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Health status of faculty and its relationship to their work engagement and motivation level amidst pandemic

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Abstract
Health has always been on top of every individual's priority. A healthy eating habits coupled with regular exercise is expected to yield a better nutritional health status. But during this pandemic, most people are required to work from home, thus disrupting their usual eating habits and other physical activities. This descriptive-correlational study aimed to determine the relationship between the health status of faculty amidst pandemic and their level of work engagement and motivation. It was participated in by 50 female and 23 male faculty members of LSPU – Los Baños Campus (LSPU-LBC) during the academic year 2020-2021 whose age ranges from 25–63 years old. Most of the respondents have normal BMI and blood pressure reading amidst pandemic. The respondents were found to be engaged with their work with a calculated mean rating of 3.47. They were intrinsically motivated despite the present situation as evidenced by the mean rating of 3.44. With the aid of Chi-square, the study found out that the respondents' age is significantly related to motivation level with a p-value of 0.030. However, sex and health status are not significantly related to work engagement and motivation level. Hence, the hypothesis stating that there is no significant relationship between the stated variables was partly upheld by the study.

Keywords: health status, work engagement, motivation, pandemic

Introduction

Health has always been on top of every individual's priority. A healthy eating habits coupled with regular exercise is expected to yield a better nutritional health status. But during this pandemic, most people are required to work from home, thus disrupting their usual eating habits and other physical activities. The pandemic brought about by COVID-19 shifted everybody's lifestyle – from one's day to day routines to one's eating habits. Everyone is trying to avoid the virus and wanted to be in good shape and stay healthy all the time. It is considered, undeniably, as the main root of the biggest turnaround that most people have ever experienced in their lifetime. Akour, A., *et al*. (2020) [1], states that, the imposition of a general public quarantine and a closure of all educational institutions, including schools, colleges and universities have generated a great impact not only on the biological but also on the psychological aspect of an individual, the teachers, in particular. With the application of an emergency remote learning and teaching strategy (distance learning/teaching), various degrees of psychological distress during this pandemic were experienced by the university teachers.

As the old saying goes, *"life has to go on"* despite anything and everything that people are experiencing. Hence, working from home has been a blessing to most employees, which includes the faculty members of every educational institution. Working from home at the time of pandemic may affect, not only one's health, but also their work engagement and motivation. The extent to which faculty members feel passionate about their jobs, their commitment to the university and even their willingness to go the extra mile to be more productive and creative may be hindered.

Merriam-Webster dictionary describes engagement as "emotional involvement or commitment" and as the "state of being in gear." Business and academic institutions have their major perspectives on work engagement. Human resources consultancy firms are one in concluding that work engagement increases profitability through higher productivity, sales, customer satisfaction and employee retention. In other words, increasing work engagement pays off. The Development Dimensions International (DDI) offers three dimensions of engagement: "(1) cognitive – belief in and support for the goals and values of the organization; (2) affective – sense of belonging, pride and attachment to the organization; (3) behavioral – willingness to go the extra mile, intention to stay with the organization" (www.ddi.world.com).

Kahn (1990) [10] was the first scholar who conceptualized engagement at work. He described it as the "harnessing of organization's members' selves to their work roles: in engagement, people employ and express themselves physically, cognitively, emotionally and mentally during role performances." In other words, engaged employee put a lot of effort into their work. He further emphasized that a dynamic, dialectical relationship exists between the person who drives personal energies (physical, cognitive, emotional and mental) into his or her work role that allows the person to express him or herself on the other hand.

Sorensen & Garman (2013) [17] and Anitha (2014) [17] classified employee engagement as *engaged*, *not engaged* and *actively disengaged*. Further, they cited that engaged employees are highly committed, passionate, well-driven in their work and strives for excellence; not engaged are those who lack drive and passion for the work, they focus on the tasks given to them instead of the mission of the organization; actively disengaged are those who are unhappy at work and tend to demotivate others in the organization.

Bakkar, A. (2011) [4] cited that, employees who are engaged in their work are fully connected with their work roles. That they are bursting with energy, dedicated to their work and immersed in their work activities.

Motivation, as defined by N., Pam M.S. (2013) [13], is the driving force behind the energy required to complete a task. Further, she stated that, a lack of motivation will give rise to a lack of driving power behind completing a certain task.

In a study done to examine teachers' motivation using the Self-determination theory, Gorozidis (2014) [8] found out that autonomous motivation positively predicted teacher intentions to participate in relevant training and to implement innovation in the future. The findings imply that policy makers should encourage strategies that foster teacher autonomous motivation for promoting successful implementations of educational innovations. Compensation packages and financial incentives are fully recognized as important factors for employees in the higher education sector, Rasheed, M.I., Humayon, A.A., Awan, U. and Ahmed, A.u.D. (2016) [14] confirmed that some other factors like job design and working environment, performance management system, and training and development are also significant.

Ted Skinner (2020) [16] illustrated in his article the difference between engagement and motivation. According to him engaged employees are those who continually learn and seek knowledge; team-focused; have emotional connection to their work; and triggered by internal factors such as fulfillment. On the other hand, motivated employees are those who initiates action; focused on autonomy; feels like their work has meaning; and triggered by external factors such as good pay.

With the threat of COVID-19 still around and the adoption of flexible teaching-learning modalities still in place, the researchers of this study attempt to find out the health status of the faculty and whether it affects their level of work engagement and motivation to perform their tasks.

Objectives of the study

This study primarily aimed to determine the relationship between the profile and health status of faculty amidst pandemic and their level of work engagement and motivation.

In addition, it sought to achieve the following

Describe the respondents' profile in terms of age, sex, height, weight and their health status in terms of BMI and BP reading.

Determine the respondents' mean level of work engagement and motivation.

Observe a significant relationship between the respondents'

3.1 profile and work engagement.

3.2 health status and level of work engagement.

3.3 profile and level of motivation.

3.4 health status and level of motivation.

Methodology

This study utilized the descriptive-correlational research design. The study was participated in by faculty members of LSPU Los Baños Campus during the academic year 2020-2021. A sample of 73 respondents answered the questionnaire which is 73% of the total population. The distribution by college affiliation of respondents is reflected in Figure 2.

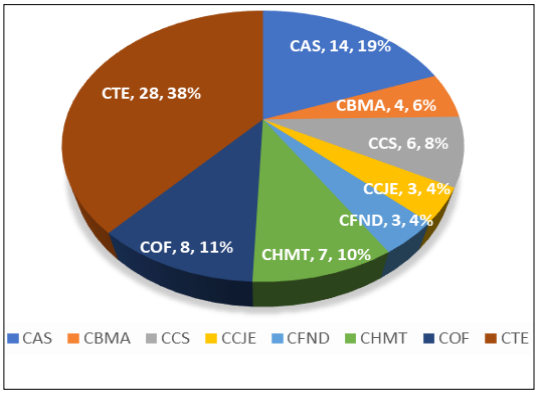

Fig 1: college affiliation distribution of respondents

The respondents' profile, which includes sex, age, height, weight, and health status which includes body mass index (BMI) and blood pressure (BP) reading, were described with the aid of frequency counts and percentage. The levels of work engagement and motivation were determined using the weighted mean. To test the significant relationship between the stated variables, the researchers employed the Chi-square test.

A questionnaire, that uses a 4-point Likert scale, was patterned to motivation questionnaire templates and examples found online (Smith, 2017). Indicative statements which fit the research locale were included. Respondents were asked on their degree of agreement on the statements interpreted as:

4 – strongly agree (Highly Motivated)
3 – agree (Motivated)
2 – disagree (Not Motivated)
1 – strongly disagree (Not Motivated)

Similarly, a questionnaire describing the respondents' level of work engagement using a 4-point Likert scale was utilized and interpreted as:

4 – strongly agree (Engaged)
3 – agree (Engaged)
2 – disagree (Not Engaged)
1 – strongly disagree (Actively Disengaged)

Results and Discussion

Figure 3 presents the sex distribution of faculty-respondents. It can be gleaned that majority of the respondents of this study are female faculty which comprises 50 (68.5%). The rest are male, that is, 23 (31.5%). This data implies that there were more female than male faculty members in LSPU – Los Baños Campus.

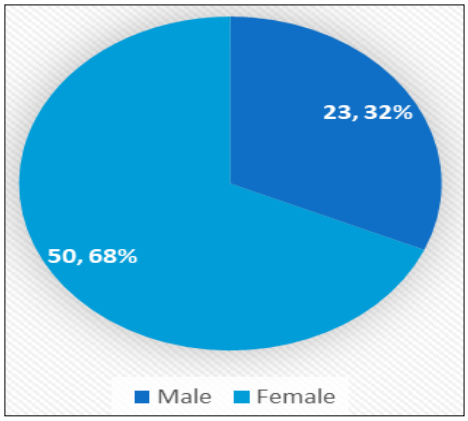

Fig 2: sex distribution of respondents

Figure 4 illustrates the age distribution of respondents. It reveals that most of the respondents are of age group 55 & above, with 18 (24.7%). Furthermore, there is an equal number of respondents from the age group of 35 – 39 and 45 – 49, both of which have 12 (16.4%). Likewise, the age group of 30 – 34 and 40 – 44 are both represented by 9 (12.3%). The rest of the respondents are of age 50 – 54 and 25 – 29, with 7 (9.7%) and 6 (8.2%), respectively. This data may be attributed to the fact that the part-time faculty members who participated in this study are the retired faculty who are now teaching at the Graduate Studies and Applied Research (GSAR).

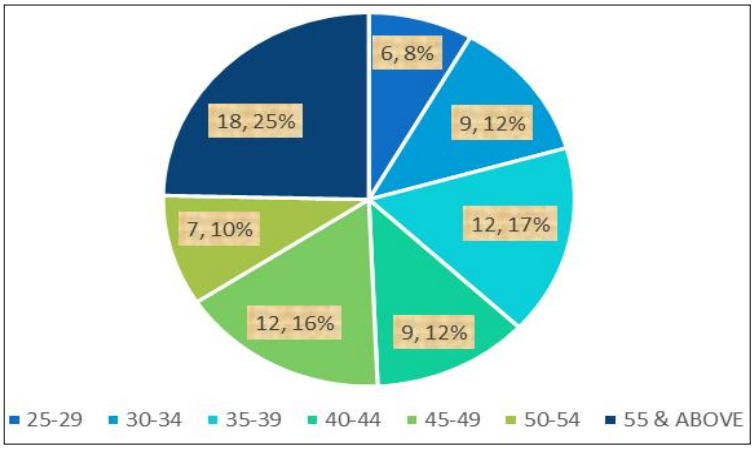

Fig 4: age distribution of respondents

The height distribution of respondents is shown in Figure 5. Most of the respondents have heights ranging from 150 – 169cm, that is, 46 (63%). There were 13 (17.7%) who stand 140 -149cm, 12 (16.4%) who stand 170cm & above. The rest, 2 (2.7%), stand just 130 – 139cm. Furthermore, it was noted that the tallest participant of this study stands 178 cm while the shortest stands 130cm.

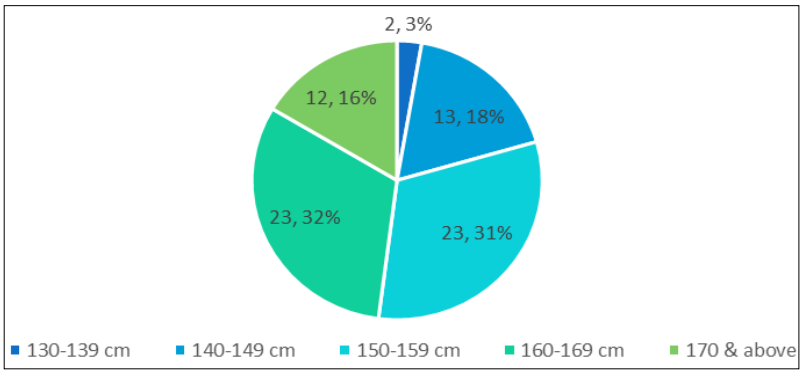

Fig 5: Height Distribution of Respondents

Figure 6 reflects the weight distribution of respondents. Most of the respondents have weights ranging from 65 – 79kg, that is, 29 (39.7%). There were 25 (34.2%) who weigh 50 – 64kg, 9 (12.3%) who weigh 80 – 94kg and 8 (11%) who weigh 35 – 49kg. The rest, 2 (2.7%), weigh 95 – 109kg. Furthermore, it was noted that the heaviest participant of this study weigh 109kg while the lightest weighs 35.6kg.

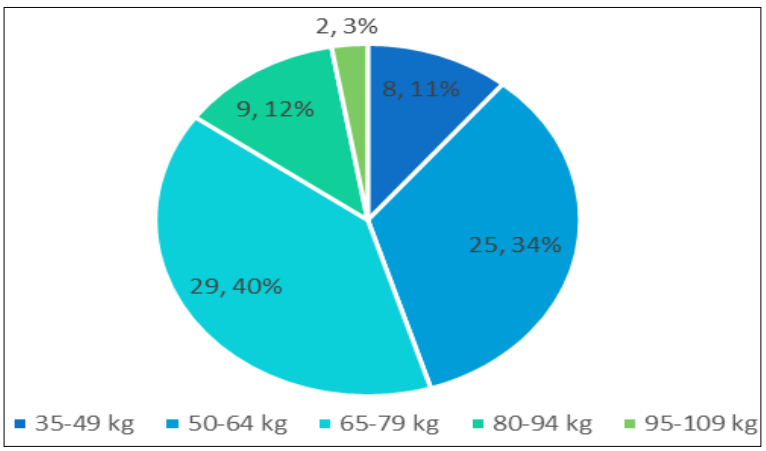

Fig 6: Weight Distribution of Respondents

Body Mass Index (BMI) is a person's weight-to-height ratio, calculated by dividing one's weight in kilograms by the square of one's height in meters and used as an indicator of obesity and underweight. Shown in Figure 7 is the respondents' BMI. Fortunately, most of them are categorically normal, that is, 32 (43.8%). However, there were 24 (32.9%) who are overweight, 15 (20.5%) who are obese, 2 (2.7%) who are underweight and none of them are classified as extremely obese.

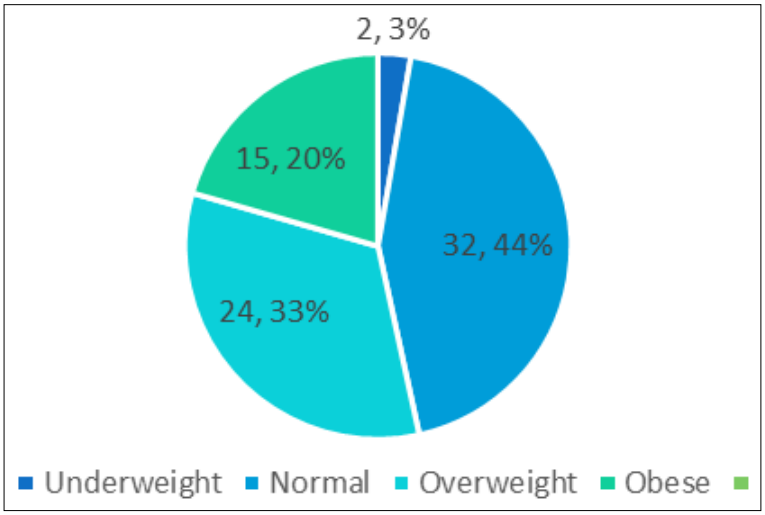

Fig 7: BMI distribution of respondents

According to Dr. Clifton Schermerhon (2019), the ideal height for an adult female who is 45.5kg is 152.4cm and 2.27kg for every cm above. On the other hand, a male adult who is 59.5kg should be 157.48cm tall. However, he stressed that, the body type or frame of an individual must also be considered in determining one's BMI.

Reflected in Figure 8 is the respondents' blood pressure reading during the time they respond to the given questionnaire. It was fortunate that during this time of pandemic, most of the faculty members maintained a normal BP as evidenced by 56 (76.7%). However, there are still 13 (17.8%) who are suffering from hypertension and 4 (5.5%) from hypotension.

Blood pressure is defined as a pressure that is exerted by the blood upon the walls of the blood vessels and especially arteries and that varies with the muscular efficiency of the heart, the blood volume and viscosity, the age and health of the individual, and the state of the vascular wall. Systolic blood pressure is the pressure when the heart beats – while the heart muscle is contracting (squeezing) and pumping oxygen-rich blood into the blood vessels. Diastolic blood pressure is the pressure on the blood vessels when the heart muscle relaxes. The diastolic pressure is always lower than the systolic pressure.

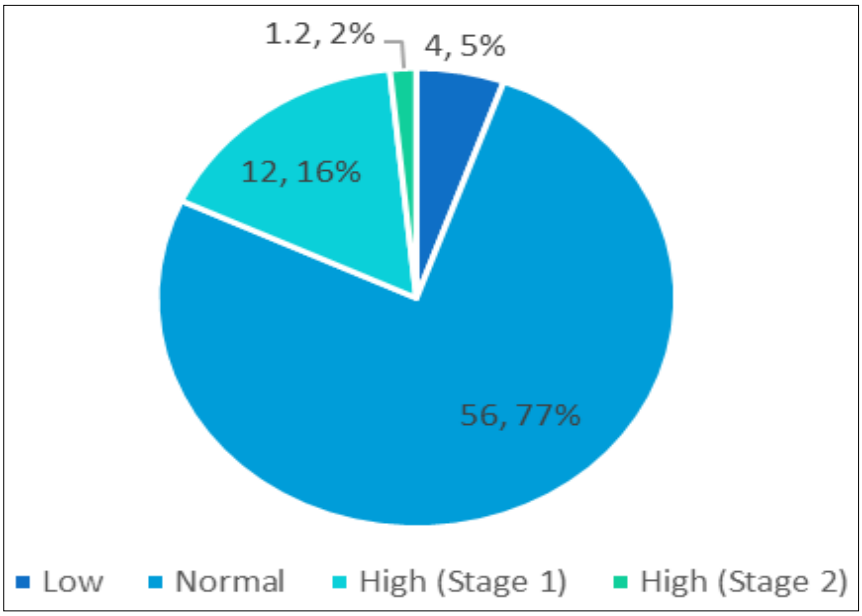

Fig 8: Blood pressure reading of respondents

Work engagement is the harnessing of organization member's selves to their work roles: in engagement, people employ and express themselves physically, cognitively, emotionally, and mentally during role performances.

The respondents' mean level of work engagement is reflected on table 1. They are engaged with their work if the immediate supervisor listens to their suggestions and feedbacks, as evidenced by the mean rating of 3.58. Likewise, it is important for them to have an accurate job description and well-explained work assignments to be engaged in their work (3.56). Following closely is the provision for adequate opportunities to develop their skills and an open line of communication with the members of their college, with mean ratings of 3.55 and 3.52, respectively. With a grand mean of 3.47, the data implies that the faculty members are engaged with their work assignments.

Sorensen & Garman (2013) [17] and Anitha (2014) [17] cited that engaged employees are highly committed, passionate, well-driven in their work and strives for excellence. Bakkar, A. (2011) [4] cited that, employees who are engaged in their work are fully connected with their work roles. That they are bursting with energy, dedicated to their work, and immersed in their work activities. Thus, the data suggests that amidst the challenges of the new normal, the faculty members continuously demonstrate their commitment and passion with their work.

In 2015, the Society for Human Resource Management reported that two elements tied as the engagement condition with which most employees reported being satisfied: relationship with co-workers, and opportunities to use their skills/abilities in their work. Career advancement opportunities within the organization were the engagement condition that was cited by the fewest employees as being satisfactory.

Table 1: Level of Work Engagement of Faculty-Respondents

Indicators	X	Verbal Interpretation	Level
1. The administration is supportive of me.	3.45	Agree	Engaged
2. I receive the right amount of support and guidance from my immediate supervisor.	3.48	Agree	Engaged
3. My immediate supervisor listens and makes changes based on my suggestions and feedbacks.	3.58	Strongly Agree	Engaged
4. I have adequate opportunities to develop my professional skills.	3.55	Strongly Agree	Engaged
5. I have an accurate written job description.	3.56	Strongly Agree	Engaged
6. The amount of work I am expected to finish each week is reasonable.	3.52	Strongly Agree	Engaged
7. My work assignments are always clearly explained to me.	3.56	Strongly Agree	Engaged
8. My department/college provides all the equipment, supplies and resources necessary for me to perform my duties.	3.19	Agree	Engaged
9. I am appropriately recognized when I perform well at any regular work duties.	3.32	Agree	Engaged
10. I feel I can easily communicate with the members of my department/college.	3.52	Strongly Agree	Engaged
Grand Mean	3.47	Agree	Engaged

Legend: 1.00–1.49 Strongly Disagree 1.50–2.49 Disagree 2.50–3.49 Agree 3.50 – 4.00 Strongly Agree
Agree–Strongly Agree (Engaged) Disagree (Not Engaged) Strongly Disagree (Actively Disengaged)

Motivation is the process that initiates, guides, and maintains goal-oriented behaviors. Intrinsic and extrinsic motivation are the two main types of motivation and represent all motivational drivers. Intrinsic motivation describes all motivational-types driven by internal rewards while extrinsic motivation describes all motivational-types driven by external rewards.

The respondents' mean level of motivation amidst pandemic is shown on table 2. Most of them strongly agree that they are still motivated to work and perform their tasks despite the situation that they are facing. Their willingness to learn everything under the new normal (3.79) and sustaining a good working relationship with colleagues (3.71) supported this claim. Moreover, they were able to reach out and work well with their students online (3.56) and felt motivated whenever they are encouraged to offer suggestions for improvement (3.51). With a grand mean of 3.44, the faculty members were motivated intrinsically.

Joel Trammell (2018), cited in his article that motivation is of four levels: Level 1 ("Because You Told Me To"); Level 2 ("Because You Want Me To"); Level 3 (Because I Want To"); Level 4 ("Because It Makes A Difference"). Level 1 and 2 are categorically, extrinsic motivation while levels 3 and 4 are intrinsic. Further, he stressed that if most employees work predominantly from level 3 motivation, the company is in a good place. But the most powerful form of motivation is level 4 motivation, since here, employees are engaged in their work because it makes a difference.

However, the study conducted by Elvina, S. & Chao, L.Z. (2019) [7] reveals that, extrinsic motivation given to workers in an organization has a significant influence on the workers performance. On the bases of these findings, employers are continually challenged to develop pay policies and procedures that will enable them to attract, motivate, retain, and satisfy their employees.

Table 2: Level of Motivation of Faculty-Respondents

Indicators	X	Verbal Interpretation	Level
1. I am provided with all the trainings necessary for me to perform my job.	3.25	Agree	Motivated
2. I have learned many new job skills during this pandemic.	3.49	Agree	Motivated
3. I feel encouraged by my supervisor to offer suggestions and improvements.	3.51	Strongly Agree	Highly Motivated
4. My co-workers and I work well together despite the situation.	3.71	Strongly Agree	Highly Motivated
5. The administration rules make it easy for me to do a good job.	3.34	Agree	Motivated
6. I am satisfied with my chances for promotion.	3.08	Agree	Motivated
7. My work is evaluated based on a fair system of performance standards.	3.27	Agree	Motivated
8. I am willing to learn everything under the new normal education.	3.79	Strongly Agree	Highly Motivated
9. I am well compensated.	3.44	Agree	Motivated
10. My students and I work well together under the new normal.	3.56	Strongly Agree	Highly Motivated
Grand Mean	3.44	Agree	Motivated

Legend: 1.00 – 1.49 Strongly Disagree 1.50 – 2.49 Disagree 2.50 – 3.49 Agree 3.50 – 4.00 Strongly Agree
Strongly Agree (Highly Motivated) Agree (Motivated Disagree – Strongly Disagree (Not Motivated)

Table 3 summarizes the test of significant relationship between the respondents' profile, health status and level of work engagement. With p-values of 0.866, 0.066, 0.346 and 0.631, the study found out that the level of work engagement is not significantly related to sex, age, BMI and BP reading, respectively. In addition, it infers that the level of work engagement of faculty amidst pandemic is not dependent on their health status.

Table 3: Test of significant relationship between profile, health status and level of work engagement

Variables		D f	X^2- value	p – value
Profile Sex	Work Engagement	2	0.288	0.866
Age		12	20.055	0.066
Health Status BMI		6	6.736	0.346
BP Reading		6	4.341	0.631

In a study of influence of age and gender on the performance level, Kotur, B.R. & Anbazhagan, S. (2014), found out that age and gender have direct effect on the performance of the workers to varying degrees. Workers in the medium range on age, perform better compared to those on the extremes. The gender too is found to have its influence on the performance and the female workers are relatively more productive. Hence, a contradiction.

Work engagement is not only linked to organizational outcomes, it is also linked to individual health outcomes. It is thought that engaged workers are full of energy and are less likely to develop work related stress complaints, which can have severe negative impact on workers' health. Although research on the effects of work engagement on health is relatively scarce, several studies in fact have found evidence for this postulation (Roozeboom, M.B. & Schelvis, R. 2017) [15]. Nevertheless, they cited the studies of Demerouti, *et al*. (2001) [6] and Langelaan, *et al*. (2006) [12]. Demerouti, *et al*. found work engagement to be negatively correlated to headaches, chest pain and other psychosomatic health complaints. Likewise, Langelaan, *et al*. studied the relationship between work engagement and burnout on one hand and two physiological stress symptoms on the other hand, but they did not find any significant results. Accordingly, these results are parallel to the findings of this study.

Table 4 summarizes the test of significant relationship between the respondents' profile, health status and level of motivation. The study found out that the level of motivation is significantly related to age at 0.05 level of significance, with a p-value of 0.030.

Table 4: Test of significant relationship between the respondents' profile, health status and motivation level

Variables		D f	X^2- value	p – value
Profile Sex	Motivation Level	2	1.977	0.372
Age		12	22.702	0.030*
Health Status BMI		6	10.180	0.117
BP Reading		6	2.323	0.888

*$p < .05$

However, the respondents' sex, BMI and BP reading were found to be not significantly related to their motivation level, with p-values of 0.372, 0.117 and 0.888, respectively. In addition, it infers that the motivation level of faculty amidst pandemic is not dependent on their sex, BMI, and BP reading.

In a study of the differences between male and female managers, the analysis showed that there are statistically significant differences between several motivators. The results indicate that female managers are more motivated than men by recognition, hedonism, affiliation, and aesthetics. However, for male managers they consider commerce, altruism, tradition and power than their female counterpart (https://asystems.as/what-drives-us-are-there-gender-differences-motivation-and-values/).

Hertel, G., *et al*. (2013) [9] studied age differences in motivation and stress at work. According to them, age differences at work not only go along with differences in job-related abilities and expertise, but also with diverging attitudes and experiences at work. Indeed, there seem to be systematic age differences both in work motivation and stress which might provide important guidelines for age-differentiated human resource management. Among these systematic age differences, the following seem to be quite robust across samples and studies: (1) Learning goals are more attractive for younger as compared to older workers. (2) Goals directed towards emotion regulation and positive experiences at work are more important for older as compared to younger workers. Need for autonomy is more pronounced in older as compared to younger workers. (3) Generativity motives (helping others, legacy, etc.) are more prioritized by older as compared to younger workers. (4) Older workers have developed higher congruencies between their implicit and their explicit motive systems, reducing the need for self-regulation. (5) Older as compared to younger workers suffer more when implicit and explicit motives are incongruent, as well as when individual work values are in conflict with given task characteristics. (6) Older workers experience lower stress levels as middle-age workers, which is not only a consequence of differences in external stressors. (7) Even though older workers seem to have a lower need for self-regulation and often have more opportunities for active control at work, they also possess higher self-regulation skills as compared to younger workers.

Conclusions

Based on the salient findings of this study, it was found out that the respondents' profile, health status and their level of work engagement are not significantly related. However, a significant relationship was observed between the respondents' age and level of motivation.

Recommendations

1. The findings and conclusions from this study led the researchers to the following recommendations:
2. The administration may consider the outputs from this study for further improvement of services provided to the faculty, especially during this time of pandemic.
3. The university health unit (clinic) in close coordination with the College of Food Nutrition and Dietetics (CFND) may design a wellness program and provide the faculty members with a suitable diet plan to stay fit and healthy amidst pandemic.
4. The researchers may replicate this study to include as many faculty members as possible, to further establish and strengthen its findings.
5. Other variables, such as existing illnesses and COVID-19 vaccination status, may be consider under the health

status of the faculty to verify its effects on their work engagement and motivation level.
6. The researchers may conduct the same study across all campuses to examine and determine their level of performance amidst pandemic.

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