

Hybrid Work Arrangements and Experienced Of Selected Faculty Memembrs of Earist-Manila.

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Abstract: Pandemic affects not only the business and health sectors but also the education system of the country. In order to meet the needs of students and to ensure that education continues despite the abrupt closure of institutions, the Philippine higher education sectors have turned to hybrid work arrangements (HWA). One such institution is the Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST). Implementing HWA offers creative approaches for completing tasks while promoting a balance between work and personal flexibility to the faculty members. This study used 24 faculty members from the College of Business and Public Administration (CBPA) of EARIST, Manila. The researcher developed questionnaire to measure HWA and the constraining factors affecting this work modality. The results shown that the HWA criteria such as monitor (4.53), manage modality (4.52), performance (4.58), and coverage (4.33), were assessed as Highly Observed. For the constraining factors, problems such as not everyone has access to the right tools and technologies to fulfill faculty members' jobs successfully, remote workers work longer hours than in-office counterparts, lose their sense of belonging to the company and their coworkers, difficult to adapt new habits in hybrid work settings and monitoring systems invade faculty members' privacy were evaluated as encountered with average mean of 3.65. The correlation coefficient of 0.04 indicated no correlation and measured no significant relationship between hybrid work arrangements and constraining factors experienced among CBPA faculty members.

Keywords: Hybrid Work Arrangements, Work Modality, Online Teaching Experience

I. INTRODUCTION

The restrictions put in place by the World Health Organization (WHO) and governments to stop the further spread of COVID-19 virus have had a significant impact on the economy, lifestyle, behavior, social connections, education, and the workplace. In work environment, the pandemic has a significant impact on how organizations are conducted, where they need to alter their working arrangements which create challenges and opportunities for businesses globally. These alterations refer to new practices and ways to operate on where and how work gets done.

Adjusting to the pandemic age opened up a fresh window of opportunities for employees to work flexibly from both their homes and their workplaces --- hybrid work arrangements. In the Philippines, hybrid working is being adopted by organizations to maintain social distancing and avoid the reduction of the workforce. In line with the government's goal for the preservation of employment, the Department of Labor and Employment (DOLE) issues Labor Advisory No. 17, a series of 2020 known as 'Employment Preservation Guidelines' which aims to assist employers to protect jobs and layoffs amidst COVID-19.

The country's educational system is also affected by the pandemic, in addition to companies. In order to meet the needs of students and to ensure that education continues despite the abrupt closure of some institutions, the Philippine higher education sectors have turned to hybrid work arrangements. One such institution is the Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST). Implementing hybrid work arrangements offers creative approaches for completing tasks while promoting a balance between work and personal flexibility to the faculty members. These arrangements are beneficial to EARIST mainly, the reduction of costs and help in saving jobs while maintaining the business core operations, particularly in the College of Business and Public Administration (CBPA).

Adopting hybrid work strategies may appear to be a wise idea, but it is not something that should be undertaken on the spur of the moment. It is a method that needs meticulous planning and thought. Challenges may be encountered due to lack of or limited consultation with employees regarding an organization's policy or guidelines, eligibility, and rights and benefits in the implementation of hybrid models. These might lead to dropping employees' morale, a deterioration in culture, lessen productivity, staff turnover, and damage to the employer value proposition if they go overlooked or disregarded. Hence, management and administrators must develop well-defined policies or guidelines procedures that promotes productivity and motivation.

Bird, Lazano, and Mendoza (2021), Tacadao (2020), Cullimore (2021), and Sokolic (2022) analyzed that the COVID-19 drastically changed modern employment. The nature of the job on how people work, where people work, and what job exists. Companies across the world were forced to restructure and rethink their business models to depend on technologies. This digital office environment allows employees to work between on-site and off-site --- hybrid work arrangements. It is a work management structures that permit and enable employees to work from a variety of places including at home, on the go, and in the office. It offers workers more flexibility while preserving a degree of control and stability for the employers.

Dorfsman and Horenczyk (2021), Dayagbil et. al., (2021), Okoye et. at., (2021), Hodges and Fowler (2020), Asio and Riego (2019), Bao (2020), and Joaquin, Biana, and Dacela (2020) contended that the pandemic triggers a large reallocation of jobs across sectors especially the hardest-hit ones who are dependent on personal contact, particularly the ‘education system’. To ensure teaching and learning continuity, the Higher Education Institutions (HEIs) compelled to migrate to flexible teaching and learning modality, recalibrate the curriculum, capacitate the faculty, upgrade the infrastructure, implement a strategic plan and assess all aspects of the plan. Hence, the best way to move forward is to take a step back and design a strategy that engages teachers, students, parents, school administrators, and technology-based companies. Tagadao (2018), Walter (2021), Lumactad and Castillo (2020) found some drawbacks about hybrid work arrangements in education sectors: majority of faculty had intermediate computer competency; had no training in online teaching; only a few having a very stable internet connection. Furthermore, challenges may be encountered due to lack of or limited consultation with employees regarding an organization's policy or guidelines, eligibility, and rights and benefits in the implementation of hybrid models. Undoubtedly, change in perspective or introducing a "culture" do not come overnight. These might lead to dropping employees’ morale, a deterioration in culture, lessen productivity, staff turnover, and damage to the employer value proposition if they go overlooked or disregarded. Hence, management and administrators must develop well-defined policies or guidelines procedures that promotes productivity and motivation. Kholifah (2022), Batnag (2021), Agarwal (2020), Kohen (2020), and Mohammed (2020) argued that recognition and rewards will be administered differently within a remote working environment as traditional methods might be no longer valid. The assessment should be based to improve credibility of performance assessment. Feedback from supervisors, colleagues and students contributes to strengthening professional personal development. Fair assessment with increased motivation can enhance quality of education at the university level. Satisfied and motivated teachers with quality job performance are critically important for the university teaching learning development. Increased monitoring in hybrid setup on the other hand, provides opportunities and drawbacks. Specifically, more efficient operations and fewer workplace hurdles, but this might impair trust and communication between employees and their employers, as well as innovation and individual empowerment. However, the hybrid work arrangements are quite new in the Philippines. Hence, there are only limited researchers and studies in this field locally. Moreover, the above-synthesized literature and results of related studies, as reviewed by the researchers, were compared and will be used in the analysis and interpretation of the findings of the present study.

This study aims to assess the hybrid work arrangements associated with monitoring, managing modality, performance, and coverage; and experiences specifically the constraining factors encountered among CBPA faculty members at EARIST – Manila, as they adapt and adjust to the new way of working set up. Local and foreign literature and studies were observed to be relevant to the current study as it stated the assessment on hybrid work arrangements and experiences among employees.

Methods

The researchers will utilize the descriptive research through a survey questionnaire as a technique in gathering data. This strategy may demonstrate the relevance and applicability of the above approach to this study, that entails the description, recording, and analysis of data on the selected respondents' prevailing perceptions (Koh and Owen, 2000).

Demographic Profile

The respondents of this research are randomly selected and they are comprised of approximately 70% (24) of the CBPA Faculty members from EARIST, Manila. In terms of age of the respondents, 15 (62.50%) are 41 years old and above, 6 (25%) are in the range of 31-40 years old and 3 (12.50%) are 30 years old and below. The 15 (62.50%) of the faculty members are married while 8 (33%) are single. The educational attainment and length of service of the faculty members are illustrated in Table 1 and Table 2, respectively. It is demonstrated in Table 1 that almost 80% of the faculty members of CBPA are compiled to the minimum requirements to teach in tertiary as mandated by the Commission on Higher Education (CHED). Among those numbers, 3 from them obtained their doctorate degree and 6 are working towards their doctorate degree. The majority of the CBPA faculty are employed in EARIST for more than 8 years. There are two faculty members employed 7-8 years (see Table 2) which is similar in number as numbers of years stay in 3-4 years and 5-6 years. There is only one (1) faculty that is newly hired (less than a year in the service).

Table 1: Respondents Educational Attainment

Indicator	F	%
Doctorate Degree	3	12.50
Doctorate with units	6	25.00
Master’s Degree	10	41.67
Masters with units	5	20.83
Bachelor’s Degree	0	0.00
Total	24	100.00

Table 2: Respondents Length of Service in EARIST

Indicator	F	%
9 years - Above	17	70.83
7 – 8 years	2	8.33
5 – 6 years	2	8.33
3 – 4 years	2	8.33
1 – 2 years		
Below 1 year	1	4.17
Total	24	100.00

Research Instrument

A research-made questionnaire was developed to collect information in assessing the hybrid work arrangements associated with monitor, manage modality, performance, and coverage, and experiences among CBPA faculty members. The instrument undergone series of experts’ validation. After incorporating in the instrument, the suggestions of the experts, the survey was administered using Google form. The survey questionnaire is consisted of the following parts:

PART I: The Demographic Profile are consisted of personal questions such as age, gender, civil status, educational attainment, and length of service rendered in EARIST.

PART II: This questionnaire designs to measure responses of faculty members on hybrid work arrangements associated to monitor, manage modality, coverage, and performance by answering a series of scaled-response questions serving as indicators.

PART III: This is formulated to measure the experiences of CBPA faculty members particularly the constraining factors encountered as they adapt and adjust to a new working setup.

Statistical Treatment

To analyze and interpret the data, the researcher employed the descriptive statistics such as frequency distribution, percentage and weighted mean. The results of the survey were interpreted using 5-point Likert Scale Method. Table 3 and Table 4 illustrated the scales, ranges of values, verbal interpretations and their symbols used to evaluate Hybrid Work Arrangements (HWA) and Constrains Factors Experienced of the respondents.

Table 3: Hybrid Work Arrangements

Scale	Range	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Observed	HO
4	3.40-4.19	Observed	O
3	2.60-3.39	Moderately Observed	MO
2	1.80-2.59	Least Observed	LO
1	1.00-1.79	Not Observed	NO

Table 4: Constraining Factors Experienced

Scale	Range	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Encountered	HE
4	3.40-4.19	Encountered	EE
3	2.60-3.39	Moderately Encountered	ME
2	1.80-2.59	Least Encountered	LE
1	1.00-1.79	Not Encountered	NE

To measure and identify the significant relationship between hybrid work arrangements and constraining factors experienced among CBPA faculty members, correlation coefficient (r) was incorporated. The formula is written below:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

where:

- n = number of ordered pairs
- x = value of independent variable
- y = value of dependent variable

Listed on Table 5 is the guide in interpreting the correlation coefficient in which adapted to the study of Garcia, 2004.

Table 5: Correlation Coefficient Interpretation Guide

Range	Verbal Interpretation	Symbol
1	Perfect Correlation	PC
0.80 – 0.99	Very Strong Correlation	VSC
0.60 – 0.79	Strong Correlation	SC
0.40 – 0.59	Moderate Correlation	MC
0.20 – 0.39	Weak Correlation	WC
0.01 – 0.19	Negligible Correlation	NC

II. RESULTS

The assessment of respondents on the hybrid work arrangements as to monitor rated as Highly Observed with overall weighted mean of 4.53 (see Table 6). All items rated as Highly Observed, namely: utilize monitoring mechanisms such as submission of daily / weekly accomplishment reports to track performance regardless of work location with composite weighted mean of 4.71 as rank 1; supervise and utilize the performance based on the supervisor’s feedback, others’ feedback (e.g., of coworkers or students), observations and the consultation of deadlines met, error and accuracy reports, timesheets, work records, etc. with composite weighted mean of 4.54 as rank 2; appropriate measures such as Pledge of Confidentiality of Information, Data encryptions, etc. are in place to ensure the protection of data used and processed by the employees pursuant to Republic Act No. 10173 or the Data Privacy Act of 2012 with composite weighted mean of 4.50 as rank 3; the confidential and proprietary information is protected and secured at all times with composite weighted mean of 4.46 as rank 4; and observe transparency about how monitoring is carried out in off-site and on-site working arrangements with composite weighted mean of 4.42 as rank 5.

It only shows that the monitor in the hybrid work arrangements has been effectively carried out, namely: utilizing monitoring mechanisms; supervising the performance of the faculty members based on the feedbacks, observations and consultation of deadlines met, error and accuracy reports, timesheets, work records, etc.; ensure the protection of data used and processed by the employees pursuant to Republic Act No. 10173 or the Data Privacy Act of 2012; confidential and proprietary information is protected and secured at all times; and observes transparency;

In support to the result of the study, Kohen (2020) stated that increased monitoring in hybrid setup can have both beneficial and consequences. Positive results might include, for example, more efficient operations and fewer workplace hurdles. On the other hand, it may have considerable negative consequences, as it can impair trust and communication between employees and their employers, as well as innovation and individual empowerment. Batnag (2021) added that employers may monitor their employees as part of hybrid work set up but such processing of personal data must be based on the criteria for lawful processing, as detailed in Sections 12 and 13 of the Data Privacy Act. Wherein, the processing must comply with the general data privacy principles of transparency, legitimate purpose, and proportionality. Effective policies and communication strategies need to be implemented to balance business or operational goals with privacy rights.

Table 6: Hybrid Work Arrangement as Monitor

Indicators	WM	VI	Rank
1. Utilize monitoring mechanisms such as submission of daily / weekly accomplishment reports to track performance regardless of work location.	4.71	H O	1
2. Supervise and utilize the performance based on the supervisor’s feedback, others’ feedback (e.g., of coworkers or students), observations and the consultation of deadlines met, error and accuracy reports, timesheets, work records, etc.	4.54	H O	2
3. Observe transparency about how monitoring is carried out in off-site and on-site working arrangements.	4.42	H O	5
4. Appropriate measures such as Pledge of Confidentiality of Information, Data encryptions, etc. are in place to ensure the protection of data used and processed by the employees pursuant to Republic Act No. 10173 or the Data Privacy Act of 2012.	4.50	H O	3
5. The confidential and proprietary information is protected and secured at all times.	4.46	H O	4
Overall Weighted Mean	4.53	H O	

Legend:

Range	Scale	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Observed	HO
4	3.40-4.19	Observed	O

3	2.60-3.39	Moderately Observed	MO
2	1.80-2.59	Least Observed	LO
1	1.00-1.7	Not Observed	NO

Table 7: Hybrid Work Arrangement as Manage Modality

Indicators	WM	VI	Rank
1. Explore and support capacity-building programs for faculty members.	4.54	H O	3
2. Exercise flexible learning and teaching strategies on the implementation of hybrid work arrangements.	4.63	H O	2
3. Guarantee that faculty members have adequate support mechanisms (e.g., health / psychosocial intervention like stress debriefing, technical support/help desk).	4.42	H O	4
4. Encourage to maximize the use of technology to assure the quality of teaching and learning on-site and off-site.	4.67	H O	1
5. Ensure that health and safety protocols are always maintained in school premises (e.g., wearing face masks, face shield, taking of body temperature, proper sanitation, and physical distancing).	4.33	H O	5
Overall Weighted Mean	4.52	H O	

As exposed in Table 7, the assessment of respondents on the hybrid work arrangements as to manage modality rated as Highly Observed with overall weighted mean of 4.52. All items rated as Highly Observed, such as: encourage to maximize the use of technology to assure the quality of teaching and learning on-site and off-site with composite weighted mean of 4.67 as rank 1; exercise flexible learning and teaching strategies on the implementation of hybrid work arrangements with composite weighted mean of 4.63 as rank 2; explore and support capacity-building programs for faculty members with composite weighted mean of 4.54 as rank 3; guarantee that faculty members have adequate support mechanisms (e.g., health / psychosocial intervention like stress debriefing, technical support/help desk) with composite weighted mean of 4.42 as rank 4; and ensure that health and safety protocols are always maintained in school premises (e.g., wearing face masks, face shield, taking of body temperature, proper sanitation, and physical distancing) with composite weighted mean of 4.33 as rank 5.

It portrays that the manage modality in the hybrid work arrangements has been implemented in the following activities, such as: maximize the use of technology; exercise learning and teaching strategies; adequate support mechanisms; capacity-building programs and; ensure health and safety protocols.

Relatively, Asio and Riego (2019) identified that with the changes brought by rapidly modernizing technology, teachers need to possess modern skills and capabilities demanded by new educational paradigms. The readiness of teachers in adopting new learning modes needs to be assessed to determine if they have the necessary resources, skills, and attitude to achieve teaching standards and expectations in the new normal. Tacadao (2018) added that the technology plays a crucial role in implementing hybrid work arrangements specifically, the IT support, appropriate technology, and relevant training. Furthermore, changing the work environment may offer improved working conditions thereby affecting employee's motivation and productivity, hence workplace health and safety must not be disregarded.

Table 8: Hybrid Work Arrangement as to Performance

Indicators	WM	VI	Rank
1. Adopt various instruments (e.g., Faculty Performance Evaluation by Students / Trainees, Faculty Self Rating Scale of Teaching, Faculty Performance Evaluation by Head, etc.) to ensure fairness and objectivity in the performance evaluation process.	4.67	H O	1
2. Ensure that faculty members perform at their best by enhancing student learning through efficient and effective teaching practices regardless of work location.	4.63	H O	2
3. Improve faculty's practice by identifying strengths and weaknesses for further professional development.	4.54	H O	3.5
4. Undertake to assess the adequacy of the implementation and aid in the continuous enhancement of the Faculty Monitoring and Evaluation System.	4.54	H O	3.5
5. Observe fairness regardless of faculty members' work location.	4.50	H O	5
Overall Weighted Mean	4.58	H O	

As established in Table 8, the assessment of respondents on the hybrid work arrangements as to performance rated as Highly Observed with overall weighted mean of 4.58. All items rated as Highly Observed, these are: adopt various instruments (e.g., Faculty Performance Evaluation by Students / Trainees, Faculty Self Rating Scale of Teaching, Faculty Performance Evaluation by Head, etc.) to ensure fairness and objectivity in the performance evaluation process with composite weighted mean of 4.67 as rank 1; ensure that faculty members perform at their best by enhancing student learning through efficient and effective teaching practices regardless of work location with composite weighted mean of 4.63 as rank 2; improve faculty's practice by identifying strengths and weaknesses for further professional

development; and undertake to assess the adequacy of the implementation and aid in the continuous enhancement of the Faculty Monitoring and Evaluation System with both composite weighted mean of 4.54 as rank 3 and 4; and observe fairness regardless of faculty members' work location with composite weighted mean of 4.50 as rank 5.

It proves that the performance in the hybrid work arrangements has been implemented the following practices, particularly: fairness and objectivity in the performance evaluation system; ensure that faculty members perform at their best; improve faculty's practices for further professional development; assessment and continuous enhancement of the faculty monitoring and evaluation system and; observe fairness.

As eloquently stated by Mohammed (2020), the primary aim of the university performance evaluation system should be institutional improvement through quality assurance in every process of action. Teachers' job performance assessment criteria should be objective and with complete judgment of work performance. The assessment should be based to improve credibility of performance assessment. Feedback from the supervisors, colleagues and students contribute to strengthening professional personal development. Fair assessment with increased motivation can enhance quality of education at the university level. Satisfied and motivated teachers with quality job performance are critically important for the university teaching learning development.

Table 9: Hybrid Work Arrangement as to Coverage

Indicators	WM	VI	Rank
1. Establish well-defined procedures to monitor productivity and motivation in hybrid work settings.	4.38	H O	2
2. Discuss thoroughly and continually tested, measured, and adjusted.	4.21	H O	5
3. Recognition and rewards are administered differently within a remote and traditional working environment.	4.42	H O	1
4. Accommodate training and development for faculty members' professional and career growth.	4.29	H O	4
5. Observe free to choose whether to work on-site or remotely - or work in a combination of the two.	4.33	H O	3
Overall Weighted Mean	4.33	H O	

As displayed in Table 9, the assessment of respondents on the hybrid work arrangements as to coverage rated as Highly Observed with overall weighted mean of 4.33. All items rated as Highly Observed, namely: recognition and rewards are administered differently within a remote and traditional working environment with composite weighted mean of 4.42 as rank 1; establish well-defined procedures to monitor productivity and motivation in hybrid work settings with composite weighted mean of 4.38 as rank 2; observe free to choose whether to work on-site or remotely - or work in a combination of the two with composite weighted mean of 4.33 as rank 3; accommodate training and development for faculty members' professional and career growth with composite weighted mean of 4.29 as rank 4; and discuss thoroughly and continually tested, measured, and adjusted with composite weighted mean of 4.21 as rank 5.

It depicts how the coverage in the hybrid work arrangements were fulfilled by the CBPA. In order to establish rules, standards must be defined and guidelines must be provided on how to consistently handle workplace difficulties, such as providing employees with ongoing assistance.

In relation to the findings of the study, Tan (2020) argued that by creating well-defined goals to guide its growth can an organization grow and adapt in an orderly and progressive manner. Joaquin, Biana, and Dacela (2020) added that the Philippines Higher Education Sector needs a clear set of policies and guidelines based on an innovative educational framework. This requires a careful and sincere assessment of the country's readiness to offer learning programs that demand more than the traditional requirements. As the Philippines ventures into a new mode of learning, several factors need to be considered. This includes teacher capacity, situation and context of the learner, efficiency of the learning environment, internet speed, cost of materials, and mode of delivery. Hence, the best way to move forward is to take a step back and design a strategy that engages teachers, students, parents, school administrators, and technology-based companies.

Table 10: Summary of the Hybrid Work Arrangements

Indicators	WM	VI	Rank
1. Monitor	4.53	HO	2
2. Manage Modality	4.52	HO	3
3. Performance	4.58	HO	1
4. Coverage	4.33	HO	4
Grand Mean	4.49	HO	

Table 10 summarizes the respondent's overall assessment on the hybrid work arrangements rated as Highly Observed with the grand mean of 4.49. All items rated as Highly Observed, such as: performance with composite weighted mean of 4.58 as rank 1; monitor with composite weighted mean of 4.53 as rank 2; manage modality with composite weighted mean of 4.52 as rank 3; and coverage with composite weighted mean of 4.33 as rank 4.

It reveals in the assessment of the faculty members that the hybrid work arrangements have been efficiently and effectively implemented, particularly with monitor, manage modality, performance, and coverage.

Constraining factors experienced in the implementation of hybrid work arrangements?

Table 11: Constraining factors Experienced in the Implementation of Hybrid Work Arrangements

Indicators	WM	VI	Rank
1. Not Everyone has access to the right tools and technologies to fulfill faculty members' jobs successfully.	3.88	E	1
2. Remote workers work longer hours than in-office counterparts, which leads to burnout, lessened productivity, staff turnover, and damage to the employer value proposition if they go overlooked or disregarded.	3.63	E	2.33
3. Lose their sense of belonging to the company and their coworkers. Thus, it harms the organization's culture and morale.	3.63	E	2.33
4. Difficult to adapt or develop new habits in hybrid work settings.	3.46	E	5
5. Monitoring systems invade faculty members' privacy.	3.63	E	2.33
Overall Weighted Mean	3.65	E	

Legend:

Range	Scale	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Encountered	HE
4	3.40-4.19	Encountered	E
3	2.60-3.39	Moderately Encountered	ME
2	1.80-2.59	Least Encountered	LE
1	1.00-1.79	Not Encountered	NE

As identified in Table 11, the assessment of respondents on the constraining factors experienced in the implementation of hybrid work arrangements rated as Encountered with overall weighted mean of 3.65. All items rated as Encountered, these are: not everyone has access to the right tools and technologies to fulfill faculty members' jobs successfully with composite weighted mean of 3.88 as rank 1; remote workers work longer hours than in-office counterparts, which leads to burnout, lessened productivity, staff turnover, and damage to the employer value proposition if they go overlooked or disregarded; lose their sense of belonging to the company and their coworkers. Thus, it harms the organization's culture and morale; and monitoring systems invade faculty members' privacy with similar composite weighted mean of 3.63 as rank 2, 3, and 4; and difficult to adapt or develop new habits in hybrid work settings with composite weighted mean of 3.46 as rank 5.

It only shows some of the constraining factors encountered in the implementation of the hybrid work arrangements among the faculty members. It reveals that one of the top impediments in carrying off the hybrid work setup is that not everyone has access to the right tools and technologies to fulfill the instructor's jobs well.

Moralista and Oducado (2021), their research findings indicated that the majority of faculty had intermediate computer competency and had no training in online teaching with only a few having a very stable internet connection. The study concluded that the faculty members of HEIs must be provided with continued support and training as they adapt into the new normal in the higher education landscape and as they embrace the instructional challenges brought by the Coronavirus disease 19 pandemic. Joaquin, Biana, and Dacela (2020) added that the CHED together with HEIs sought to provide the following mechanism: (1) free training and capacity building for faculty members on flexible learning, (2) launch of the online resource PHL CHed CONNECT, a platform contains higher education materials in various formats that are useful for teaching, learning and research purposes, and (3) putting up of the CHed Hi-Ed Bayanihan digital community of educators to "explore innovative responses in the context of Philippine HEIs." The CHed Hi-Ed Bayanihan is a partnership between the government and various HEIs in the country -it is said to be the first of its kind in CHed history.

Significant relationship between hybrid work arrangements and constraining factors experienced among CBPA faculty members?

Table 12: Correlation Between Hybrid Work Arrangements and Constraining Factors

r-value	VI	Interpretation	Decision
0.04	NC	Not Significant	Accept H ₀

Legend:

Scale	Verbal Interpretation	Symbol
1.00	Perfect Correlation	PC
0.80 – 0.99	Very Strong Correlation	VSC
0.60 – 0.79	Strong Correlation	SC
0.40 – 0.59	Moderate Correlation	MC
0.20 – 0.39	Weak Correlation	WC
0.01 – 0.19	Negligible Correlation	NC

As reflected in Table 12, the computed r-value is 0.04 which is Negligible Correlation. Hence, there is no significant relationship between hybrid work arrangements and constraining factors experienced among CBPA faculty members. Therefore, the hypothesis is accepted.

It only means that the faculty members have an assessment on the hybrid work arrangements and experiences, particularly its constraining factors.

III. CONCLUSION

In view of the foregoing findings, the following conclusions are made:

1. The hybrid work arrangements on monitor, manage modality, performance, and coverage were found to be highly observed respectively.
2. The identified constraining factors experienced in the implementation of hybrid work arrangements among CBPA faculty members were encountered.
3. The hybrid work arrangements and constraining factors experienced among CBPA faculty members have no significant relationship.

Recommendations

Based on the findings and conclusion the following recommendations are drawn:

1. Hybrid work arrangement policies and guidelines must be continually observed, modified, and enhanced to respond to the volatile, uncertain, and changing scenarios in times of crisis. Consequently, this will aid in determining the needs of all the faculty members, particularly the necessary resources, skills, and attitudes required to support and enhance professional development and teaching-learning continuity amid and beyond the pandemic.
2. Heighten the continuous support (e.g., instructional tools and technologies, technical support/help desk, and health/psychosocial intervention like stress debriefing) and training on flexible learning and teaching modalities to capacitate and assist faculty members in coping with the constraining factors encountered in the implementation of hybrid work arrangements.
3. Parallel studies can be conducted by future researchers to explore and assess areas that is not been identified. Specifically, the other indicators in constraining factors experienced among faculty members and their significant relationship with hybrid work arrangements.

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