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HEALTH PROFILE OF TEACHERS IN GENERAL SANTOS CITY NATIONAL HIGH SCHOOL: BASIS FOR A PROPOSAL HEALTH AND WELLNESS PROGRAM

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Abstract. The purpose of this study was to determine the health profile of teachers as a basis for an intervention program. The researcher used a cross-sectional survey method of research. The respondents of the study were 315 teachers from five curricula of Junior high school. It was found out that majority of the teachers have 36.4°C to 37.2°C body temperature, which means normal. In terms of vision, majority of the teachers have 20/20 vision, which means they can see 20 feet away from the Snellen chart. In terms of smell, through an odor awareness scale, majority of the teachers have positive smelling. In addition, it was found that the hearing of the respondents was classified into four categories: normal, moderate, severe, severe to profound, and profound through the use of amplified speech devices. However, when teeth were examined, it was found out that the respondents have a complete set of normal teeth and have no problem in their throat. Indeed, the height and weight are directly proportional to each other in order to get the Body Mass Index result. Furthermore, the Body Mass Index showed that majority of the respondents were normal. Hence, the findings of the study motivated the researcher come up with a health and wellness intervention program that would be beneficial for the teachers to promote a healthier life and productive teaching workforce.

Keywords: *Health profile, teachers, intervention program, cross-sectional survey, Philippines*

1. INTRODUCTION

Research has shown that teachers are exposed to several physical health conditions mainly due to their twofold role at home and work. Moreover, health has become increasingly important over the past few decades in the Philippines. The country has implemented several rounds of reform to strengthen its health system, especially for the welfare of the public-school teachers (Dayrit, Lagrada, Picazo, Pons & Villaverde, 2018). In addition, teachers have a significant role in education and also in the life of learners to become successful in life. Like parents to the learners, teachers play an essential part in the holistic development of a child and provide support in making the learners become the whole person. While teachers constitute one of the most important

and growing parts of the world, teachers are often overwhelmed with numerous duties, making them more vulnerable and at-risk to stress and other physical and mental health problems (Ceka and Murati 2016; Donev 2020, Phelamei 2019).

Furthermore, school communities are progressively becoming places where healthy habits can flourish, beginning with a healthy teacher. Perhaps even more noteworthy is the interdependence of teachers' health to student achievement as

measured by the standardized test scores. More importantly, the positive modeling by public-school teachers is vital to support healthy and physical activity policies and actions at school. Thus, teachers are uniquely positioned to act as positive role models for learners, parents, and the community. A teacher who makes healthy choices – including healthy eating and regular physical activity – can influence the health of students, others, and most importantly, themselves (Durisic and Bunijevac, 2017; Higer, Loerbroks and Diehl 2017).

Consequently, the chronically overworked state of public-school teachers in the Philippines is widely known. The workload of public-school teachers is limited to teaching and other related tasks and non-teaching tasks. Provided this workload, actual teaching is increasing sideline by the many other teachers' responsibilities and roles. In half of the studies, teachers suffered from some personality disorder or pathology that adversely affected their performance due to their responsibilities and duties over workload and expectations. It resulted in emotional distress, burnout, and health problems commonly encountered and suffered by the teachers. Henceforth, administrators were not always aware and sometimes tended to ignore the causes of the poor performance of the teachers, which delayed their ability to help since each design needed a different response (Blazar and Kraft 2017; Bridges, 2017).

With the above statements, the researcher found the urgency and would like to find out the health profiles of the teachers in General Santos City High School. This study would be beneficial in proposing the suited health and wellness program.

1.2 Statement of the Problem

The purpose of the study was to determine the health profile of teachers in General Santos City National High School, Division of General Santos City for the school year 2019-2020 as the basis for an intervention program.

Specifically, it sought answers to the following questions:

1. What is the health profile of teachers in General Santos City National High School in terms of:
    1.1 temperature;
    1.2 vision;
    1.3 smelling;
    1.7 hearing;
    1.8 throat;
    1.9 teeth;
    1.10 height;
    1.11 weight?
2. What intervention program could be formulated based on the result of the study?

1.3 Theoretical Framework

This study was based on the Social Cognitive Theory of Bandura, A. (2014). It is a more interpersonal theory regarding health and wellness. It focuses on the impact of an individual's social atmosphere, opportunities, observations, and health awareness on their health profiles such as; height, weight, temperature, respiratory system, circulatory system, urinalysis, vision, nose, hearing, throat, and teeth. An individual's outcome expectations, or their values on adopting a behavior, immensely influence their desire to modification. This ties into the idea of self-efficacy, which touched on an individual's self-confidence and perceived ability to take on a problem. For people to want to enact modification in their lives, the positive outcome of their expectations usually outweighs the negatives.

Along with that, confidence in their aptitude to change their behaviors helps motivate them to take action and make themselves healthy. The social atmosphere in people's lives also heavily influences how they perceive diverse behaviors and their want and belief in their abilities to change. People can exploit to make healthier changes in their lives. Having people model healthy behaviors, positive or negative, specific changes that encourage wellness and change all tie into the success of

change and sustaining health in those trying to change their lives (Salla, 2015: Smith, Tomasone, Cheung and Martin 2015; Volpp and Asch, 2017).

1.4 Conceptual Framework

The conceptual framework of the study is revealed in Figure 1. It consists of the primary variable, the health profiles of the teachers in terms of their height, weight, temperature, respiratory system, circulatory system, urinalysis, vision, smelling, hearing, throat, and teeth. The result of the variable become the basis for an intervention program, particularly on health and wellness program. Health' can be individually viewed from different perspectives and understanding how other individuals consider health. Emphasizing the physical, measurable extent of some health, the physical body, and the overall quality of being suited to serve a purpose well, required as a prior condition for something else to happen or exist for the overall health and wellness.

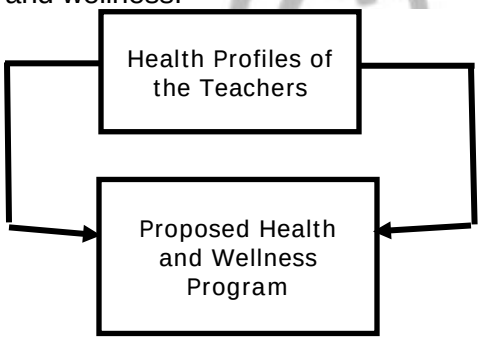

Figure 1. Conceptual Framework of the Study

2. METHOD

2.1 Research Design

This study used a cross-sectional method to utilize the availability of data, particularly on the health profile of teachers in terms of height, weight, temperature, respiratory system, circulatory system, urinalysis, vision, smelling, hearing, throat, and teeth. It is described and interpreted accurately and adequately using frequency count and percentage. According to Grotkiewicz & Kowalczyk (2015), a research design accurately depicts the participants. It also describes people who participate in the study or discussion with an individual about a specific topic. This research design was used because the researcher aimed to determine the health profile of teachers as a basis for an intervention program.

2.2 Research Locale

It was conducted at General Santos City National High School. It is a public secondary educational institution located in Calumpang, General Santos City. It was founded in 1980, envisioning establishing a God-fearing and globally competitive graduate with the help of capable and committed mentors in a conducive learning environment. The school currently implements a K-12 basic education program offering junior high and senior high school, following the resolution ordered by the Department of Education (DepEd). It has particular programs such as Technology, Engineering and Mathematics (STEM), Special Program in Journalism (SPJ), Special Program in the Arts (SPA), Special Program in Sports (SPS), and Basic Education Curriculum (BEC). Furthermore, the study respondents were 315 teachers of General Santos City National High School. These teachers from the five different curriculum departments, namely, Science and Technology, were all included in the study.

Table 1 shows the distribution of respondents.

Respondents	Number of Respondents
STEM	12
SPJ	11
SPA	12
SPS	20
BEC	260
Total	**315**

The researcher used steps in data gathering. First, the researcher sought the approval and consent of the principal of General Santos City National High School to conduct the study. Upon permission, the researcher gathered the result from the Health form. All teachers under the five

curricula, namely, Technology, Engineering and Mathematics (STEM), Special Program in Journalism (SPJ), Special Program in the Arts (SPA), Special Program in Sports (SPS), and Basic Education Curriculum (BEC). Then, the researcher tabulated all the gathered data utilizing various scales and subjected to statistical analysis then analyzed and interpreted the statistical results of the data, drew conclusions, formulated recommendations based on the study's findings. Lastly, the instrument was the standardized health form from the department of education monitoring the health profile of teachers. The health record of the teacher contains the health profile such as height, weight, temperature, respiratory system, circulatory system, urinalysis, vision, smelling, hearing, throat, and teeth. The paper determined the health status of teachers in General Santos City High School that would be the basis for an intervention program.

3. FINDINGS AND DISCUSSIONS

Table 2 presents Health Profile of teachers in General Santos City High School S. Y. 2019-2020

Health Profile	STEM		SPJ		SPA		SPS		BEC		Grand Total	
	F	Percentage	F	Percentage	F	Percentage	F	Percentage	F	Percentage		Percentage
1. Temperature												
- Normal	9	75	9	82	7	58	12	60	250	96	287	91
- Abnormalities	3	25	2	18	5	42	8	40	10	4	28	9
Total	12	100	11	100	12	100	20	100	260	100	315	100
2. Vision												
A. 20/20	8	67	9	82	12	100	15	75	215	82	259	82
B. 20/15	4	33	2	18	0	0	4	20	40	15	50	16
C. 20/40	0	0	0	0	0	0	1	5	5	3	6	2
D. 20/200	0	0	0	0	0	0	0	0	0	0	0	0
Total	12	100	11	100	12	100	20	100	260	100	315	100
3. Smelling												
- Positive	9	75	8	73	4	33	15	75	202	78	238	76
- Negative	3	25	3	27	8	67	5	25	58	22	77	24
Total	12	100	11	100	12	100	20	100	260	100	315	100
4. Hearing												
- Normal	9	75	6	55	8	67	12	60	158	60	193	61
- Moderate	2	17	5	45	2	17	4	20	90	35	103	33
- Severe	1	8	0	0	1	8	2	10	8	3	12	3
-Severe-to-Profound	0	0	0	0	1	8	2	10	4	2	7	2
- Profound	0	0	0	0	0	0	0	0	0	0	0	0
Total	12	100	11	100	12	100	20	100	260	100	315	100
5. Throat												
-Normal	8	67	7	63	7	58	15	75	228	88	265	63
-Mild	4	33	4	37	5	42	5	25	32	12	50	37
-Moderate	0	0	0	0	0	0	0	0	0	0	0	0
-Severe	0	0	0	0	0	0	0	0	0	0	0	0
Total	12	100	11	100	12	100	20	100	260	100	315	100
6. Teeth												
-Normal	9	75	7	64	4	33	13	65	171	66	208	66
-Abnormal	3	25	4	36	8	67	7	35	89	34	107	34
Total	12	100	11	100	12	100	20	100	260	100	315	100
7. Height												
-Normal	6	50	7	64	8	67	18	90	204	78	242	77
- Under height	3	25	2	18	1	8	1	5	36	14	43	15
-Over height	3	25	2	18	3	25	1	5	20	8	29	9

Total	12	100	11	100	12	100	20	100	260	100	315	100
8. Weight												
- Normal	3	25	1	9	4	33	11	55	115	44	134	43
- Underweight	3	25	2	18	3	25	2	15	65	25	75	24
-Overweight	6	50	8	73	3	25	5	25	36	14	58	18
-Obese	0	0	0	0	2	17	2	10	44	17	48	15
Total	12	100	11	100	12	100	20	100	260	100	315	100

Name of the Program: Healthy Sexy Body Teachers (HSBT) Program

Proponent: Noralyn L. Cabarubias

Introduction

Teachers are the recognized heroes of the educational society, though they tend to be understated and overworked. Readings show that teachers face a high turnover rate due to burnout. Stressors at work and in their everyday lives may impact their responsiveness and effectiveness in the classroom. Even though teachers face time crunches, simple practices can boost energy, reduce stress, and set an excellent example for students.

Teachers constitute one of the most important and growing parts of the workforce in the world. Teachers are often overwhelmed with numerous duties, making them more vulnerable and at-risk to stress and other physical and mental health problems. Teachers expose to several physical health conditions, mainly due to their twofold role at home and work.

The health profiles of the teachers in General Santos City High School are the primary concern of this study. The researcher came up with a health and wellness intervention program that would be beneficial for teachers to promote a healthier life and productive teaching workforce.

Being healthy should be part of one's overall lifestyle. Gaining a healthy lifestyle can help stop chronic diseases and long-term illnesses. Feeling good about physical and taking care of one's health is essential for self-esteem and self-image. We must maintain a healthy routine by doing what is suitable for our bodies.

Healthy working environments are essential for teacher retention and teacher productivity. Moreover, there is a link between the well-being of teachers and the educational outcomes of their students. According to a recent report from Pennsylvania State University and the Robert Wood Johnson Foundation, "elementary school teachers who have to create classroom environments that are less conducive to learning have tremendous stress and depression, which leads to poor academic performance among students. The report also outlined several proven interventions and programs to reduce teacher stress and ensure healthier school environments. These include such programs on health and wellness among teachers in General Santos City High School.

Objectives

A. To strengthen the health and wellness program for teachers in General Santos City National High School to promote a healthy lifestyle and improve teaching performance.

B. To conduct activities on health and wellness programs that improve the health status of teachers. They teach under the five curriculum departments, namely Technology, Engineering and Mathematics

(STEM), Special Program in Journalism (SPJ), Special Program in the Arts (SPA), Special Program in Sports (SPS), and Basic Education Curriculum (BEC).

C. To maintain a healthy lifestyle among teachers under the five curriculum departments.

Health and Wellness Program of Activities

Healthy Sexy Body Teachers (HSBT) Program

Health areas to improve	Objective	Activity	Time Frame	Persons Involved	Budget	Expected outcome
	To ensure awareness of teachers in maintaining their health status in terms of their daily temperature, smelling, throat, teeth, height, and weight.	To conduct health and wellness orientation and activities among teachers in five curriculums. A. Conduct seminar-workshop on health and wellness among teachers. B. Strengthen daily exercise based on the orientation, which includes the age and sex of teachers. C.	The second week of Aug. 2021 The third week of Aug. 2021 Three times a week	School head, nurse, health coordinator, lecturer, and teachers.	MOOE/PTA	Teachers are aware of their health status, particularly in their daily temperature, smelling, throat, teeth, height, and weight. 100% of teachers attended seminar workshops on health and wellness. Teachers executed daily exercises based on what they learned on the orientation. Teachers executed And enjoyable Zumba and Aerobics activities.

		Encourage teachers to participate in Zumba and Aerobics.	whole year-round.			

Vision and Hearing	To raise teachers' awareness on healthy vision and hearing. To empower teachers to influence healthy vision and hearing actively.	To conduct orientation on myopia problems among teachers. To assist teachers with vision and hearing problems. Doing daily activity and exercise could help maintain their vision and hearing health. Conduct quarterly monitoring of the vision and hearing status of teachers.	Third week of Aug. 2021 Whole year-round Whole year-round Every quarter	Private sponsoring agencies School head, nurse, health coordinator, lecturer, and teachers.	MOOE/PTA Private sectors MOOE/PTA	100% of teachers take care of their vision and hearing status. 100% support of sponsoring agency in assisting with vision and hearing problems Teachers have done a series of activities and exercises to help maintain their vision and hearing healthy. Proper quarterly monitoring on vision and hearing must be done.

4. CONCLUSIONS and RECOMMENDATIONS

4.1 Conclusions

Based on the findings, the following are the conclusions on the health profile of teachers in General Santos City High School

Most of the teachers were normal in their body temperature, having a vision of 20/20 or normal, positive in their smelling, normal in hearing, throat, teeth, height, and weight.

4.2 Recommendations

Based on the conclusions, it is recommended that:

1. The school could maintain a health and wellness program that would improve the health profile of teachers in terms of maintaining their temperature, vision, throat, and hearing.
2. The school may venture into contest activities that would highlight the biggest loser in weight or most improved health so that teachers could be healthier.
3. A seminar-workshop will be conducted on health and wellness by the different curriculum heads.
4. The health and wellness program coordinator may also invite health practitioners to discuss health benefits among teachers.
5. Researchers are encouraged to gather more related literature concerning the variables investigated and adapt the sample intervention program to open new boundaries and add more information about the health profile of teachers for further study.

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