

Psychosocial and Routine Lifestyle Activities of the Bicol University Teaching Workforce

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Abstract

The Bicol University (BU) teaching personnel's lifestyle choices are challenged by their psychosocial and routine activities. Hence, this study determined the health status of respondents, their lifestyle choices along psychosocial activities with colleagues/friends, and routine activities with family, and identified strategies BU may implement to address lifestyle concerns. Study employed quantitative survey which utilized stratified random sampling, inclusion criteria, and informed consent. Slovin's formula yielded 172 sample size. A researcher-developed semi-structured tool crafted from an FGD of experts was employed. Cronbach Alpha reliability test resulted in .794. Findings showed that 49 (28.49%) has BP reading below 120/80, 73 (42.44%) is overweight revealed through their BMI. Supplements taken were Vitamin C, 64 (37.21%), Vitamin B, 35 (20.35%), and Iron, 21 (12.21%). While, 91 (52.91%) undergo doctor consultations, 90 (52.33%) submit to laboratory tests, and 60 (34.88%) has no health insurance. In psychosocial activities with colleagues/friends, 162 (94.19%) maintains rapport with boss, 145 (84.30%) maintains rapport with colleagues, 92 (53.49%) shares joy/triumph with friends. In routine activities with family, 130 (75.58%) eats together during meals, 129 (75%) shares problems/good news, and 120 (69.77%) talks openly with each other. Strategies identified which BU may implement: to offer free medical care package, build specific infrastructure, activate health organizations, and develop health/wellness initiatives. Study established that maintaining everyday wellbeing for teaching personnel is essential, they must always practice healthy psychosocial and routine lifestyle activities, participate in enjoyable activities, spend time on what they value, create positive feelings and maintain good health.

Keywords: *Health Status, Lifestyle Choices, Psychosocial and Routine Activities, Teaching Personnel, University Health Initiatives*

Introduction

Teaching personnel in all levels, whether in tertiary, secondary or in the graduate school are usually busy in their everyday teaching routines. A single work day for them means performing numerous responsibilities. These include preparing for their lessons, going through interactive discussions with their students, using various pieces of learning materials such as books, manuals, whiteboard, and computers. Added to their responsibilities are preparing grades, accomplishment reports, and other documents. In the university, teachers also work on the other mandates like doing researches and undertaking extension works. There are several accreditations and audit proceedings too, that working on them entails intense preparations and extensive arrangements of pertinent documents. The teachers truly have many accountabilities to meet and

deadlines to beat. All these tasks affect the everyday lifestyle of the teaching personnel of Bicol University (BU).

With all the complexities of the work schedule, promoting a positive lifestyle is challenging for teachers. Their good health profile is essential in maintaining general well-being. Their psychosocial and routine activities help to strengthen their over-all health, wellness, and lifestyle and help them maintain social, psychosocial and mental health. When they are unable to face the challenges that go with their jobs, teachers may suffer from ill health or mental health problems. Although lifestyle has an impact on people's health and life expectancy, there are only a few studies on the impact of lifestyle on middle-ageing, the transitional period between adulthood and old age. Tang et al. (2013) observed that there is little research on teachers'

psychosocial work environments and mental health, and much of it has been done primarily in western countries that share a number of key features that set them apart from countries in other parts of the world. Hence, they examined the link between the psychosocial work environment and the mental health of teachers in the United Kingdom and Hong Kong, using the Effort-Reward Imbalance Theoretical Model. Two hundred fifty nine (259) competent and permanent teachers from United Kingdom and Hong Kong were requested to answer the survey tool which assessed their stress level, mental health status, psychosocial work environment and demographics. The teachers' stress level was seen to forecast teachers' mental health status and over-commitment as an intrinsic component of the effort-reward imbalance framework, predicted the mental health status among the Hong Kong teachers. The findings backed the effort-reward imbalance model, particularly the relation between stress and mental health. The study highlighted the importance of over-commitment among the teachers. Consequences were considered for addressing cultural variations in handling teachers' psychosocial work environments.

Meanwhile, Melnyk et al. (2016) investigated the links between university faculty and staff's perceptions of wellness culture, healthy lifestyle beliefs, and healthy behaviors, as well as the potential ramifications for practice and research. They conducted a descriptive study with 3,959 faculty and staff members at a university in the midwest of the United States. Their study established that the positive effect of perceived wellness culture on healthy lifestyle behaviors was entirely intermediated by healthy lifestyle beliefs. Measures to heighten perceived wellness culture and healthy lifestyle beliefs should result in improved behaviors and enhanced health outcomes. Moreover, people who work in schools are said to be more susceptible to job-related stress (Lever et al. 2017). They stated that people working in school sceneries are predominantly susceptible to work-related stress. That, by the end of the day, 78% of instructors felt physically and emotionally fatigued. The stress that educators face has an impact on their passion for teaching and their ability to stay in the field for a long time.

In the midst of their career, the BU teaching personnel's lifestyle choices are challenged by their psychosocial and routine activities. Hence, the aim of this study is to analyze the health status of the respondents along usual blood pressure reading, body mass index (BMI), supplements taken, consultations with the doctor, laboratory tests they undergo and

health insurance they have. This also determined the respondents' lifestyle choices in terms of psychosocial activities with colleagues and friends, and routine activities with the family. Finally, it attempted to identify strategies that BU may implement to address routine activities and lifestyle concerns of teaching personnel in the university.

Materials and Methods

This quantitative survey type of study utilized stratified random sampling in selecting the respondents from all departments and colleges of Bicol University with a set of inclusion criteria. The criteria include: 1) those who have been employed in the university for at least one year, 2) are in permanent status, and 3) willing to participate in the data collection process. A computation through Slovin's formula yielded a sample size of 172. A researcher-developed semi-structured health profile and lifestyle tool was employed to collect data. This tool was created from a focus group discussion (FGD) participated by selected personnel from the BU College of Nursing (BUCN), College of Medicine (BUCM), and Institute of Physical Education, Sports and Recreation (BU IPESR). Subject matter experts from the BUCM validated the tool. Same tool underwent Cronbach Alpha reliability test and got a result of .794. In addition to the survey, interview was also employed to collect data from key informants to corroborate or substantiate answers previously collected during the survey.

During the actual data gathering, the researcher explained the contents of the informed consent to the respondents and requested them to affix their signature as agreement to take part in the data gathering. It was non-mandatory to those who did not want to participate. The data gathering process took two months and the response rate from those who willingly participated was 100%. Data were then collated, tabulated, and analyzed through descriptive statistics such as frequency, percentage and rank.

Results and Discussion

Health Status of the Respondents

The health status of the respondents includes their usual blood pressure reading, body mass index (BMI), supplements taken, consultations with the doctor, laboratory tests they undergo and health insurance they have. (See Table 1).

Table 1 *Health Status*

VARIABLES	FREQUENCY	PERCENTAGE
BLOOD PRESSURE		
Below 120/80	49	28.49
Above 120/80	41	23.84
120/80	31	18.02
BODY MASS INDEX		
Overweight	73	42.44
Healthy	69	40.12
Obese	11	6.40
Extremely Obese	3	1.74
Underweight	2	1.16
SUPPLEMENTS TAKEN		
Vitamin C	64	37.21
Vitamin B	35	20.35
Iron	21	12.21
Vitamin E	17	9.88
Potassium	9	5.23
Magnesium	6	3.49
Multivitamins	2	1.16
DIAGNOSED CO-MORBIDITIES		
Hypertension	46	26.74
Asthma	25	14.53
Diabetes	20	11.63
Arthritis/Rheumatoid Arthritis	18	10.47
Obesity	14	8.14
Osteoporosis & other Bone/Joint Diseases	10	5.81
Cataracts and other Eye Diseases	10	5.81
Heart Disease	4	2.33
Liver Disease	3	1.74
CONSULTS WITH DOCTOR		
1x A Year	91	52.91
2x A Year	48	27.91
As Needed	10	5.81
Never	5	2.90
UNDERGOES LAB TEST		
Once a Year	90	52.33
2x a Year	31	18.02
As Needed	10	5.81
Never	9	5.23
HEALTH INSURANCE		
I Don't Have	60	34.88
I Have	36	20.93
I Plan To Have	9	5.23

Blood Pressure. Results showed that 49 or 28.49% has a BP reading below 120/80, 41 or 23.84% has an elevated BP reading above 120/80, while only 31 or 18.02% has a BP of 120/80. Around seventy two per cent (72%) among the BU faculty members may then strive to maintain their BP reading and sustain their current lifestyle. For those with a BP reading above 120/80 that may opt to revise their eating habits such as taking in food with less salt and less fat, and go into simple exercises. The study of Darbastwar et al. (2015) revealed that teachers are more likely to acquire hypertension as a result of work-related risk factors such as poor nutrition, overweight, obesity, and a lack of physical exercise. It is best to keep a stable BP reading to prevent themselves from experiencing such.

Body Mass Index (BMI). BMI was computed from each of the respondents' weight and height wherein the body weight in kilograms was divided by the square of a person's height in meters. Among the teaching personnel, the study revealed that 73 or 42.44% is overweight. Flegal et al. (2012) stated that overweight and obesity, as indicated by a high BMI, have become more common globally in recent decades. Interestingly, 69 or 40.12%, a few percent lesser than those who are overweight, is healthy. Both the overweight and healthy personnel, may go into physical activities as this is seen to be beneficial in decreasing weight. According to Tudor-Locke et al. (2010), increasing physical activity has the potential to aid weight loss, and that current therapies focus on diet, exercise, and psychological support. Nevertheless, they have limited long-term efficacy due to low adherence to moderate to severe physical activity regimens. The teaching personnel who are overweight may also lessen carbohydrate intake. According to Oh et al. (2021), low carbohydrate (low-carb) diets are a strategy for weight loss.

Supplements Taken. Vitamin C is found to be one of the supplements taken by 64 or 37.21% of the teaching personnel. Vitamin B is taken by 35 or 20.35%, and Iron is taken by some 21 or 12.21% of these teachers. It is popularly known that Vitamin C is an essential vitamin that cannot be produced by the body. It has many roles in the body and has been linked to impressive health benefits. Chambial et al. (2013) postulated that Vitamin C is an antioxidant that defends the body from the effects of free radicals. It is used to treat a variety of illnesses and ailments and that Vitamin C strengthens the immune system, lowers allergic responses, and aids in the battle against infections. Overall, Vitamin C supplements are a great and simple way to boost Vitamin C intake especially if a BU instructor or professor struggle to get enough

Vitamin C from their diet. It is notable then that Vitamin B, Vitamin C and Iron are being taken by some teaching personnel. Vitamin B is also known to be with good health effects to individuals. As posited in the study of Ford et al. (2018) that the quality of a person's food has a direct impact on their body and brain function, with numerous studies indicating that vitamin and mineral supplementation, particularly B vitamins, can help prevent and alleviate disease and impairment. Hence, it may be best for the teaching personnel to continue supplementing with Vitamins B and C, and Iron, and may encourage other colleagues to do the same, especially that these multivitamins are proven to increase cognitive function and other potential benefits.

Consultations with the Doctor. Ninety one or 52.91% of the research participants, were found to undergo doctor consultation at least once a year, while 48 or 27.91%, revealed that they undergo consultation twice a year. Those who underwent doctor's consultations as needed, revealed through the interviews that they actually needed to see the doctor due to symptoms like fever, severe headache, vertigo and cough and colds, and sudden increased BP reading. Otherwise, they said they do not necessarily visit a doctor. Visiting a doctor for consultations due to signs of impending illness is essential. According to Caldwell (2019), visiting healthcare providers for clinical consultations are crucial. This is a way to detect early on any risk for cardiovascular and non-communicable and other diseases, and it would give the teaching personnel a chance to fight against what could end up as a dreaded disease.

Laboratory Tests. Findings reveal that 90 or 52.33% undergoes laboratory tests once a year, while 31 or 18.02% undergoes tests twice a year, and only a frequency of 10 or 5.81% undergoes a laboratory test as needed. It is essential to undergo laboratory tests on a regular basis, at least twice a year. According to one associate professor, she undergoes blood chemistry every twice a year, January and June. She says she is monitoring her sugar, cholesterol and liver, as most of the members of her family have diabetes, heart disorders and liver problems (personal communication, January 12, 2019). Hence, regular blood examination plays an important role in maintaining overall health and fitness, just like diet and exercise. It is good then that more than 52% among the BU faculty participants undergo laboratory tests. It means they are serious about monitoring their state of wellness and are determined to live a healthy lifestyle.

Health Insurance. People do not plan to get hurt or become ill, but, as it is, most individuals would need medical care at a particular point in their lives. This is where an insurance comes in. Findings in this study reveal that there are 60 or 34.88% who has no health insurance, 36 or 20.93% has, and a measly frequency of 9 or 5.23% says they plan to have an insurance. One male assistant professor revealed that he finds the health insurances very expensive and that he is already happy with having Philhealth (personal communication, January 20, 2019). With their hard work and their physical stamina at risk because of their sedentary occupations and the mental demands of their work, it is important for the teachers to have a health insurance. If perchance they get sick, and the hospital bills skyrockets, the health insurance can cover such incidental medical expenses and it can offer many other essential benefits. Health insurance is indeed important as it is considered an option to reduce out-of-pocket expenditure on health and medicine (Al-Hanawi et al. 2021). Health insurance protects people from unexpected unreasonable medical expenditures. It helps people in attaining relevant benefits related to maintaining their health, managing ill-health and addressing incidental accidents.

Psychosocial activities with colleagues and friends, and routine activities with family as lifestyle choices

Psychosocial activities with colleagues and friends. Psychosocial undertakings in this study refers to the relationship of particular individuals to the people around them, the activities they do together, and the emotions that go with their actions and behavior. These actions and behaviors are mostly positive especially because of the type of activities they share with a particular person or group of people (See Table 2).

From the indicators in psychosocial activities which got the highest frequencies in *Always* are the following: *Maintains good rapport with boss* with 162 or 94.19%; *Maintains good rapport with colleagues*, with 145 or 84.30%; *Shares joy and triumph with friends*, with 92 or 53.49%; *Meets up with friends*, with 89 or 51.74%; and *Shares problems and sorrows with friends*, with 79 or 45.93%. It is noteworthy that among the teacher respondents, the highest frequency is seen on maintaining good rapport with the boss. It is a notable working relationship if the subordinates are indeed able to establish pleasing camaraderie with the superiors, yet maintaining

authority and moral ascendancy. This can be related to the study of Tran et al. (2018) where they postulated that employees' working interactions are ascertained to be important to their whole wellbeing and performance ratings on the job. Having a good relationship with the boss gives a higher level of motivation among the employees.

The next three highest frequencies for *Always* centered on friends. It is then established that friends are essential to an individual's life, to a life of teachers in the university. Indeed, sharing joy and triumph with friends, meeting up with them after work, and sharing problems and sorrows with great friends help in promoting mental and psychological health. This is emphasized by Amati et al. (2018) where their study indicated that individuals with a larger network of friends on active social interactions tend to be more pleased and happy with their life. Their study further postulated that the benefits that social interactions provide bring beneficial impact on their holistic well-being. Their connections with friends meet the basic human need for belongingness by reinforcing an individual's sense of self. This is reinforced in the study of Umberson, & Montez (2010) where their findings revealed that social relationships have notable impact on health; social relationships affect health through behavioral, psychosocial, and physiological pathways and that relationships have costs and benefits for health.

Other indicators were found with the highest frequencies along *Sometimes* like *Travels*, with 135 or 78.49%; *Attends parties*, with 109 or 63.37%; *Meets up with co-workers after work*, 97, 56.40%; and *Spends time at a nearby park or boulevard with friends*, 94, 54.65%. In an interview, one male instructor, said that he and his family have gone into travels for a few times only because of financial issues. He added that in recent years, instead of traveling, they would rather buy important house furniture needed for their daily subsistence (personal communication, February 2, 2019). This is understandable as traveling is expensive and scheduling a trip is difficult. Added to that, teachers do not have vacation leave and they cannot just be absent. There are numerous tasks to do in the university. With regards to attending parties, a female teacher shared that she only attend parties within the family circle. Example, if it is her sister's birthday, she and her family would attend, but they do not go when some friends would invite them. They opt to stay at home than attending other people's birthdays (personal communication, February 2, 2019). This can be likened

Table 2 Psychosocial Activities with Colleagues and Friends

INDICATORS		FREQUENCY	PERCENTAGE
Maintains Good Rapport With Boss	Always	162	94.19
	Sometimes	13	7.56
Maintains Good Rapport With Colleagues	Always	145	84.30
	Sometimes	24	13.95
Shares Joy & Triumph With Friends	Always	92	53.49
	Sometimes	72	41.86
	Never	5	2.91
Meets Up With Friends	Always	89	51.74
	Sometimes	82	47.67
Shares Problems & Sorrows With Friends	Always	79	45.93
	Sometimes	77	44.77
	Never	10	5.81
Meets Up With Co- Workers After Work	Always	70	40.70
	Sometimes	97	56.40
	Never	5	2.91
Spends Time At A Nearby Park or Boulevard With Friends	Always	58	33.72
	Sometimes	94	54.65
	Never	14	8.14
Joins Civic Organization	Always	38	22.10
	Sometimes	71	41.28
	Never	57	33.14
Travels	Always	28	16.28
	Sometimes	135	78.49
Attends Parties	Always	16	9.30
	Sometimes	109	63.37
	Never	5	2.91

to what Finn et al. (2017) deduced on their study that some people would seldom attend parties, not as an antisocial symptom but with a decreased sensitivity to the potential negative consequences of drinking, or their dislike for taking liquor in parties. On the other hand, others individuals may enjoy their colleagues to attend parties to unwind, to de-stress and to meet new friends, especially after a hard day's work. At parties, people tend to be presented with the opportunity to try new things, and meet new people that they do not normally interact with. Nevertheless, if one never really wants to attend parties, they should not feel obligated to go.

It is noted in this study that *Meeting with friends* is *Always* done by around 52% among the teacher respondents. Ninety-seven (97) or 56.40% said they

Sometimes Meet up with co-workers after work. It is then postulated that when the teaching personnel would meet with friends, they are those from outside work. Moreover, *Spending time with friends at a nearby park or boulevard* are also *Sometimes* done by 94, or 54.65%. Walking at a nearby park relaxes oneself and eases the mind. Unfortunately, parks nearby have been transformed into buildings and other infrastructure that parks nowadays have almost gone extinct. This is one activity that may be promoted among the teaching personnel. Walking and savoring the ambience of a park or boulevard brings advantages to individuals or groups of people. According to Gomez et al. (2015) parks are lungs of the city which provide life to inner-city space, giving great chances for people to have a place for play, physical activities, rest and recreations, social dealings, and peculiar and transcendent growth.

Table 3 Routine Activities with the Family

INDICATORS		FREQUENCY	PERCENTAGE	RANK
Eats Together During Meal Times	Always	130	75.58	1
	Sometimes	40	23.26	2
	Never	2	1.16	3
Shares Problems And Good News	Always	129	75	1
	Sometimes	39	22.67	2
	Never	2	1.16	3
Talks Openly With Each Other	Always	120	69.77	1
	Sometimes	48	27.91	2
	Never	2	1.16	3
Goes To Mass Together	Always	108	62.79	1
	Sometimes	60	34.88	2
	Never	4	2.33	3
Helps Each Other Clean & Tidy House	Always	99	57.56	1
	Sometimes	68	39.53	2
	Never	4	2.33	3
Watches TV Together	Always	97	56.40	1
	Sometimes	72	41.86	2
	Never	3	1.74	3
Does Other House Chores On A Schedule	Always	92	53.49	1
	Sometimes	72	41.86	2
	Never	7	4.07	3
Travels Together	Always	75	43.60	2
	Sometimes	85	49.42	1
	Never	9	5.23	3
Do Exercises Together	Always	30	17.44	2
	Sometimes	113	65.70	1
	Never	27	15.70	3
Eats Out Often	Always	51	29.65	2
	Sometimes	110	63.95	1
	Never	8	4.65	3

Only one indicator had a slightly high frequency of 57 or 33.14% along Never which is Joins civic organizations. According to one teaching personnel, one of her colleagues has been inviting her to join a civic organization, but until now, she has not formally joined. She revealed that she finds the annual fees of the particular civic organization quite high. She said that she would rather spend the annual dues for family needs. She further stated that with all her tasks and responsibilities as an associate professor, she would have no time to attend the monthly meetings (personal communication, January 19, 2019)

Routine Activities with the Family. Routine activities mean everyday responsibilities, errands, or obligations which must be done regularly or at specified intervals. In this study, it is the usual everyday activities which are being done as a regular occurrence, habitual, constant, or repetitive practices by the BU teaching personnel. This also include everyday exercises. According to Miller et al. (2016), exercises provide a clear health benefit. On Table 3, the highest frequencies on *Always* among the routine activities with the family are: *Eats together during meal times*, with 130 or 75.58%, *Shares problems and good news*, with 129 or 75%, *Talks openly with each other*, with 120 or 69.77%,

Goes to mass together, 106, or 62.79%, and *Helps each other clean and tidy house*, 99, or 57.56%.

Eats together with the family during meal times is a very notable routine for the family. It gives time for bonding, for getting to know each other’s accomplishments for the day, that is why sharing problems and good news, and talking openly with each other come close with the next highest frequencies. Family is the basic unit of society. It is within the family that individuals grow to be matured and independent people, that empowers them to be good citizens when they are outside their homes, especially when they are in their workplace. According to Merz et al. (2009), whether steadfastly better or unwaveringly worse, family relations play a fundamental role in influencing person’s well-being through life’s path. It is remarkable then that the teaching personnel are always spending quality time and activities with the members of their families, including in spiritual activities such as attending mass together. The BU teaching personnel are known to belong to Catholic families, and hence such practice is

an indication of their faith and spirituality.

There are indicators which were marked highest in *Sometimes*, these are: *Do exercises together*, with 113 or 65.70%, and *Eats out often*, with 110 or 63.95%. Although exercise is good for the family, it could not always be done by the entire family. One male instructor said that he goes to the boulevard on a regular basis for some physical exercises such as jogging and walking, but he says he does it alone and not with the family. As it is, exercises and other physical activities can be connected to greater physical and psychological vigor and wellbeing consequences throughout the family’s good health. According to Ha et al. (2019), the benefits of physical activity include lowered blood lipids, lowered incidence of overweight and obesity, high bone mineral density, and fewer symptoms of depression. There are many ways that physical activities promote good family relationships. And truly, exercise not only improves health, but increases self-confidence and reduces anxiety in children. Hence, BU teaching personnel may be encouraged to undergo more exercises with their

Table 4 Strategies Bicol University may implement to address routine activities and lifestyle concerns

INDICATORS
Offer Free Medical Care Package
Provide free and mandatory annual check-ups and laboratory tests
Provide health care card, or health care package or health insurance for all employees
Provide medical assistance through medical insurance
Build Specific Infrastructure
Upgrade medical facilities and services
Improve walkability architectural features in the campuses
Build small chapels and/or meditation rooms per college or campus
Provide spacious, well ventilated, not cramped work areas and improved environmental conditions
Build the rest/recreation area for all faculty and all units
Activate Health and Safety Committees
Activate the Occupational Safety and Health (OSH) Committee
Create a Health Safety and Security Management Technical Working Group
Develop Health and Wellness Initiatives
Have a contest for teaching and non-teaching staff on losing weight
Revive Zumba, sponsor regular physical fitness activities, weekly, on a per campus basis
Routine sessions, once a year, with guidance counsellor and check mental stability of young workers
Introduce health and wellness program, and provide time for recreational activity
Information Campaign like seminars and lecture series
“Mobile Vehicle” to roam and conduct health assessment to all BU employees at least every quarter of the year
Invite nutritionist and do nutrition counselling to BU employees on varied schedule
Direct canteens and food stalls within the university to have better options for healthy food and create access to nearby food service operators with healthier food options

families, for better family physical and psychosocial wellbeing. Regarding *Eats out often*, a male instructor said that he and his family love eating at restaurants at the mall, but he said they only do it once in a while. Instead, they cook in their house and enjoy their meals at home. Eating meals together as a family is good for the family, it does not have to be done in restaurants at the mall or elsewhere.

Strategies Identified which Bicol University may implement to address the Teaching Personnel's Psychosocial, Routine Activities and Lifestyle Concerns

The study's results are on an even keel, not too low, not too high, which may mean that BU teaching personnel's psychosocial routines are satisfactory, and that they follow an average type of lifestyle that helps keep their health in balance. The vital thing to do is to maintain such homeostasis, and sustain such state of balance among the activities they need to do, whether at work with colleagues and bosses, outside work with friends, or at home with their families. The respondents then forwarded strategies that Bicol University (BU) may implement to address the lifestyle of its teaching workforce. Table 4 shows various answers drawn into four categories. These are: *for BU to offer free medical care package, build specific infrastructure, activate health organizations, and develop health and wellness initiatives.*

Under the first classification, *Offer free medical care package*, respondents suggested if BU can provide free mandatory annual medical check-ups and laboratory tests, provide health care card, or health care or health insurance for all employees, and provide medical assistance through medical insurance. Indeed, for the faculty members to undergo annual medical check-up is important. Regular medical check-up is an essential thing in health care. This is affirmed by Al-Khalil et al. (2020) as they advance that a regular medical check-up can be defined as a routine healthcare process usually done by healthcare facilities for all genders and for all age groups at different periods according to the patient risk factors. It was also postulated by Albaloushi et al. (2015) that the advantages of routine medical examinations can give data on individual's health state, diagnose illnesses early, and aid in the planning of appropriate treatment, particularly for non-communicable diseases like cancer and cardiovascular disorders. Further, they stated that routine medical checkups aid in decreasing possible hospitalization and related costs, and that it will also improve health and quality of life. However, a few teaching personnel seldom submit to a regular

medical checkup due to busy schedule and because of the high prices of checkups or laboratory exams. Hence, if BU can give this as free to its teaching force and other employees, or offer a package of 50% to be sponsored by the university, this will highly benefit the employees. Besides, every organization, every institution relies on its people, or employees to be happy and healthy all the time as they play an important part in the university's success.

Under the second classification of *Build specific infrastructure*, respondents stated that BU may help enhance the health of the entire teaching and non-teaching personnel by upgrading medical facilities and services, improve walkability architectural features in the campuses and build chapels and/or meditation rooms per campus. These are significant suggestions forwarded by the respondents that BU administration may consider, especially those that suggest to provide spacious, well-ventilated, not cramped work areas and improved environmental conditions. Indeed, the school environment plus the better options for healthier food can exert a strong influence on people's food decisions (Mesink et al 2012). This is more importantly to help facilitate teachers and students to make more healthy food choices and to develop healthy eating habits. It is important that the school food environment is healthy.

With regards to the third classification of *Activate health organizations*, several suggested two main features like activate the occupational safety and health (OSH) committee and create a Health Management Organization, just like the gender and development committee existing in the university. Activating the OSH committee is suggested because it will help monitor office conditions and personnel OSH needs, after which they could recommend for the needs of both personnel and office's equipment requirements. In their study, Michaels et al. (2020) stated that workers should not be injured or made sick by their jobs. They said that to eliminate work injuries and illnesses for example, organizations must remake and modernize OSH and streamline the relationship of employers and workers with the agency and with each other. This entails altering the expectations of what companies must do to safeguard employees and putting in place a mandate that businesses have a "duty of care" to protect everyone who could be injured by their operations. Organizations can only guarantee that every employee enters the workplace in good health and leave it in the same state of health. Hence, the more that Bicol University may activate its own occupational safety and health committee.

With regards to the fourth classification of *Developing health and wellness initiatives*, this study deduces that those approaches suggested by the respondents are practical and cost effective for the holistic wellbeing of the teachers and non-teaching staff of Bicol University. Indeed, health and wellness stratagems are diverse, just like the suggestions forwarded by the teacher respondents which include, contest for losing weight, revive zumba, regular physical fitness activities, mental stability checkup and the other suggestions shown in Table 4. Health and wellness of all the workers in the university are essential.

Being well means being physically healthy, in good nutrition, undergo exercises, controls weight, enjoys adequate rest and sleep, and prioritize time for relaxing and slowing down. Performing psychosocial activities and ensuring that the routine they do follows a good and healthy lifestyle must be part of the lives of all personnel in the university, in other colleges and schools, and in all offices. It is best to bond with coworkers, friends and families to help relieve stresses, and to create better working relationships. The institutions they are working at must be part of these routine activities for a better, healthy working atmosphere, and higher productivity for all.

Conclusions and Recommendation

This study established that maintaining everyday wellbeing is essential, it is important for teaching personnel to practice healthy psychosocial and routine activities with their colleagues, family and friends; participate in exciting, fun and yet relaxing activities, spend time on what they value; and create positive feelings and maintain a healthy lifestyle. This research recommends that the proposed BU health initiatives must be given priority. This will help lessen the heavy burdens the faculty members regularly experience while delivering good teaching and learning services, and while undergoing audits, accreditations and evaluation proceedings. Monitoring of health and emerging signs and symptoms, plus emerging non-communicable diseases must be addressed and managed fast. Sustainability of their good habits and healthy lifestyle must be emphasized on the part of the teaching personnel. Infrastructure currently being built, and those to be built in the near future must be designed considering its good environmental effect on the health of the BU employees and their clients. The overall campus atmosphere must be taken into consideration.

The green environment must be maintained, there should be more grass than cemented pavements. This is crucial if BU is to develop and test meaningful, appropriate and effective health promotion strategies. All these are fundamental in sustaining the psychosocial activities at the workplace and routine activities with the family, and the general lifestyle of Bicol University employees, thereby promoting good health, maintain a highly satisfactory work performance and a happy productive life in general.

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