

A PATH MODEL OF PSYCHOLOGICAL WELLBEING OF TEACHERS DURING THE COVID-19 PANDEMIC: A POSITIVIST AND CONSTRUCTIVIST VIEWPOINT

ABSTRACT

The study determined the influence of burnout, self-awareness and work engagement on the psychological well-being of teachers. Moreover, it also aims to find the best fit model to explain psychological well-being of teachers. A total of 300 College teachers in private education institutions have participated in the study who were selected using the purposive sampling technique. Sets of adopted survey questionnaires were utilized in obtaining data from the respondents. The mean and standard deviation, Pearson r correlation, multiple regression analysis, and structural equation modeling were utilized as statistical tools in the study. The results reveal that the degree of burnout, level of self-awareness, and level of psychological well-being of teachers is moderate. On the other hand, the teachers have high level of work engagement. Moreover, there is a directly proportional relationship between self-awareness and psychological well-being, and work engagement and psychological well-being. However, an inverse relationship is observable between burnout and psychological well-being of teachers. Further, the burnout, self-awareness and work engagement significantly predict the psychological well-being of teachers. Furthermore, the hypothesized model shows that burnout and work engagement both have direct and indirect effects on the psychological well-being of teachers through self-awareness acting as a mediator. Hence, the hypothesized model is a good fitting model to explain the psychological well-being of teachers.

Keywords: Burnout, Self-awareness, Work engagement, Psychological Well-being, Region XII, Philippines

1. INTRODUCTION

Well-being of school stakeholders especially the teachers have been disturbed considerably as a result of COVID19 pandemic. With this, the teachers needs to be discerning therefore, and to be careful about striking a balance between workload and family concern during the health crisis [1]. However, many teachers are not engaged in constant crisis and change management and caught unprepared during the pandemic which resulted to poor mental health outcomes. As a matter of fact, the study of Holtzman et al. [2] have shown a decreased in psychological well-being of 73 teachers working in Southern California schools. Hence, all teachers who are part of the study reported a sense of worry and concern for students.

Moreover, the study of Generalao et al.[3] in England suggest that the mental health of those working in education has suffered more than those in other professions. In a sample of educators in the University of Manchester and University of London, the findings show that 27.3 per cent of 17,452 individuals surveyed reporting a high level of mental distress that is 'potentially clinically significant'. In similar vein, as reported in

32 a specific systematic review study published in Asian Journal of Psychiatry revealed
33 that the pandemic have impacted the psychological well-being of individuals with
34 occurrence of symptoms of anxiety and depression (16–28%) and self-reported stress (8%)
35 are common psychological reactions to the COVID – 19 pandemic, and may be associated
36 with disturbed sleep [4].

37 Meanwhile, the Department of Eduction in the Philippines believed that mental health
38 of teachers during the Covid – 19 pandemic is a big challenge in the department [5].
39 Indeed the study of Montano and Acebes[6] show that the pandemic stress has
40 debilitating effects on mental health of 421 Filipino samples in which 40.7% percent
41 experienced moderate to severe stress, 60.3% had moderate to severe anxiety and
42 53.1% had moderate to severe depression.

43 Several studies highlighted personal factors as important antecedents of work productivity
44 such as burnout [7] and self- awareness [8], work engagement [9]. Burnout is
45 considered to have a strong and inverse relationship with psychological well-being [10],
46 while self-awareness provides positive influence on psychological well-being [11]. On the
47 other hand, the increase in work engagement the better influence on the psychological well-
48 being of a person [12]. However, most of the studies on these factors are focused on its
49 bivariate association with psychological well- being [7,8, 9]. Hence, a dearth of investigations
50 of the combined influence of these factors on psychological well-being. Furthermore, the
51 previous studies are focus on other group of professionals such as in health workers and
52 industries [7, 8, 13]. Thus, less has been done among academic professionals such as
53 teachers.

54 Inlieu with this, the exploration of the best fit model to explain psychological well-being of
55 teachers shall provide important information that can be used by school leaders to
56 develop programs that will decrease the stress and anxiety and can improve the mental
57 health status of teachers. Moreover, the results of the study can be used by teachers to
58 have personal intervention particularly in notable areas that can be addresses in their
59 personal level. Meanwhile, the findings of this study will be echoed to various HEIs by
60 engaging in the network of school leaders through various leadership forums. Furthermore,
61 this will be reverberated to academic leaders and administrators of various
62 institutions, teachers, researchers, conference participants, research adviser, technical
63 panel, Research Ethics Committee, scholars specifically, the journal editors, publishers,
64 peer reviewers, and conference organizers of different local, national, international
65 colleges and universities.

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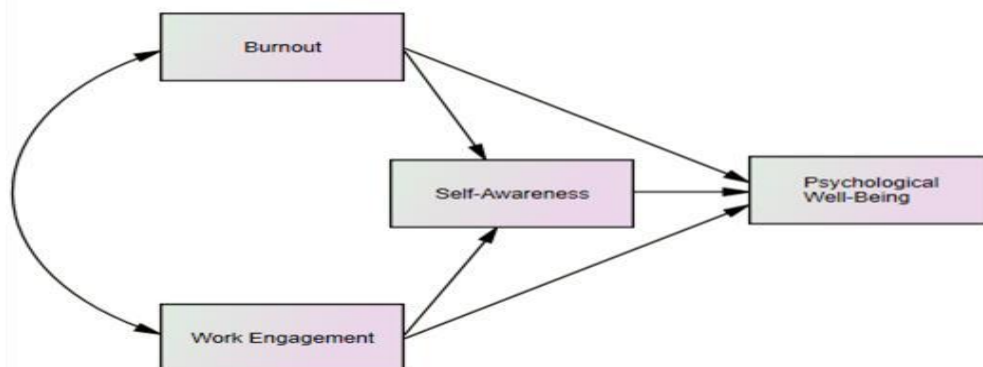
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Figure 1.
Hypothesized Model 1



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2. METHODOLOGY

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2.1 Research Design

This quantitative study utilized the descriptive - correlational research design. Descriptive research design is used to obtain information concerning the current status of the phenomena to describe [14]. Moreover, it is a fact finding study that allowed the researcher to examine characteristics, behaviors, and experiences of study participants [15]. Furthermore, the correlational design is used to identify the strength and nature of association between two or more variables [16]. In the study, it determined the levels of burnout, self-awareness, work engagement, and psychological well-being of College teachers during the Covid-19 pandemic. Moreover, the interrelationship of the exogenous and endogenous variables, and as well as the best fit model of psychological well-being of teachers will be investigated.

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2.2 Research Respondents

The College teachers in private education institutions would be the respondents of this study. Using the Slovin's formula to compute the sample size, a total of 300 teachers were selected using the purposive sampling technique. This technique is a form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher, based upon variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research [17]. To attain homogeneity, only those teachers having at least one year experience in tertiary schools and presently delivering online learning during the pandemic were selected as respondents of this study. Those who do not meet the length of service criteria would not be part of this study.

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2.3 Research Instrument

There are four adopted questionnaires that were used to gather data from the respondent. Even if the tools already have validity and reliability assessment in the previous studies, the research was subject the instruments for content validity and pilot testing to assess its reliability.

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Burnout Inventory. The inventory was adapted from Copenhagen Burnout Inventory developed by Borritz and Kristensen [18]. The instrument is divided into three subscales namely: Personal Burnout, Client Burnout, and Work Burnout. The three subscales have high reliability estimates with a Cronbach's alpha of 0.87 for Personal Burnout, 0.87 for Work Burnout, and 0.85 for Client Burnout.

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Personal burnout contains six items on general symptoms of exhaustion and is applicable to every person, regardless of whether the person is a member of the workforce or not. Work-related burnout comprises seven items on symptoms of exhaustion related to work and applies to every person in the workforce. Client-related burnout is based on six items on symptoms of exhaustion related to working with recipients in human services and is applicable only to people who work with clients. Item 13 of the burnout inventory was scored in reversed.

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131 2.4 Data Gathering

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133 The following were the steps that the researcher had undertaken in gathering the
134 data for the study. Firstly, the researcher wrote a letter to the Dean of the Graduate and
135 asked permission in the conduct of the study. With the attached approved letter of the
136 Graduate School Dean and the Research Ethics Committee, the researcher also wrote
137 a letter of permission to the school heads of the private HEIs in Region XI. After the
138 approval, the researcher asked the assistance of the school representatives to locate the
139 participants who meet the criteria for the study. A link that leads to a Google Form file was
140 sent to the participants of the study. The Google Form file that consisted of two main
141 sections: the first section presented the electronic informed consent and the second
142 section contained the questionnaire of the study. The Google form was set in such
143 manner that participants cannot proceed to the second section without completing the
144 first section. Every participant affixed first his or her electronic signature (in document or
145 image file) in the informed consent section to signify voluntary participation before he
146 or she can proceed answering the survey questionnaire in the second section.

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148 The electronic survey in the second section of the Google Form consisted of items from the
149 adopted survey questionnaires discussed in the previous section. The participants assured
150 that their responses will be kept confidential by the researcher as their names will not
151 appear in any part of the study nor in the Google Form that they will comply with. After the
152 response section of the Google Form has been filled with the complete number of responses
153 based on the target sample size, the researcher arranged the data generated by the form
154 for it to be ready for statistical treatment.

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159 complete number of responses based on the target sample size, the researcher arranged
160 the data generated by the form for it to be ready for statistical treatment.

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162 2.5 Data Analysis

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164 The following statistical tools were used in the study: Mean and Standard Deviation were
165 used to determine the levels of burnout, self-awareness, work engagement, and
166 psychological well-being of teachers. Pearson Product Moment Correlation was utilized to
167 determine the relationship between burnout, self-awareness, work engagement,
168 and psychological well-being of teachers. Multiple Regression Analysis was used to
169 measure the influence of burnout, self-awareness, and work engagement on the
170 psychological well-being of teachers. Path analysis was employed to assess the
171 interrelationships of the variables. In evaluating the goodness of fit of the models, the
172 following indices were computed: χ^2/df , Tucker-Lewis index (TLI), comparative fit index (CFI),
173 and root mean square error of approximation (RMSEA) and p of close fit (p-close)

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176 3. RESULTS AND DISCUSSION

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178 3.1 Degree of Burnout of Teachers

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180 **Table 1.** *Degree of Burnout of Teachers*

Indicators	Mean	SD	Descriptive Level
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Personal Burnout	2.92	.74	Moderate
Work Burnout	3.31	.84	Moderate
Client Burnout	3.48	.81	Moderate
Overall	3.24	.71	Moderate

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182 Table 1 shows the degree of burnout of teachers. The teachers' burnout contains three
 183 indicators, namely personal burnout, work burnout, and client burnout. It garnered an overall
 184 mean of 3.24 with a description of moderate, and a standard deviation of .71 which denotes
 185 that respondent's answers are not dispersed from one another. This finding supported the
 186 study of Koruklu[19] that teacher feeling of strain, particularly chronic fatigue resulting from
 187 overtaxing work and may lead to losing one's interest in work and feeling for work has lost its
 188 meaning.

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190 3.2 Level of Self-awareness of Teachers

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192 **Table 3.** *Level of Self-awareness of Teachers*

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Indicators	Mean	SD	Descriptive Level
Rumination	3.24	.53	Moderate
Reflection	3.33	.48	Moderate
Overall	3.28	.43	Moderate

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195 The overall mean is 3.28 , described as moderate, while its standard deviation is 0.43. The
 196 standard deviation is less than 1 which denotes that respondent's scores are closer to the
 197 mean. This results conforms the study of Astrauskaite[20] that teachers Work-related
 198 emotions and motivations can have important implications for both individuals and
 199 organizations. Highly motivated and less stressed employees can increase the productivity
 200 of organizations significantly, whereas the study of Han [21] support that negative emotions
 201 and low levels of motivation are associated with impairments in individual health and with
 202 increased costs for the organization.

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210 3.3 Level of Work Engagement of Teachers

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212 **Table 3.** *Level of Work Engagement of Teachers*

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Indicators	Mean	SD	Descriptive Level
Vigor	3.71	.53	High
Dedication	4.26	.65	Very High
Absorption	3.77	.62	High
Overall	3.92	.49	High

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Table 3 shows the level of work engagement of the teachers. The work engagement construct has three indicators, namely vigor, dedication and absorption. The overall mean is 3.92 described as high and a standard deviation of .49. The standard deviation suggests that respondent's answers showed homogeneity. This result conforms with the study of Rothman [22] that high level of mental resilience in work, the willingness to invest effort in one's work, and persistence also in the face of difficulties.

3.4 Level of Psychological Well-being of Teachers

Table 4. *Level of Psychological Well-being of Teachers*

Indicators	Mean	SD	Descriptive Level
Autonomy	3.52	.53	High
Environmental Mastery	3.50	.48	High
Personal Growth	3.07	.57	Moderate
Positive Relations	3.22	.84	Moderate
Purpose in Life	3.19	.57	Moderate
Self-Acceptance	3.48	.49	High
Overall	3.33	.42	Moderate

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Table 4 presents the level of psychological well – being of teachers. There are six indicators of psychological well- being, namely: autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance. The overall mean is 3.33 described as moderate, while the standard deviation is .42 which is below 1. This denotes that the respondents' responses are all clustered to the mean. The finding conforms with the study of Hellfeldt[23] that the teachers' psychological well-being and satisfaction with their daily working environment are associated with their actual behavior. It has been found that a poor psychosocial climate in a classroom and the misconduct of students can have negative effects on teachers' general well-being and mental health status as well as on work-related or academic achievement. Likewise, in the study of Jeon [24] had expressed concern that if teachers' own mental health needs are neglected, they may be unable or unwilling to consider mental health problems of the young people they teach: When teachers' emotional health is in jeopardy, it reduces their ability to support and respond to students appropriately, which creates further difficulties within the classroom and more emotional distress to teachers.

3.5 Significance on the Relationship between variables

Table 5. *Significance on the Relationship between variables*

VARIABLES PAIRED	R	p-value	Remarks
	Burnout and Psychological well-being	-.251	.000

Self-awareness and psychological well-being	.493	.000	Significant
Work engagement and psychological well-being	.359	.000	Significant

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Table 5 shows the test of correlation of burnout, self-awareness, and work engagement to the psychological well-being of teachers. The results show that there is a significant relationship between the exogenous variables (burnout, self-awareness, and work engagement) and psychological well-being ($p < .05$).

Clear associations and the expected pattern that burnout has significant and inverse relationship with the psychological well-being of a person. This also conforms to the study of Chung and Harding [25] stated that mental and psychological adversities can arise as a result of prolonged stress or burnout.

In the same way, a significant relationship between self-awareness and psychological well-being can be observed in the results ($r = .493$, $p < .05$). The positive correlation coefficient suggests that there is a directly proportional relationship between the two variables. In other words, this finding denotes that the increase in self-awareness would also likely increase the psychological well-being of teachers. This finding supports the study of Sutton [26] that self-awareness is positively associated with psychological well-being. Moreover, Rellon & Chavez [27] emphasizes that self-awareness have an important role with the well-being and mental health of teachers on their day-to-day functioning.

Similarly, there is a significant and positive relationship between work engagement and psychological well-being of teachers ($r = .359$, $p < .05$). This result suggest that the increase in work engagement would also likely increase the psychological well-being of teachers. This result conforms to Demerouti et al. [28] who reported that work engagement have an association with the psychological well-being of employees. He also explains that better work engagement is associated with healthier psychological well-being.

3.6 Significance of the Single Influence of the variables

Table 6. Significance of the Single Influence of the variables

	Standardized Coefficients Beta	t	p-value	Interpretation
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Burnout	-0.170	-3.106	.000	Significant
Self-Awareness	.381	7.129	.000	Significant
Work Engagement	.362	7.332	.000	Significant
R = .600				
R Square = .360				
F = 55.577				
p value = .000				

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Table 6 presents the results of regression analysis which purpose is to show the influence of burnout, self-awareness and work engagement on the psychological well-being of teachers. The results indicate that all the exogenous variables were found to be significant predictors of psychological well-being ($p < .05$).

In particular, burnout have significant influence on the psychological well-being of the teachers ($\beta = -.170$, $p < .05$). This means that the regression weight for burnout in the prediction of psychological well-being is significantly different from zero at the 0.05 level (two-tailed). Thus, for every unit increase in burnout, there is a corresponding decrease in the psychological well-being by .170. In other words, burnout have negative contribution on the psychological well-being of teachers. This finding is aligned to the study of Chung and Harding [25] which indicates that burnout have significant contribution on the psychological well-being of employees working in the organization.

Similarly, the self-awareness significantly predict the psychological well-being of teachers ($\beta = .381$, $p < .05$). This means that the regression weight for self-awareness in the prediction of psychological well-being is significantly different from zero at the 0.05 level (two-tailed). In other words, when the self-awareness is increase by 1, the psychological well-being would increase by .381. This further suggest that self-awareness clearly contributes well in strengthening the psychological well-being of teachers. This conforms to the findings of Cines et. al. [29] that self-awareness have an effect on the mental status of an individual and have an effect on psychological well-being.

In the same way, work engagement significantly predict the psychological well-being of teachers ($\beta = .362$, $p < .05$). This means that for every unit increase in work engagement there is a corresponding increase in psychological well-being by .362. In other words, the work engagement have positive contribution to the psychological well-being of teachers.

These results conformed to the study of Schaufeli and Bakker [30] that engaged employees significantly predict psychological empowerment and well-being. In the same way Moura et al.(2015) reported that improve work engagement would lead to better psychological well-being and work satisfaction.

Lastly, the findings were apparent in the results of the regression analysis in which 36 percent of the variance of psychological well-being can be explained by the model as indicated by $R^2 = 36.0$. This would mean that 64 percent of the variation can be attributed to other factors aside from the exogenous variables in the regression model.

330 **3.7 Goodness of Fit of the Hypothesized Model**

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332 **Table 7.** Standardized direct and indirect effect estimates on Psychological Well-being

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INDEPENDENT VARIABLES	DIRECT EFFECT	p-value	INDIRECT EFFECT	p-value
BURNOUT	-.164	.001	-.183	.019
SELF-AWARENESS	.377	.000		
WORK ENGAGEMENT	.349	.000	.081	.013

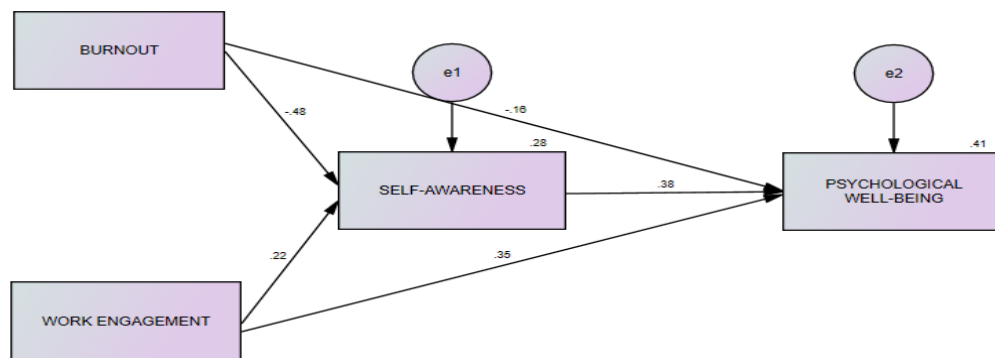
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335 Table 7 presents the direct and indirect effects of the exogenous variables on psychological well-being. It can be gleaned in the results that burnout ($\beta=-.164$, $p<.05$), self-awareness ($\beta=.377$, $p<.05$), and work engagement ($\beta=.349$) have significant direct effect on the psychological well-being of teachers. Moreover, there is a significant indirect effect of burnout ($\beta=-.183$, $p<.05$) and work engagement ($\beta=.081$, $p<.05$) on psychological well-being through the self-awareness as mediator. This results conforms to several literatures on the relationship between burnout and psychological well-being [25], self-awareness and psychological well-being [26, 29, 32] and work engagement and psychological well-being [33, 34].

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Figure 2. Estimates of the Hypothesized Model

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349 The Hypothesized Model in standardized estimates is presented in Figure 3. It can be observed in the results that 41 percent of the variance of psychological well-being is explained by the combined influenced burnout, self-awareness and work engagement. On the other hand, a total of 28 percent of the variance of self-awareness can be attributed to burnout and work engagement. Furthermore, the model illustrates a significantly inverse effect of burnout on self-awareness ($\beta=-.485$, $p<.05$ and psychological well-being ($\beta=-.164$, $p<.05$), and the direct effect of work engagement on self-awareness ($\beta=.216$, $p<.05$) and psychological well-being ($\beta=.349$, $p<.05$).

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3.8 Goodness of Fit of the Hypothesized Model

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Table 8. Goodness of fit measures of the Hypothesized Model

INDEX	CRITERION	MODEL FIT VALUE
NFI	> .90	.922
CFI	> .90	.925
GFI	> .90	.971
IFI	> .90	.926
SRMR	<.08	.032

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As shown in Table 8, all model fit value have successfully met the criteria set by each index (NFI, CFI, GFI, and IFI > .90), and SMRMR < 0.08. This means that the model fits well with the data and a good fitting model to explain the psychological well-being of teachers. This fits the criteria of Arbuckle and Wothke[35] that normed fit index (NFI), goodness of fit index (GFI), incremental fit Index (IFI), and comparative fit index (CFI) should be close to 0.90. Moreover, standardized root mean square residual (SRMR) is supported by Lei and Wu [36] that should be less than .08

3.9 Standpoints of the Participants Regarding the Salient Findings from the Quantitative Data

Table 9. Standpoints of the Participants Regarding the Salient Findings from the Quantitative Data

Salient Findings	Reasons	Subthemes	Nature of Integration
On the participants' anxiety management of their domestic and personal lives to still be fully functioning, amidst the COVID19 pandemic	<ul style="list-style-type: none"> -Talking to people- Sharing my thoughts and having what other people's views in life help me to widen my perspectives in life that will be my fuel to move forward amidst anxieties. -I learned to practice how to manage stress by changing my habits and also practice mindfulness, embrace imperfections, take a deep breath and do things without any hesitation. - I maintain a positive attitude in life. Things happen for a reason and we can't control everything but we can control our emotions. - I take steps to build my resilience and manage job stress , and know where to go if I need help. -I Learned from others connect with friend and other people who are going through similar with my situation. 	<ul style="list-style-type: none"> Practicing introspection Embracing Lifestyle Change Accepting Life's Uncertainties 	Connecting-Validating

		<p>Inculcating Positivity</p> <p>Reinforcing Familial and Interpersonal Relationship</p>	
<p>On the participants' anxiety management of their professional and work-related routines to still be fully functioning, amidst the COVID19 pandemic</p>	<ul style="list-style-type: none"> - Passion for what I do. This passion motivates me and pushes me to do my job no matter the odds. - I do take my work one at a time because I understand that everything is not under my control. - I Plan my work ahead of time or plan before doing anything. - I make a bucket list or a To-do list of what I should do or time Management during working hours. - I am providing modules to those students who cannot afford online learning for them to cop up and continue their learnings. - I always prepared and always do on task toward our students. This option can used to continue my services. - Coping mechanisms to ensure that I will still be fully functioning in my workplace 	<p>Heightening Commitment and Professionalism</p> <p>Focusing on Task-related Activities</p> <p>Managing Time for Work Efficiency</p>	<p>Connecting-Validating</p>
<p>Participants' views as to why their love for work was the stronger reason for keeping mentally and psychologically fit amidst the anxiety due to COVID19 pandemic</p>	<ul style="list-style-type: none"> -Love for work is important to continue living, and keep yourself positive, safe and healthy. We as teachers are best motivator in our students. -Being happy at work and loving my work leads to productive and enhances my performance . Love for work is like being optimistic, motivated and a god-decision maker. - Being happy at work. Shows that you love your work and you have desire and passion on what you are doing. it can boost our confidence in teaching and enhance our performance. 	<p>Considering Work as Source of Inspiration and Motivation</p> <p>Valuing Optimism</p>	<p>Connecting-Clarifying</p>

	<p>- I need my job where this is bread and butter. Then how can feed myself, my desire and my family, If we don't have financial support, to our daily needs.</p> <p>-Love for work and work harder, the longer, the better, and feel happier about the work we are doing –when we know that someone else's benefiting from our efforts (students).</p>	<p>Looking at Work as an Opportunity to Be of Service to Humanity</p> <p>Putting much Premium to Work for Economic Considerations</p>	
<p>Participants' views as why their desire to self-preserve was the stronger reason for keeping mentally and psychologically fit amidst the anxiety due to COVID19 pandemic</p>	<p>-Loving oneself first makes you believe that you can do great in everything. This will help you mentally strong. Believing in oneself teaches you how to fight the battle alone even anxieties, worries and negative thoughts that creeping your mind due to covid-19 pandemic.</p> <p>- I can show my love for work better since I capitalize on myself to do a better job. Moreover, everything starts within me, so when I am better mentally and psychologically. I can also be a better person to my job and to the people around me.</p> <p>-Preserving myself from harm or destruction from the physical environment, avoid excessive loads of stress, leads to burn out, depression and emotional anxiety.</p> <p>-Having the inner desire to stay positive is an important aspect to be able to adjust and respond in the situation.</p> <p>-Being knowledgeable on how to value your mental and psychological health brought on this pandemic would not be a hindrance for keeping yourself healthy.</p>	<p>Heightening the Survival Instinct</p> <p>Embracing Self-Protection</p> <p>Tapping Inner Strength</p> <p>Manifesting Resilience</p>	<p>Connecting-clarifying</p>
<p>Participants' views as to why burnout or too much workload has affected their</p>	<p>-Students sent messages even midnight or beyond working hours to clarify or query, as teacher you have no choice but</p>	<p>Personal Boundaries Being Crossed</p>	<p>Connecting-clarifying</p>

<p>positive dispositions as teachers during the times of COVID19 pandemic</p>	<p>to accommodate all of them. -Trigger us to be downhearted at times it's because of poor and unstable internet connection, synchronous classes and reaching out to our students who are also experiencing anxiety during these times. -It tends to cut or reduce me in interacting with the community and my colleagues. It poorly affects my professional development increases my desire for absenteeism, decline both my intrapersonal& interpersonal relationship and competency, probably poor performance in my work. - Making modules that requires much time and effort, this really affects my positive disposition in life because I do not have enough time to be with my family and friends. -We have no guarantee that students are leaning or they are demotivated. The only thing we can do is encourage them to continue studying despite of what is happening in the world.</p>	<p>Grappling with Technology Issues Related to Work</p> <p>Multiplicity of Functions Having to Deliver Work from Home</p> <p>Losing interactions with family and friends</p> <p>Mediocrity in Work and Professional Advancement</p>	
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Table 9 shows the standpoints of the participants on the issues of anxiety management of their domestic and personal lives, anxiety management of their professional and work-related routines, views as to why their love for work was the stronger reason for keeping

381 mentally and psychologically fit, and amidst the anxiety due to COVID19 pandemic, and
382 views as to why burnout or too much workload has affected their positive dispositions as
383 teachers during the times of COVID19 pandemic.

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385 In the aspects of anxiety management of their domestic and personal lives, it generates five
386 sub-themes, namely: Practicing introspection, embracing lifestyle change, accepting life's
387 uncertainties, inculcating positivity, reinforcing familial and interpersonal relationship. Hence,
388 its nature of integration with quantitative findings is connecting-validating.

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390 **Practicing introspection.** Some of the participants enhance their ability to understand their
391 own self and are motivated to learn more about their own values which helps them take the
392 power that will put them away from the challenges that the pandemic have brought into
393 them.

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395 **Embracing lifestyle change.** Some teachers find new ways to embrace change because
396 learning to embrace change gives them an incredible advantage and becomes their defining
397 factor especially in the pandemic situation in which most of them have been affected
398 economically and at the same time change their way of life.

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400 **Accepting life's uncertainties.** Several participants realize that they can't control
401 everything especially that the pandemic is unexpected by many people. Instead of running
402 from that reality, they realized that accepting the uncertainties in life can give them relief
403 especially during the pandemic.

404

405 **Inculcating positivity.** Many participants believe that positive mindset is valuable tool in
406 enhancing their overall self-concept during this pandemic. It enables them to focus and
407 expand on their strengths and increases their confidence and kept them moving out of
408 all pessimistic thoughts and feelings.

409

410 **Reinforcing familial and interpersonal relationship.** Some participants also claim that
411 this pandemic have brought them an opportunity to connect better on their families and
412 friends. Since most teachers are working from home, they can feel that bonding with family
413 is more improved during the pandemic.

414

415 **Heightening commitment and professionalism.** Several teachers maintains their
416 commitment despite of the pressure that the pandemic have brought about to their working
417 environment. In fact, passionate teachers really mind the importance of educational
418 outcomes by fulfilling their task particularly in helping their students.

419

420 **Focusing on task-related activities.** Since most of them are having work from home. Many
421 teachers are still obligated to fulfill their normal task that include paper works and production
422 of instructional materials. Even in pandemic situation, the teachers are still oblige to submit
423 all outputs that are required for them.

424

425 **Managing time for work efficiency.** Due to expected delivery of outputs among the
426 teachers, they have to manage their time properly so that all the work would be completed
427 and they can meet their deadlines. The pandemic has changed their working environment
428 and so as they have to adjust their time management strategies.

429

430 **Considering work as source of inspiration and motivation.** Most teachers believe that
431 their work is their inspiration and motivation. It drives them to be committed and make their
432 self-happy on what they are doing.

433

434 **Valuing optimism.** Many participants share that being optimistic improves their emotional
435 well-being, fosters better relationships and provides protection against adverse events. It
436 leads them to greater effort, which in turn leads to better outcomes.
437

438 **Looking at work as an opportunity to be of service to humanity.** Some of the
439 participants expressed that their work is a way for them to help the community particularly
440 their students. Their work is about building a bond amongst the society with the help of a
441 sustainable values. Thus, through their job they can contribute to the community by ensuring
442 that students can finish their education.

443 **Putting much premium to work for economic considerations.** Majority of the participants
444 agree that they are working to feed their family and children. Some of them are the bread
445 and butter of the family who really need income to finance their daily living.
446

447 **Heightening the survival instinct.** Majority of the participants believe that self-love is a
448 motivating factor to do great in everything in life and make the best choices in life. Hence
449 when holding themselves in high respect, they were more likely to choose things that nurture
450 their well-being and serve others well. Thus having a positive attitude can help teachers
451 survive in this trying time.
452

453 **Embracing self-protection.** Many teachers believe that self-preservation an effective way
454 of keeping away from danger to harmful environment is an effective way to survive in this
455 time of pandemic. thus self-protecting attitude can help teachers getting rid from stress that
456 can lead to depression emotional burnout.
457

458 **Tapping inner strength .**The number of teachers agreed that Inner strength is an essential
459 skill, necessary for carrying out tasks, chores and decisions, and for the achievement of
460 goals. Without it, it is difficult to start anything, and it is difficult to get to the finish line. Thus
461 having the inner desire to stay positive in life is the important aspect to survive in this time of
462 pandemic.
463

464 **Manifesting resilience.** Teachers believed importance of state of well-being in which they
465 would realizes their own abilities, can cope with the normal stresses of life, can work
466 productively and is able to make a contribution to the school. In this positive sense, teacher's
467 mental health is the foundation for individual well-being and the effective functioning of a
468 school.
469

470 **Personal boundaries being crossed.** Most of the teachers agreed that the pandemic has
471 recalibrated how they divide their time between teaching, engaging with students, and
472 administrative tasks. in fact study shows that , 83% of teachers did not consider being
473 prepared to teach remotely, 67% were anxious, 38% felt tired, and less than 10% were
474 happy or satisfied. The pandemic has highlighted the need for flexibility and more time for
475 student-teacher interactions.
476

477 **Grappling with technology issues related to work.** Teacher believe that Internet problem
478 is not just a problem in the Philippines but it's also a problem globally, having poor an
479 Internet connection is one big factor in handling online classes, as a result teacher having
480 difficulty in reaching their student online due to poor connectivity of the internet.
481

482 **Multiplicity of functions having to deliver work from home.** Teachers are facing huge
483 challenges amid covid 19 pandemic, teachers have had to adjust their academic strategies
484 to accommodate distant schooling. Most of the teachers are required to spend much time
485 and effort in making modules and attending students concerns that would affect their positive
486 disposition in life.

487

488 **Losing interactions with family and friends.** Participant expressed that teachers are now
489 facing a whole new list of issues to add to their plates because of the pandemic, and not all
490 are directly related to the classroom. Work stress is further complicated by the needs of
491 many teachers to manage their homes, kids, work at home, significant other, and aging
492 parents. Thus teachers do not have enough quality time for their family.

493

494 **Mediocrity in work and professional advancement.** Participants expressed their concern
495 that they experience poor professional development that leads to desire for absenteeism.
496 The teacher has no assurance that the students are learning. Student encouragement to
497 continue their study is the only thing they can give in this difficult time.

498

499 **4. CONCLUSION**

500

501 In summary, The teachers experience moderate degree of burnout particularly in the aspects
502 of personal burnout, work burnout, and client burnout suggesting that physical and
503 psychological exhaustion is sometimes experienced by the teachers. The moderate level of
504 self-awareness of teachers in terms of rumination suggest that they sometimes purposefully
505 processing their experiences with the intent of learning something, while they also have
506 moderate level of reflection which entails that they sometimes think over and over about their
507 experiences in the past or future. The work engagement of teachers is high which indicates
508 that the teachers oftentimes feel passionate about their jobs, are committed to the
509 organization, and put discretionary effort into their work. The level of psychological well-being
510 of teachers is moderate which suggest that the teachers sometimes feel positive in their
511 functioning that include their relatedness with others and their sense of mastery and
512 personal growth. There is a directly proportional relationship between self-awareness and
513 psychological well-being, and work engagement and psychological well-being. However, an
514 inverse relationship is observed between burnout and psychological well-being of teachers.
515 Burnout, self-awareness and work engagement significantly predict the psychological well-
516 being of teachers. Thus, the three exogenous variables provides a contributory role in the
517 psychological well-being of teachers. The hypothesized model shows that burnout and work
518 engagement both have direct and indirect effects on the psychological well-being of teachers
519 through self-awareness acting as a mediator. Hence, the model is a good fitting model to
520 explain the psychological well-being of teachers. As a result of quantitative findings, the
521 participants have established several anxiety management strategies to improve their
522 personal, professional, and work-related routines. They also expressed that love for work
523 keeps them to be mentally and psychologically fit amidst the anxiety brought about by the
524 pandemic

525 **5. RECOMMENDATIONS**

526 Since the teachers experienced moderate degree of burnout, the management may
527 formulate an intervention program to reduce the burnout of teachers. In this way, the
528 negative effects of burnout on their psychological well-being may also be reduced.
529 Moreover, since the teachers only have moderate self-awareness in both reflection and
530 rumination, the institutions may conduct a counseling program that shall develop the self-
531 awareness of teachers particularly in identifying and analyzing one's emotions, and how they
532 affect others. Additionally, since the work engagement of employees was promising though
533 not yet in the optimum level, the schools may provide rewards and recognitions to attain the
534 optimum level of work engagement of teachers. Furthermore, since the psychological well-
535 being of teachers was only at moderate level, the schools may design a program that shall
536 improve the psychological well-being of teachers particularly in personal growth, positive
537 relations, and purpose in life. In addition, since burnout has a negative association with

538 psychological well-being, there is a need to come up with an interventional program to
539 reduce the burnout of teachers. Although burnout, self-awareness and work engagement are
540 important contributors of psychological well-being, it can be observed that these factors did
541 not fully explain the psychological well-being of teachers. With this, a study may be
542 conducted to include other factors that are not part in the regression model of this study. It is
543 recommended that the hypothesized model which turned out to be a good fit model may be
544 adopted by schools in the formulation of management policies and programs to improve the
545 psychological well-being of employees. Since the findings of this study may provide possible
546 directions to action against teacher burnout by prevention and intervention programs
547 focused simultaneously on increasing self-awareness ability and psychological well-being.
548 Also, it is recommended that the human resource directors and educational leaders may
549 provide intervention programs to reduce the anxiety of teachers

550

551 **COMPETING INTERESTS**

552

553 Authors have declared that no competing interests exist.

554

555 **AUTHORS' CONTRIBUTIONS**

556

557 All authors have contributed equally. They have read and agreed to the published version of
558 the manuscript.

559

560 **CONSENT (WHEREEVER APPLICABLE)**

561

562 All authors declare that 'written informed consent was obtained from the respondent (or
563 other approved parties) for publication of this case report and accompanying images. A copy
564 of the written consent is available for review by the Editorial office/Chief Editor/Editorial
565 Board members of this journal.

566

567

568 **ETHICAL APPROVAL (WHEREEVER APPLICABLE)**

569

570 All authors hereby declare that the protocols of this study have been examined and
571 approved by the appropriate ethics committee and have therefore been performed in
572 accordance with the ethical standards laid down in the 1964 Declaration of Helsinki.

573

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