A PATH MODEL OF PSYCHOLOGICAL WELL-BEING 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 teachers' psychological well-being. Moreover, it aimed to find the best-fit model to explain teachers' psychological well-being. A total of 300 College teachers in private education institutions participated in the study and 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 revealed that the degree of burnout, level of self-awareness, and level of psychological well-being of teachers were moderate. On the other hand, the teachers had a high level of work engagement. Moreover, there was a directly proportional relationship between self-awareness and psychological well-being, and work engagement and psychological well-being. However, an inverse relationship was observable between burnout and teachers' psychological well-being. Further, burnout, self-awareness, and work engagement significantly predicted teachers' psychological well-being. Furthermore, the hypothesized model showed that both burnout and work engagement, directly and indirectly, affected teachers' psychological well-being through self-awareness acting as a mediator. Hence, the hypothesized model was a good fit for explaining teachers' psychological well-being.

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 resultedto 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 Ford et al. [3] 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 a specific systematic review study published in Asian Journal of Psychiatry revealed that

the pandemic have impacted the psychological well-being of individuals with occurrence of symptoms of anxiety and depression (16–28%) and self-reported stress (8%) are common psychological reactions to the COVID – 19 pandemic, and may be associated with disturbed sleep" [4]. "Meanwhile, the Department of Eduction in the Philippines believed that mental health of teachers during the Covid – 19 pandemic is a big challenge in the department" [5]. "Indeed, the pandemic stress has debilitating effects on mental health of 421 Filipino samples in which 40.7% percent experienced moderate to severe stress, 60.3% had moderate to severe anxiety and 53.1% had moderate to severe depression" [6, 7]. Several studies highlighted personal factors as important antecedents of work productivity such as burnout and self- awareness [8], work engagement [9].

Burnout is considered to have a strong and inverse relationship with psychological well-being [10], while self-awareness provides positive influence on psychological well-being [11]. "On the other hand, the increase in work engagement the better influence on the psychological well-being of a person" [12]. "However, most of the studies on these factors are focused on its bivariate association with psychological well- being" [7, 8, 9]. "Hence, a dearth of investigations of the combined influence of these factors on psychological well-being. Furthermore, the previous studies are focus on other group of professionals such as in health workers and industries" [7, 8, 13].

Thus, less has been done among academic professionals such as teachers. In lieu with this, the exploration of the best fit model to explain psychological well-being of teachers shall provide important information that can be used by school leaders to develop programs that will decrease the stress and anxiety and can improve the mental health status of teachers. Moreover, the results of the study can be used by teachers to have personal intervention particularly in notable areas that can be addresses in their personal level. Meanwhile, the findings of this study will be echoed to various HEIs by engaging in the network of school leaders through various leadership forums. Furthermore, this will be reverberated to academic leaders and administrators of various institutions, teachers, researchers, conference participants, research adviser, technical panel, Research Ethics Committee, scholars specifically, the journal editors, publishers, peer reviewers, and conference organizers of different local, national, international colleges and universities.

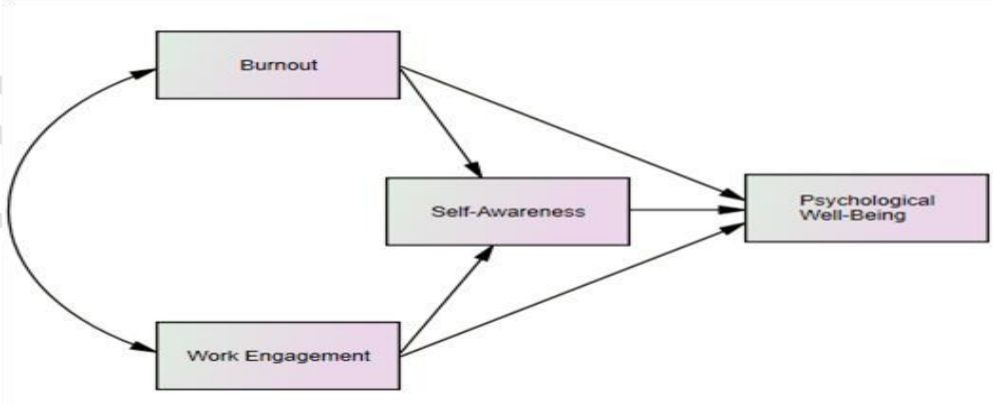

Figure 1. Hypothesized Model 1 Showing the Direct Effect of Burnout and Work Engagement in Psychological Well–Being with Self-awareness as a Mediator

2. METHODOLOGY

2.1 Research Design

This quantitative study utilized the descriptive-correlational research design. A descriptive research design is used to obtain information concerning the current status of the phenomena [14]. Moreover, it is a fact-finding study that allowed the researchers to examine study participants' characteristics, behaviors, and experiences [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 the best fit model of teachers' psychological well-being will be investigated.

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 researchers, 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 servicecriteria would not be part of this study.

2.3 Research Instrument

Four adopted questionnaires 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. 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. Thethree subscales have high reliability estimates with aCronbach's alpha of 0.87 for Personal Burnout, 0.87 for Work Burnout, and 0.85 for Client Burnout. 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 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.

2.4 Data Gathering

The following were the steps that the researchers had undertaken in gathering the data for the study. Firstly, the researchers wrote a letter to the Dean of the Graduate

and asked permission in the conduct of the study. With the attached approved letter of the Graduate School Dean and the Research Ethics Committee, the researchers also wrote a letter of permission to the school heads of the private HEIs in Region XI. After the approval, the researchers asked the assistance of the school representatives to locate the participants who meet the criteria for the study. A link that leads to a Google Form file was sent to the participants of the study. The Google Form file that consisted of two main sections: the first section presented the electronic informed consent and the second section contained the questionnaire of the study. The Google form was set in such manner that participants cannot proceed to the second section without completing the first section. Every participant affixed first his or her electronic signature (in document or image file) in the informed consent section to signify voluntary participation before he or she can proceed answering the survey questionnaire in the second section.

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

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2.5 Data Analysis

The following statistical tools were used in the study: Mean and Standard Deviation were used to determine the levels of burnout, self-awareness, work engagement, and psychological well-being of teachers. Pearson Product Moment Correlation was utilized to determine the relationship between burnout, self-awareness, work engagement, and psychological well-being of teachers. Multiple Regression Analysis was used to measure the influence of burnout, self-awareness, and work engagement on the psychological well-being of teachers. Path analysis was employed to assess the interrelationships of the variables. in evaluating the goodness of fit of the models, the following indices were computed: cmin/df, tucker-lewis index (tli), comparative fit index (cfi), and root mean square error of approximation (rmsea) and p of close fit (pclose).

3. RESULTS AND DISCUSSION

3.1 Degree of Burnout of Teachers

Table 1.*Degree of Burnout of Teachers*

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

Table 1 showed the degree of burnout of teachers. The teachers' burnout contains three indicators, namely personal burnout, work burnout, and client burnout. It garnered an overall mean of 3.24 with a moderate description and a standard deviation of 0.71, indicating that the respondents' answers were not dispersed. This finding supported the study of Koruklu [19] that teachers' feelings of strain, particularly chronic fatigue resulting from overtaxing work, may lead to losing one's interest in work and feeling that work has lost its meaning.

3.2Level of Self-awareness of Teachers

Table 2. *Level of Self-awareness of Teachers*

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

The overall mean was 3.28, described as moderate, while its standard deviation was 0.43. The standard deviation was less than one, indicating that the respondents' scores were closer to the mean. These results confirmed the study of Astrauskaite [20] that teachers' work-related emotions and motivations could have important implications for both individuals and organizations. Highly motivated and less stressed employees could increase the productivity of organizations significantly. In contrast, Han's study [21] supported the idea that negative emotions and low motivation levels were associated with impairments in individual health and increased costs for the organization.

3.3Level of Work Engagement of Teachers

Table 3. *Level of Work Engagement of Teachers*

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

Table 3 showed the level of work engagement of the teachers. The work engagement construct had three indicators, namely vigor, dedication, and absorption. The overall mean was 3.92, described as high, with a standard deviation of 0.49. The standard deviation suggested that respondents' answers showed homogeneity. This result confirmed with the study of Rothman [22] that a high level of mental resilience in work, the willingness to invest effort in one's work, and persistence also in the face of difficulties.

3.4Level 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**

Table 4 presented the level of psychological well-being of teachers. There were six indicators of psychological well-being, namely: autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance. The overall mean was 3.33, described as moderate, while the standard deviation was 0.42, which was below 1. This denoted that the respondents' responses were all clustered around the mean. The finding conformed with the study of Hellfeldt [23] that the teachers' psychological well-being and satisfaction with their daily working environment were associated with their actual behavior. It had been found that a poor psychosocial climate in a classroom and the misconduct of students could 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], concern had been expressed that if teachers' own mental health needs were neglected, they might be unable or unwilling to consider mental health problems of the young people they taught. When teachers' emotional health was in jeopardy, it reduced their ability to support and respond to students appropriately, which created further difficulties within the classroom and more emotional distress for teachers.

3.5Significance 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	Significant
Self-awareness and psychological well- being	.493	.000	Significant
Work engagement and psychological well- being	.359	.000	Significant

Table 5 showed the test of correlation of burnout, self-awareness, and work engagement to the psychological well-being of teachers. The results showed that there was 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 had a significant and inverse relationship with a person's psychological well-being. This also conformed to the study of Chung and Harding [25], which stated that mental and psychological adversities could arise as a result of prolonged stress or burnout.

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

Similarly, there was a significant and positive relationship between work engagement and the psychological well-being of teachers ($r=.359$, $p<.05$). This result suggested that the increase in work engagement would also likely increase teachers' psychological well-being. This result conformed to Demerouti et al. [28], who reported that work engagement had an association with the psychological well-being of employees. They also explained that better work engagement was 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**
Burnout	-.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				

Table 6 presented the results of regression analysis, the purpose of which was to show the influence of burnout, self-awareness, and work engagement on teachers' psychological well-

being. The results indicated that all the exogenous variables were found to be significant predictors of psychological well-being ($p<.05$).

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

Similarly, self-awareness significantly predicted the psychological well-being of teachers ($\beta=.381$, $p<.05$). This meant that the regression weight for self-awareness in the prediction of psychological well-being was significantly different from zero at the 0.05 level (two-tailed). In other words, when self-awareness increased by 1, psychological well-being would increase by .381. This further suggested that self-awareness clearly contributed well to strengthening teachers' psychological well-being. This conformed to the findings of Cines et al. [29] that self-awareness had an effect on an individual's mental status and psychological well-being.

In the same way, work engagement significantly predicted the psychological well-being of teachers ($\beta=.362$, $p<.05$). This meant that for every unit increase in work engagement, there was a corresponding increase in psychological well-being by .362. In other words, work engagement positively contributed to teachers' psychological well-being.

These results conformed to the study of Schaufeli and Bakker [30], which found that engaged employees significantly predicted psychological empowerment and well-being. Similarly, Moura et al. (2015) reported that improved work engagement would lead to better psychological well-being and work satisfaction.

Lastly, the results of the regression analysis showed that the model could explain 36 percent of the variance of psychological well-being, as indicated by $R2 = 36.0$. This would mean that 64 percent of the variation could be attributed to other factors besides the regression model's exogenous variables.

3.7 Goodness of Fit of the Hypothesized Model

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

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

Table 7 presented the direct and indirect effects of the exogenous variables on psychological well-being. It can be gleaned from the results that burnout ($\beta=-.164$, $p<.05$), self-awareness

(β=.377, p<.05), and work engagement (β=.349) had significant direct effects on the psychological well-being of teachers. Moreover, there was a significant indirect effect of burnout (β=-.183, p<.05) and work engagement (β=.081, p<.05) on psychological well-being through self-awareness as a mediator. These results conformed 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].

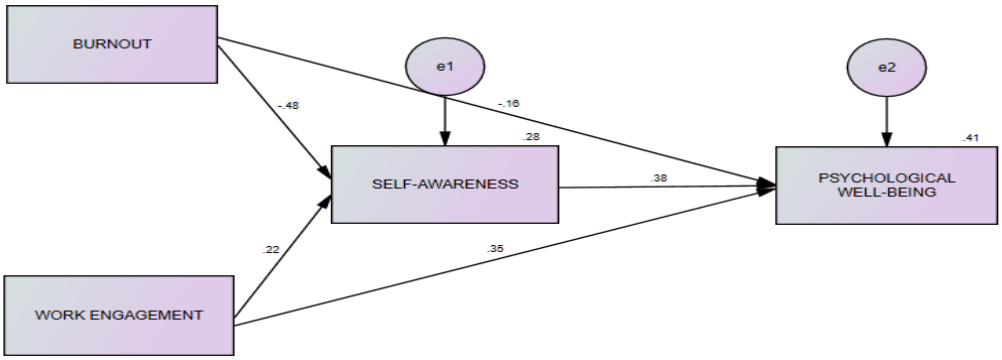

Figure 2. Estimates of the Hypothesized Model

The Hypothesized Model in standardized estimates is presented in Figure 2. It can be observed in the results that the combined influence of burnout, self-awareness, and work engagement explains 41 percent of the variance in psychological well-being. On the other hand, a total of 28 percent of the variance in self-awareness can be attributed to burnout and work engagement. Furthermore, the model illustrates a significantly inverse effect of burnout on self-awareness (β=.485, p<.05and psychological well-being (β=.164, p<.05), and the direct effect of work engagement on self-awareness (β=.216, p<.05) and psychological well-being (β=.349, p<.05).

3.8 Goodness of Fit of the Hypothesized Model

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

As shown in Table 8, all model fit values 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 teachers' psychological well-being. 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 COVID-19 pandemic	-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, practicing mindfulness, embracing imperfections, taking a deep breath, and doing 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, manage job stress, and know where to go if I need help. -I Learned from others and connected with friends and other people going through similar situations.	Practicing introspection Embracing Lifestyle Change Accepting Life's Uncertainties Inculcating Positivity Reinforcing Familial and Interpersonal Relationship	Connecting-Validating
On the participants' anxiety management of their professional and work-related routines to still be fully functioning amidst the COVID-19 pandemic	- Passion for what I do. This passion motivates me and pushes me to do my job no matter the odds. - I take my work one at a time because I understand that everything is not controlled. - I Plan my work ahead of time	Heightening Commitment and Professionalism Focusing on Task-related	Connecting-Validating

	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 to cope and continue their learning. - I am always prepared and always stay on task with our students. This option can used to continue my services. - Coping mechanisms to ensure that I will still be fully functioning in my workplace	Activities Managing Time for Work Efficiency	
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	-Love for work is important for continuing to live and keep yourself positive, safe, and healthy. We, as teachers, are the best motivators in our students. -Being happy at work and loving my work leads to productivity 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 have the desire and passion for your work. It can boost our confidence in teaching and enhance our performance. - I need my job where this is bread and butter. Then how can you feed me, my desire and my family, If we don't have financial support for our daily needs. -Love for work and work harder, the longer, the better, and feel happier about our work –when we know that someone else's benefiting from our efforts (students).	Considering Work as Source of Inspiration and Motivation Valuing Optimism Looking at Work as an Opportunity to Be of Service to Humanity Putting much Premium to Work for Economic Considerations	Connecting-Clarifying
Participants' views as why their desire to self-preserve was the stronger reason for keeping mentally	-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	Heightening the Survival Instinct Embracing Self-	Connecting-clarifying

and psychologically fit amidst the anxiety due to COVID19 pandemic	the battle alone even anxieties, worries and negative thoughts that creeping your mind due to covid-19 pandemic. - 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. -Preserving myself from harm or destruction from the physical environment, avoid excessive loads of stress, leads to burn out, depression and emotional anxiety. -Having the inner desire to stay positive is an important aspect to be able to adjust and respond in the situation. -Knowledge of how to value your mental and psychological health brought on this pandemic would not hinder keeping yourself healthy.	Protection Tapping Inner Strength Manifesting Resilience	
Participants' views as to why burnout or too much workload has affected their positive dispositions as teachers during the times of COVID19 pandemic	-Students send messages even at midnight or beyond working hours to clarify or query; as a teacher, you have no choice but 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 my interactions with the community and my colleagues. It poorly affects my professional development, increasing my desire for absenteeism, declining my intrapersonal& interpersonal relationship and competency, and probably poor performance in my work. -Making modules that require much time and effort really affects my positive disposition in	Personal Boundaries Being Crossed Grappling with Technology Issues Related to Work Multiplicity of Functions Having to Deliver Work from Home	Connecting-clarifying

	life because I do not have enough time to be with my family and friends. -We have no guarantee that students are learning or demotivated. We can only encourage them to continue studying despite what is happening in the world.	Losing interactions with family and friends Mediocrity in Work and Professional Advancement	

Table 9 showed 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 mentally and psychologically fit, and amidst the anxiety due to COVID19 pandemic, and views as to why burnout or too much workload has affected their positive dispositions as teachers during the times of COVID19 pandemic.

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

Practicing introspection. Some of the participants enhanced their ability to understand themselves and were motivated to learn more about their own values, which helped them take the power that would put them away from the challenges that the pandemic had brought into them.

Embracing lifestyle change. Some teachers found new ways to embrace change because learning to embrace change gave them an incredible advantage and became their defining factor, especially in the pandemic situation in which most of them were affected economically and at the same time changed their way of life.

Accepting life's uncertainties. Several participants realized that they couldn't control everything, especially since the pandemic was unexpected by many people. Instead of

running from that reality, they realized that accepting the uncertainties in life could give them relief, especially during the pandemic.

Inculcating positivity. Many participants believed that a positive mindset was a valuable tool in enhancing their overall self-concept during the pandemic. It enabled them to focus and expand on their strengths, increased their confidence, and kept them moving out of all pessimistic thoughts and feelings.

Reinforcing familial and interpersonal relationship. Some participants also claimed that the pandemic had allowed them to connect better with their families and friends. Since most teachers were working from home, they felt that bonding with family was improved during the pandemic.

Heightening commitment and professionalism. Several teachers maintained their commitment despite the pressure the pandemic brought to their working environment. In fact, passionate teachers really mind the importance of educational outcomes by fulfilling their tasks, particularly in helping their students.

Focusing on task-related activities. Since most of them were working from home, many teachers were still obligated to fulfill their normal tasks, including paperwork and the production of instructional materials. Even during the pandemic, the teachers were still obliged to submit all required outputs.

Managing time for work efficiency. Due to the expected delivery of outputs among the teachers, they had to manage their time properly to complete all the work and meet their deadlines. The pandemic changed their working environment, and they had to adjust their time management strategies.

Considering work as source of inspiration and motivation. Most teachers believed that their work was their inspiration and motivation. It drove them to be committed and made them happy in what they were doing.

Valuing optimism. Many participants shared that being optimistic improved their emotional well-being, fostered better relationships, and provided protection against adverse events. It led them to greater effort, leading to better outcomes.

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

Putting much premium to work for economic considerations. Majority of the participants agreed that they were working to feed their families and children. Some were the bread and butter of the family who needed income to finance their daily living.

Heightening the survival instinct. Majority of the participants believed that self-love was a motivating factor to do great in everything in life and make the best choices in life. Hence, when holding themselves in high respect, they were more likely to choose things that nurtured their well-being and served others well. Thus, having a positive attitude could help teachers survive in this trying time.

Embracing self-protection. Many teachers believed that self-preservation was an effective way of keeping away from danger in a harmful environment and an effective way to survive in this pandemic. Thus, a self-protecting attitude could help teachers get rid of stress that could lead to depression and emotional burnout.

Tapping inner strength. The number of teachers agreed that inner strength was an essential skill for carrying out tasks, chores, and decisions, and for achieving goals. Without it, it was difficult to start anything, and it was difficult to get to the finish line. Thus, having the inner desire to stay positive in life was an important aspect of surviving this pandemic.

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

Personal boundaries being crossed. Most of the teachers agreed that the pandemic had recalibrated how they divided their time between teaching, engaging with students, and administrative tasks. In fact, a study showed that 83% of teachers did not consider being prepared to teach remotely, 67% were anxious, 38% felt tired, and less than 10% were happy or satisfied. The pandemic highlighted the need for flexibility and more time for student-teacher interactions.

Grappling with technology issues related to work. Teachers believed that Internet problems were not just a problem in the Philippines but also globally. Having a poor Internet connection was one big factor in handling online classes; as a result, teachers had difficulty reaching their students online due to poor Internet connectivity.

Multiplicity of functions having to deliver work from home. Teachers faced huge challenges amid the COVID-19 pandemic. They had to adjust their academic strategies to accommodate distant schooling. Most of the teachers were required to spend much time and effort in making modules and attending to students' concerns that would affect their positive disposition in life.

Losing interactions with family and friends. Participants expressed that teachers were facing a whole new list of issues to add to their plates because of the pandemic, and not all were directly related to the classroom. Work stress was further complicated by the needs of many teachers to manage their homes, kids, work at home, significant other, and aging parents. Thus, teachers did not have enough quality time for their family.

Mediocrity in work and professional advancement. Participants expressed their concern that they experienced poor professional development that led to a desire for absenteeism. The teacher had no assurance that the students were learning. Student encouragement to continue their study was the only thing they could give in this difficult time.

4. Conclusion

In summary, the teachers experienced a moderate degree of burnout, particularly in the personal, work, and client aspects, suggesting that they sometimes experienced physical and psychological exhaustion. The moderate level of self-awareness among teachers in terms of rumination suggested that they sometimes purposefully processed their experiences with the intent of learning something, while they also had a moderate level of reflection, which entailed that they sometimes thought over and over about their experiences

in the past or future. Teachers' work engagement was high, indicating that they often felt passionate about their jobs, were committed to the organization, and put discretionary effort into their work. The level of teachers' psychological well-being was moderate, suggesting that the teachers sometimes felt positive in their functioning, including their relatedness with others and their sense of mastery and personal growth. There was a proportional relationship between self-awareness, psychological well-being, and work engagement, and psychological well-being. However, an inverse relationship was observed between burnout and psychological well-being of teachers. Burnout, self-awareness, and work engagement significantly predicted teachers' psychological well-being. Thus, the three exogenous variables played a contributing role in the psychological well-being of teachers. The hypothesized model showed that both burnout and work engagement had direct and indirect effects on teachers' psychological well-being through self-awareness acting as a mediator. Hence, the model was a good fit for explaining teachers' psychological well-being. As a result of quantitative findings, the participants established several anxiety management strategies to improve their personal, professional, and work-related routines. They also expressed that love for work kept them mentally and psychologically fit amidst the anxiety brought about by the pandemic.

5. RECOMMENDATIONS

Since the teachers experienced moderate degree of burnout, the management may formulate an intervention program to reduce the burnout of teachers. In this way, the negative effects of burnout on their psychological well-being may also be reduced. Moreover, since the teachers only have moderate self-awareness in reflection and rumination, the institutions may conduct a counseling program that will develop the teachers' self-awareness, particularly in identifying and analyzing one's emotions and how they affect others. Additionally, since employees' work engagement was promising but not yet in the optimum level, the schools may provide rewards and recognitions to attain the optimum level of teachers' work engagement. Furthermore, since teachers' psychological well-being was only at moderate level, the schools may design a program that shall improve the psychological well-being of teachers, particularly in personal growth, positive relations, and purpose in life. In addition, since burnout has a negative association with psychological well-being, there is a need to develop an interventional program to reduce teachers' burnout. Although burnout, self-awareness and work engagement are important contributors to psychological well-being, it can be observed that these factors did not fully explain the psychological well-being of teachers. With this, a study may be conducted to include other factors that are not part of this study's regression model. It is recommended that the hypothesized model, which turned out to be a good fit, may be adopted by schools in formulating management policies and programs to improve the psychological well-being of employees. Since the findings of this study may provide possible directions to action against teacher burnout by prevention and intervention programs focused simultaneously on increasing self-awareness ability and psychological well-being. Also, it is recommended that the human resource directors and educational leaders may provide intervention programs to reduce the anxiety of teachers

COMPETING INTERESTS

Authors have declared that no competing interests exist.

AUTHORS' CONTRIBUTIONS

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

CONSENT

All authors declare that 'written informed consent was obtained from the respondent (or other approved parties) for publication of this case report and accompanying images.

ETHICAL APPROVAL

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

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