

Wellness Level of School Personnel in the New Normal Education: A Quantitative Study in the District of Busuanga

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Abstract — This study investigated the wellness levels of school personnel in the District of Busuanga, Palawan, during the implementation of new normal education brought about by the COVID-19 pandemic. Using a descriptive non-experimental design, the study employed stratified random sampling with 146 respondents composed of teaching and non-teaching personnel. Data was gathered through survey questionnaires and analyzed using frequency, mean, percentage, and one-way ANOVA. Findings revealed that spiritual, social, emotional, and occupational wellness were always practiced, while physical and intellectual wellness were often practiced. Significant differences were found in wellness levels based on age, civil status, and years in service, particularly in occupational, emotional, and physical dimensions. The study recommends the institutionalization of holistic wellness programs and support services in schools to enhance and sustain the well-being of personnel.

Keywords — *Wellness, School Personnel, New Normal Education, COVID-19, Teacher Well-Being*

I. Introduction

The global COVID-19 pandemic has dramatically reshaped the educational landscape, compelling schools to adopt remote and blended learning modalities and forcing educators into unfamiliar and stressful conditions. The Philippine Department of Education responded with its Basic Education Learning Continuity Plan (BE-LCP) to ensure the continuity of education amid health and logistical challenges.

While student outcomes have remained central to most educational interventions, the wellness of school personnel—both teaching and non-teaching—has become a crucial yet often overlooked factor. The wellness of these stakeholders not only affects their performance and satisfaction but also has a significant impact on student well-being and school effectiveness.

This study explores the wellness levels of school personnel in Busuanga, Palawan, guided by Dr. Hettler's Six Dimensions of Wellness: physical, emotional, spiritual, intellectual, social, and occupational. By identifying which dimensions are most and least practiced and by exploring the demographic variables that significantly influence wellness levels, this research seeks to provide a foundation for developing responsive and sustainable wellness programs for school personnel.

II. Methodology

Research Design

This study employed a descriptive non-experimental design to assess the wellness levels of school personnel in the new normal education setting. The design aimed to quantify the various wellness dimensions and determine whether significant differences existed based on demographic variables.

Participants and Sampling

The target population included 234 teaching and non-teaching personnel from the District of Busuanga. The sample size was determined using the Cochran formula with a 5% margin of error, resulting in 146 respondents. Stratified random sampling ensured representation across demographic categories such as age, sex, civil status, years in service, income, and religion.

Research Instrument

A structured survey questionnaire was developed based on Hettler's Six Dimensions of Wellness framework. Each section measured the frequency of wellness-related behaviors using a five-point Likert scale ranging from "Never" (1) to "Always" (5).

Data Collection Procedure

Data was collected through self-administered questionnaires distributed electronically and physically. Ethical considerations such as informed consent and data confidentiality were strictly observed.

Data Analysis

The collected data was analyzed using descriptive statistics (frequency, percentage, mean) and inferential statistics, particularly one-way ANOVA, to determine significant differences across demographic groups.

III. Results and Discussion

RESULTS

This section presents the findings derived from the analysis of survey responses. The results are categorized based on the six dimensions of wellness and their corresponding relationships with the socio-demographic variables.

Demographic Profile of Respondents

The majority of the respondents were female (80.8%), aged 30 and above (63%), and married (56.8%). Most had been in service for 3–10 years (52.1%), earned a monthly income between Php 20,000–29,999 (46.6%), and identified as Roman Catholic (74.7%).

Level of Wellness Based on Six Dimensions

The overall wellness of respondents was interpreted as 'Always Practiced' with a grand mean of 4.31. The highest-rated dimension was Spiritual Wellness ($M = 4.57$), followed by Emotional ($M = 4.46$), Occupational ($M = 4.38$), Social ($M = 4.35$), Physical ($M = 4.05$), and Intellectual Wellness ($M = 4.05$).

Differences in Wellness by Demographics

The study used ANOVA to test for significant differences in wellness based on demographic characteristics. The findings showed the following:

- No significant difference in wellness by gender.
- Significant difference in occupational wellness based on age ($p = 0.005$), with respondents aged 30 and above reporting higher wellness levels.
- Civil status showed significant differences in physical ($p = 0.042$), emotional ($p = 0.039$), and occupational wellness ($p = 0.003$), with married personnel showing higher scores.
- A significant difference in intellectual wellness was observed for those earning Php 30,000 and above.
- No significant difference was found across religious affiliation.

DISCUSSION

The findings of the study affirm the importance of holistic wellness among school personnel, especially during times of crisis. The dominance of high ratings in spiritual, emotional, and occupational wellness suggests that teachers and non-teaching staff in Busuanga draw strength from their personal beliefs, emotional resilience, and a sense of professional purpose. This is consistent with prior studies which indicate that meaning and purpose in life can contribute significantly to well-being.

Differences based on demographic variables suggest targeted wellness interventions could be beneficial. For instance, younger and single staff may need more occupational and emotional wellness support, while income-based differences suggest economic stability also affects wellness levels.

The findings also align with the global literature that stressors in the new normal education setting significantly affect teachers' health and performance. Therefore, a focus on mental health support, physical wellness activities, and sustained professional development is highly recommended.