

Mental Well-Being of Basilan State College Teachers During the COVID-19 Pandemic

Shaleema A. Arriola

College of Education, Basilan State College, Isabela City, Basilan, Philippines, 7300

Email address: shall_arriola@yahoo.com

Abstract— The main purpose of the paper was to determine the mental well-being of the faculty members of Basilan State College during the COVID-19 Pandemic. A descriptive quantitative research method was used and 72 out of 88 faculty members were chosen as respondents. The findings revealed that the mental well-being of the faculty members is at a moderate level in one component (positive emotion and thinking) but on a slightly lower level in two components (positive relationship and functioning). Moreover, no significant difference has been established in the mental well-being of the faculty members between their gender and highest educational attainment but with a significant difference between the number of years in service.

Keywords— Basilan State College, Faculty Members, Teachers, COVID-19, Mental Well-Being.

I. INTRODUCTION

Well-being is a broad term that refers to all different forms of life or emotional experience [3]. The term mental well-being is interchangeably used with positive mental health [15]. Mental well-being covers a complex construct of effect and psychological functioning with two distinct perspectives such as hedonic and eudaimonic [8,15]. Hedonic well-being is also called subjective well-being which focuses on the personal experience of happiness and satisfaction with life while eudaimonic is also called psychological well-being describes the mental functioning and self-awareness required to achieve one's full potential [8].

Mental health, shame, and protective factors are gaining awareness in this generation. It was found that there was a significant correlation that exists between mental health and self-compassion, identified as an exploratory variable for mental health [6]. Shame moderated the relationship between self-compassion and mental health. Integrating self-compassion education or utility is generally encouraged to help beautify the students' highbrow health. Mental health and mental illness are linked to social adversity. According to Salerno [12] in his study entitled "Effectiveness of Universal School-Based Mental Health Awareness Programs among Youth in the United States: A Systematic Review," although there was some level of improvement in students' mental health awareness, more research on the implementation of the said program is needed using randomized controlled trial design, and long-term follow-up implementation. The balancing of multiple opposing trends in the mental health service of practitioners and administrators determines the future course of mental health services in higher education institutions [2].

According to World Health Organization (WHO), as cited in [13], mental health is not solely characterized by the lack of negative symptoms or the absence of mental disorders. Mental health also incorporates both subjective and psychological well-being [10]. In Europe, around 25% of European citizens experience a mental health problem during their lifetime and 27% (93 million people) of the adult population is affected by mental health problems [11].

Teachers' strain and tension have soared and their morale has plummeted for the duration of the pandemic. Even before the pandemic, the DepEd was already paying attention to teachers' mental and emotional wellness but the COVID-19 created wildfires of mental and emotional suffering for all employees including teachers [4]. In the educational system, it is not purely the teachers who experience mental health problems but it includes the students because teachers are attuned to the social-emotional well-being of the students, and teachers were trained to monitor for signs in their students such as trauma, anxiety, bullying, or micro-aggressions [1].

The most affected by the pandemic are teachers because of new adjustments in the workplace and the integration of technology as part of their teaching strategies. The introduction of modular distance learning creates a new environment that is beyond the normal in which the teachers of DepEd are not well trained for this type of teaching and learning process. It is crucial for teachers and schools to not only acknowledge the new normal but respond to and support the stress that comes with the job. School leaders should strategize and implement activities to help ensure that educational community members manage the stresses brought on by the pandemic [7].

The COVID-19 pandemic has forced education stakeholders to deal with fundamental questions about the role of schools in our society. As a response, many educators have developed innovative new approaches to give their pupils with both academic education and emotional support during this turbulent time. Yet, these efforts have not been free. The transition to virtual and hybrid education was extremely stressful for many teachers, and the confusion caused by the global pandemic in many spheres of society only made the situation worse. Hence, an already challenging task became considerably more challenging. For many teachers, the return to in-person schooling hasn't improved matters, as they've had to support students who are having difficulty adjusting to being back in the classroom, even as they face intense political scrutiny regarding the nature and content of their curriculum [14].

The teachers experience once a week of sleeping problems for mental health [5]. Moreover, the teachers have positive mental health and they sometimes experience stress. It was also found that weak relationship between mental health and the development of learning resources. Thus, the development of any learning materials in the modular distance affects the mental health of the teachers.

Other factors impacted the mental health of a person. For instance, teachers' mental health, family economic status, relationship quality, and resilience were significant predictors of depression while family economic status, classroom size, and resilience predicted anxiety [9]. For teacher burnout, relationship quality, and age were predictors of emotional exhaustion, relationship quality, and drinking were predictors of depersonalization, and resilience and the number of teaching hours predict accomplishment.

The current study aimed to determine the mental well-being of the Basilan State Faculty members during the COVID-19 Pandemic. Understanding the well-being of these faculty members during the pandemic may serve as the basis for program interventions that are related to mental health.

II. METHODOLOGY

This research employed a Descriptive-Quantitative Research Design. The subjects of the study were the 88 permanent faculty members of the Basilan State College of which 72 were selected as respondents through simple random sampling. The instrument was adapted from the Thai Mental Well-being constructed and developed by Pimthong [8] but based on the Warwick-Edinburgh Mental Well-Being Scale. The survey questionnaire was reconstructed or revised to suit the selected subject. Moreover, the adapted questionnaire was duly validated and tested for reliability. For the interpretation of the responses, a six-point Likert Scale was used as shown in TABLE I.

TABLE I: Interval Scale and Interpretation

Interval	Description	Qualitative Interpretation
1.00 – 1.49	Strongly Disagree (SD)	The condition/statement is false or the teacher strongly disagree
1.50 – 2.49	Moderately Disagree (MD)	The statement is sometimes false or the teacher moderately disagrees
2.50 – 3.49	Slightly Disagree (SLD)	The condition/statement is slightly false or the teacher slightly disagrees
3.50 – 4.49	Slightly Agree (SLA)	The condition/statement is slightly true or does the teacher slightly agree
4.50 – 5.49	Moderately Agree (MA)	The condition/statement is mostly true or the teacher moderately agrees
5.50 – 6.00	Strongly Agree (SA)	The condition/statement is true or does the teacher strongly agree

The data was gathered through one-on-one survey interviews. Each respondent was interviewed using the instrument for the accuracy of the data gathered. Before the interview, a short orientation was conducted for the faculty by grouping.

III. FINDINGS AND DISCUSSIONS

The data gathered will be interpreted in this section. The discussions will be according to the objective of the study.

Demographic Profile

The first objective of the study was to determine the distribution of the respondents according to some demographic profiles such as gender, number of years in service, and highest educational attainment (see TABLE II for the frequency distribution of the respondents).

TABLE II: Frequency Distribution of the Respondents

Demographic Profile	Frequency	Percentage
Gender		
Male	34	38.64%
Female	54	61.36%
Number of Years in Service		
Less than 6 years	22	25.00%
6 to 10 years	20	22.73%
11 to 15 years	15	17.05%
16 years and above	31	35.22%
Highest Educational Attainment		
Doctorate Degree	13	14.77%
Master's Degree	61	69.32%
Baccalaureate Degree	14	15.91%
TOTAL	88	100%

Mental Well-Being

The second objective of the study was to determine the level of mental well-being of the faculty members. This section contained the presentation on the mean level of mental well-being according to the specific domain.

Positive Emotion and Thinking

The table below shows the mental well-being of the respondents in the area of Positive Emotion and Thinking.

TABLE III: Respondent's mental well-being level under the domain of positive emotion and thinking

Positive Emotion & Thinking	Mean	Qualitative Interpretation
1. I know that everything in the future will be fine with the implementation of the modular distance learning	5.25	Moderately Agree
2. I feel relaxed about implementing the modular distance learning	4.89	Moderately Agree
3. I feel that implementing modular distance learning, there will only be good things happen in my life	4.56	Moderately Agree
4. I feel that all problems in modular distance learning will eventually go away	5.23	Moderately Agree
5. I feel fresh and bright in implementing the modular distance learning	4.26	Slightly Agree
Area Total	4.84	Moderately Agree

The mean rating of the respondent under the area of strategic and creative is 3.95 which is "well-developed competency." Moreover, the faculty has "very well-developed competencies" on items 3 and 4, "moderately well-developed competencies" on items 2, and "well-developed competencies" on items 1 and 5.

Positive Relationship

The table below shows the mental well-being of the respondents in the area of Positive Relationships.

TABLE IV: Respondent's mental well-being level under the domain of positive relationship

Positive Relationship	Mean	Qualitative Interpretation
6. I feel close to the people around me during the implementation of modular distance learning	3.96	Slightly Agree
7. I feel loved by people around me during the implementation of modular distance learning	4.26	Slightly Agree
8. I feel comfortable being around my close ones during the implementation of modular distance learning	4.13	Slightly Agree
9. I like spending time with my beloved ones during the implementation of modular distance learning	3.78	Slightly Agree
10. I have a person I can trust during the implementation of modular distance learning	4.25	Slightly Agree
11. I am satisfied with my relationship with people around me during the implementation of distance modular learning	4.36	Slightly Agree
Area Total	4.12	Slightly Agree

The mean rating of the respondent under the area of leading and deciding is 4.22 which is “well-developed competency.” Moreover, the faculty has “very well-developed competencies” on items 6 and 9, and has “well-developed competencies” on items 7, 8, and 10.

Positive Functioning

The table below shows the mental well-being of the respondents in the area of Positive Functioning.

TABLE V: Respondent's mental well-being level under the domain of positive functioning

Positive Functioning	Mean	Qualitative Interpretation
12. I never run out of energy during the implementation of distance modular learning	3.56	Slightly Agree
13. I am good at dealing with problems while implementing the distance modular learning	3.86	Slightly Agree
14. I can clearly express my opinions during the implementation of distance modular learning	3.45	Slightly Disagree
15. I can make decisions by myself during the implementation of distance modular learning	4.12	Slightly Agree
16. I am interested in new things during the implementation of distance modular learning	4.45	Slightly Agree
Area Total	3.89	Slightly Agree

The mean rating of the respondent under the area of developing and changing is 3.69 which is “well-developed competency.” Moreover, the faculty have “well-developed competencies” on all items except item 14. The faculty rating on item 14 is “moderately well-developed competencies”.

Difference Between Some Demographic Profile

Gender

The table below shows the computed t-value and p-value of the mental well-being level of the faculty members according to their gender.

TABLE VI: Distribution of the Inferential Computations of the Quantitative Data According to Gender

Mental Well-Being	t-value	p-value	Interpretation
Positive Emotion and Thinking	-0.436	0.663	Not Significant
Positive Relationship	-1.387	0.168	Not Significant
Positive Functioning	-0.249	0.803	Not Significant
Overall	-1.356	0.177	Not Significant

*Alpha=0.05

A student t-test for two independent variables was used with a significant level of 0.05, the computed p-value for each component is not within the rejection area which signifies that the hypothesis is not rejected. Thus, the mental well-being of both male and female were the same (including each component).

Number of Years in Service

The table below shows the computed F-value and p-value of the mental well-being of the faculty members according to their number of years in service.

TABLE VII: Distribution of the Inferential Computations of the Quantitative Data According to Number of Years in Service

Mental Well-Being	F-value	p-value	Interpretation
Positive Emotion and Thinking	2.244	0.015	Significant
Positive Relationship	0.647	0.786	Not Significant
Positive Functioning	2.424	0.009	Significant
Overall	2.134	0.022	Significant

*Alpha=0.05

In a One-Way Analysis of Variance (ANOVA) with a significant level of 0.05, the computed p-value for the two components is within the rejection area which signifies that the hypothesis under the two components is rejected. Thus, for the two components such as positive emotion and thinking, and positive functioning, there are significant differences according to the respondents' number of years in service. Similarly, as a whole, there is also a significant difference according to the respondents' number of years in service. However, under the positive relationship component, not enough evidence has been established to reject the hypothesis. Further, the weighted mean rating of those teachers with a lower number of services is higher than those teachers with a higher number of services.

Highest Educational Attainment

The table below shows the computed F-value and p-value of the mental well-being of the faculty members according to their highest educational attainment.

TABLE VIII: Distribution of the Inferential Computations of the Quantitative Data According to Highest Educational Attainment

Mental Well-Being	F-value	p-value	Interpretation
Positive Emotion and Thinking	0.941	0.485	Not Significant
Positive Relationship	2.340	0.022	Significant
Positive Functioning	2.130	0.037	Significant
Overall	1.132	0.346	Not Significant

*Alpha=0.05

A One-Way Analysis of Variance (ANOVA) with a significant level of 0.05, not enough evidence has been

established to reject the hypothesis on the mental well-being of the respondents according to their highest educational attainment. That is, there is no significant difference between the mental well-being of the respondents according to their highest educational attainment. Thus, regardless of the highest educational attainment of the respondents, their mental well-being is the same. However, on two components such as positive relationship and positive functioning, there is a significant difference according to the respondents' highest educational attainment.

IV. CONCLUSION

The findings revealed that the mental well-being of the faculty members is on a moderate level in one component (positive emotion and thinking) but on a slightly lower level in two components (positive relationship and functioning). Moreover, no significant difference has been established in the mental well-being of the faculty members between their gender and highest educational attainment but with a significant difference between the number of years in service.

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