" (p. 104), we have to look after each other and make each other feel that nobody is alone in these traumatic times. Social media, during these times, played an essential role by facilitating a space where educators can meet, share, and exchange their knowledge."

Moreover, the above-mentioned quick and radical changes in teaching and learning processes have produced significant consequences for emotional health as well. Emotionally, the hopeful attitude of the respondents helps them cope with the challenges of online setting. As regards life circumstances, the pressing concerns of the faculty are worries

about personal physical health, COVID-19 similar pandemic, teaching issues, personal mental health and personal finances. Although, the respondents have sustained a regular teaching job they are uncertain as to their financial capacity if this crisis will prevail.

According to Cleveland-Innes & Campbell (2012 cited in Bozkurt et al, 2020), research has shown that emotions play a major role in the online learning experience itself, and not only during the transition to online learning. Velasquez, Graham, & Osguthorpe (2013 cited in Bozkurt et al, 2020) as well sustained that the online learning context is robust enough to allow for caring relations to emerge at even a deeper level than that experienced in face-to-face contexts. Significantly, the hopeful attitude of the respondents helps them cope with the challenges of online setting even in so short period of time for preparation. As maintained by Mather (2012 cited in Carstensen, Shavit, & Barnes, 2020) that the positivity effect reflects cognitive control and attending to and remembering positive information over negative—although not a conscious strategy—may well contribute to improved emotional experience.

Last but not least, when coping with the challenging situation faculty put forth their opinions on the role of different institutions, linked it with the solving of unprecedented situations (e.g. government, universities, banks, hospitals). They reported that they were most satisfied with the role of the universities in dealing with the pandemic.

There is no doubt that the COVID-19 pandemic has tested academic systems in the Philippine universities which had to rapidly transform traditional forms of education to exclusive online education.

The narratives as well of the faculty-members proved a point on how much this pandemic impacted their lives. They realized the ambivalence of life, aspect of change and time. These themes have helped them set their priorities and strengthen their spiritual life.

Finally, as the data collection was mainly conducted during a break in the first semester of online teaching while the experiences are still new, the unprecedented access to the survey participants was relatively limited.

Notwithstanding the above limitations, the findings of this survey may be important for the higher education institutions to look into their

own roster of faculty since to date only a few comparative studies that analyze the impacts of the COVID-19 pandemic on different aspects on the life of the faculty have been conducted. Therefore, the present study contributes to fill this gap and point to avenues for future research, such as: (1) focusing further empirical analysis on each studied aspect/element of the life of faculty separately and in more detail from different (comparative) perspectives on regional, national and/or institutional levels; and (2) extending a similar survey to other sector and other employees at higher education institutions by performing a study on the impact of the COVID-19 pandemic on their lives.

The general views of the faculty showed ambivalent themes on life, time and changes. Life was described as social life, normal life to exhausting life. As regards time, past (spent) and present evokes uncertainty. Changes as well were assessed either as significant, positive or negative. Spirituality also emerged as an important aspect to cope with the present situation. Emotions ranged from being hopeful to depressing. The narratives related impacts of emergency remote education on personal life circumstances more than what the figures show in the statistics.

Thus, a support program was designed with the academic, social and emotional aspects in the key result areas with proposed program and activities such as educational policy on the pedagogy of care, continuing digital literacy program, social support elements of emotional concern, instrumental aid, appraisal and the likes and also conduct of webinars, workshop series and fellowship activities for coping mechanisms.

### ***Proposed Support Program***

Given the above, the purpose of the present study is to propose a support program to help reframe and alleviate the impact caused by the pandemic in the academic, social, emotional life of the faculty.

On the academic front, the need for digital literacy arose as crucial in emergency remote education. The curriculum should be redesigned to foster technical know-how in addition to pedagogical and content knowledge (Bozkurt et al., 2020). To reiterate, only 13.2% of the respondents have access to the computer and only 19% are confident in browsing online.

Congruently, as purported by Bali (2020a cited in Bozkurt et al., 2020), educational policy should be in place to prioritize issues of care, empathy, and emotional/psychological support, and not only be limited to

classroom setting. As emphasized, the pandemic has shown the need for a 'pedagogy of care, over a need to teach the curriculum.' In order to protect the mental health of faculty-members as effectively as possible, governments, health professionals, higher education institutions, student organizations and other relevant institutions should all collaborate intensively on the process of designing timely and efficient psychological and financial support services for them. The findings suggest that many challenges lie ahead which would mean the support measures taken by the responsible stakeholders must be implemented as soon as possible and be as systematic, holistic and sustainable as possible in order to ensure a physically, psychologically and economically environment for our educators.

On the aspect of social support, according to Rathus (2012), the concept of social support can be defined in several ways, to wit:

- *Emotional concern*: listening to people's problems and expressing feelings of sympathy, caring, understanding, and reassurance.
- *Instrumental aid*: the material supports and services that facilitate adaptive behavior.
- *Information*: guidance and advice that enhance people's ability to cope.
- *Appraisal*: feedback from others about how one is doing. This kind of support involves helping people interpret, or "make sense of," what has happened to them.
- *Socializing*: conversation, recreation, etc. Socializing is beneficial even when it is not oriented toward solving problems (p. 238).

Researches implied that institutions should all collaborate on the process of designing timely and efficient psychological, social and financial support services for faculty-members. Apparently, the aspects of social support are interconnected with academic requirements on instrumental aid, appraisal, socialization and emotional concern as proven by the convergent themes and quantitative data in the results of the study.

Emotionally, the pandemic has obviously caused stress to the faculty among others. "Stress refers to experiencing events that are perceived as endangering one's physical or psychological well-being" (Nolen-Hoeksema, et al., 2009, p. 534). Both quantitative and qualitative data generated range of emotions, both positive and negative, which has impact on self-efficacy, civic consciousness and resiliency. Studies backed

up emotions and caring relations play a major role in the online learning experience more than in face-to-face set up Thus, coping skills are in order for survival.

Nolen-Hoeksema, et al. (2009) defined coping as the process of managing stressful demands. There are two forms of coping: problem-focused coping and emotion-focused coping. They particularly enumerated strategies for coping mechanisms such as defining the problem, generating alternative ways and weighing the costs and benefits of the alternatives, Choosing between these alternatives and acting on it are the final steps. Problem-focused strategies pertain to changing inward instead of changing the environment. *Emotion-focused coping*, on the hand, is a mechanism where negative emotions are managed that prevent the person to solve the problems. Some researchers have divided enumerated behavioral strategies and cognitive strategies (see Skinner, Edge, Altman, & Sherwood, 2003 cited in Nolen-Hoeksema, et al., 2009). Behavioral strategies include engaging in physical and seeking emotional support from friends. Cognitive strategies include temporarily setting the problem aside ('I decided it wasn't worth worrying about') and reducing the threat by changing the meaning of the situation ("Before pandemic I had that hardship in commuting, lessen my time with my family and worked so hard, now after the 10 months pandemic, I have shared my experiences to the members of the family..."). Cognitive strategies often entail reassessing the situation.

## Table 9.

### *Support Program*

Key Result Area Objectives	Strategies/Activities	Expected Outcome
Academic <ul style="list-style-type: none"> <li>To enhance the abilities of faculty-members to become flexible, adaptable, understanding and caring which would eventually redound to their relationship to students, co-faculty and administrators</li> </ul>	<ul style="list-style-type: none"> <li>Educational policy on the pedagogy of care (care, empathy, and emotional/psychological support)</li> <li>Critical digital literacy program (Redesigning the curriculum for technological knowledge in addition to pedagogical and content knowledge)</li> </ul>	<ul style="list-style-type: none"> <li>Activities on mental health could be integrated in the modules; teachers may start first with these activities so that students will feel psychologically the "safe space" in the virtual classroom</li> </ul>

**Table 9.***Continued*

Key Result Area Objectives	Strategies/Activities	Expected Outcome
<ul style="list-style-type: none"> <li>To improve technical-know-how on online remote teaching of faculty</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' continuing education (Training such as emergency remote education, virtual classroom management, and assessment and evaluation in online teaching)</li> </ul>	<ul style="list-style-type: none"> <li>Digitally literate educators and enhanced learning of students</li> <li>Technologically savvy educators as a lifelong learning process</li> </ul>
<p>Social</p> <ul style="list-style-type: none"> <li>To foster better relations among faculty-members as together they cope with the effect of the pandemic</li> </ul>	<ul style="list-style-type: none"> <li>Emotional concern – departmental/peer channel of communication at the disposal of any faculty anytime through messenger/virtual assistance</li> <li>Instrumental aid – faculty be given benefits or subsidy for computer and other equipment, interconnectivity allowance, electricity assistance and other materials and services</li> <li>Information – A 24/7 Help Desk that will help the faculty in technical matters/ library resources/ medical information</li> </ul>	<ul style="list-style-type: none"> <li>Open line of communication among faculty-members virtually</li> <li>Faculty with happy disposition since the needs are provided</li> <li>24/7 Help Desk for faculty is in place</li> </ul>

**Table 9.***Continued*

<b>Key Result Area Objectives</b>	<b>Strategies/Activities</b>	<b>Expected Outcome</b>
Social	<ul style="list-style-type: none"> <li>• Appraisal – A “kumustahan” with the immediate superior so that the faculty may know how he/she is doing in the virtual class</li> <li>• Socializing – Virtual “kamustahan”, “kapihan”, “kainan”, where faculty members may enjoy informally each other’s company</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appraisal system</i> for feedback from others about how one is doing fostering positive outcome is in place</li> <li>• <i>Periodic virtual program/activities</i> for socialization to be facilitated by Faculty Association are in place</li> </ul>
Emotional <ul style="list-style-type: none"> <li>• To equip faculty with coping skills to enhance adaptive behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Mental health provider/health maintenance organization (HMO), also known as health card to include psychological counseling for emotion-focused coping and problem-focused coping and other therapy/coping mechanism as a regular health maintenance program</li> <li>• The Guidance and Counseling Department (GCD) and HRD play a significant role in coming up with concrete programs/activities from universities that will cater to the mental health of students and employees</li> </ul>	<ul style="list-style-type: none"> <li>• More emotionally stable faculty-member through mental health provisions/HMO</li> <li>• Positive appraisal of the situation by faculty-members</li> </ul>



**Table 9.***Continued*

Key Result Area Objectives	Strategies/Activities	Expected Outcome
Emotional	<ul style="list-style-type: none"> <li>• Licensed mental health professionals of the university from GCD and HRD may collaborate in conducting webinars, workshop series and fellowship activities that will help students and employees maintain positive mental health/well-being; foster emotional resilience, appropriate psychological interventions may be given to students and employees who are experiencing mental and emotional problems</li> </ul>	•

Thus, Table 9 shows the proposed key result area objectives, strategies and expected outcome of the support program for faculty.

Finally, it is also recommended that the study be conducted to a more significant number of respondents and other areas of their life may be explored for further validation.

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