

BURNOUT AND SELF-AWARENESS AS PREDICTORS OF PSYCHOLOGICAL WELL-BEING OF COLLEGE TEACHERS DURING THE COVID-19 PANDEMIC

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ABSTRACT

The study determined the influence of burnout and self-awareness on the psychological well-being of College teachers. A total of 300 teachers from private academic institutions have participated in the study. Sets of adopted survey questionnaires were utilized in obtaining data from the respondents. The mean and standard deviation, Pearson r correlation, and multiple regression analysis were utilized as statistical tools in the study. The results reveal that the degree of self-awareness, burnout and psychological well-being of employees is moderate. Moreover, there is a significant relationship between burnout and psychological well-being ($r=-.251$, $p<.05$), and self-awareness and psychological well-being ($r=.493$, $p<.05$). On the other hand, among the two variables, it is only the self-awareness have significant influence on the psychological well-being of teachers ($\beta=.475$, $p<.05$).

Keywords: *burnout, self-awareness, psychological well-being, mediation analysis Region XII, Philippines*

INTRODUCTION

Academicians needs to be discerning and to be careful about striking the balance between workload and family, as the COVID19 pandemic may have brought disturbance to the psychological well-being of individuals (Ather et. al, 2020). Unforeseen crisis situation may result to poor mental health outcomes since many teachers are not engaged in constant crisis and change management. In fact, the findings of Holtzman et al. (2020) among samples of 73 teachers working in Southern California schools, have shown a decreasing psychological well-being of Faculty. In similar vein, Pierce et. al (2020) reported that the mental health of those working in academic institutions in England has suffered more than those in other professions. Further in his study, the findings show that 27.3 percent of 17,452 individuals surveyed reporting a high level of mental distress that is 'potentially clinical significant'.

Moreover, 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 (Rajkumar, 2020). On the other hand, the Department of Education in the Philippines believed that mental health of

teachers during the Covid-19 pandemic is a big challenge in the department (Briones, 2020). Indeed, the study of Montano and Acebes (2020) show that 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.

Several studies highlighted personal factors as important antecedents of psychological well-being such as burnout (Bhagat, Haque, & Simbak, 2018) and self-awareness (Okpara & Agwu, 2015). Burnout is considered to have a strong and inverse relationship with psychological well-being (Gemlik et al., 2010), while self-awareness provides positive influence on psychological well-being (Trapnell & Campbell, 1999). However, most of the studies on these factors are focused on its bivariate association with psychological well-being (Bhagat, Haque, & Simbak, 2018; Okpara & Agwu, 2015; Aiello & Tesi, 2017). 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 (Bhagat & Simbak 2018; Ashtari, Farhady, & Khodae, 2009; Okpara & Agwu, 2015), but less has been done among academic professionals such as teachers. Thus, this study aimed to determine the status of burnout, self-awareness, and psychological well-being of teachers. Moreover, this also explored the singular and combined influence of burnout and self-awareness on the psychological well-being of teachers.

Meanwhile, the results of this study would provide important information that can be used by school leaders to develop programs that shall aim to 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 addressed in their personal level.

FRAMEWORK

This study is anchored on the Wellness Theory of Hettler (1980). The wellness theory emphasizes that an individual relationship to wellness and its component to health is influence by personal and work-related factors (eg. burnout, and self-awareness. It pointed out that the response to wellness include physical (the ability to carry out daily tasks, achieve fitness); emotional (the ability to manage stress and to express emotions appropriately); occupational (the ability to achieve a balance between work and leisure time. Hence, it is believed that these components have important contribution to the well-being of an individual.

Several researches have utilized the wellness theory which elucidated the relationship of burnout and self-awareness with psychological well-being. In particular, various conceptualizations of self-awareness with health-related variables (Ghasemipour, Robinson, & Ghorbani, 2013) and different psychological variables, particularly well-being (Tenant et al., 2007). On the other hand, one of the most salient

negative organizational consequences of burnout is reduced mental and psychological well-being (Halbesleben & Buckley, 2004; Maslach et al., 2001).

METHOD

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 (Shuttleworth, 2008). Furthermore, the correlational design is used to identify the strength and nature of association between two or more variables (Creswell, 2003). 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 relationship of burnout and self-awareness with psychological well-being were also investigated.

Respondents

The College teachers in private education institutions in Region 12 were the respondents of this study. Using the Slovin's formula to compute the sample size, a total of 300 teachers were selected using the stratified sampling technique.

Instruments

Sets of adopted questionnaires were used to gather data from the respondents. Even if the tools already have validity and reliability assessment. These instruments were subjected to validity and reliability test. The instruments include: burnout inventory (Borritz & Kristensen, 2004), self-awareness questionnaire (Trapnell & Campbell, 1999), and psychological well-being questionnaire (Hauser & Springer, 2003).

Statistical Tools

Mean and Standard Deviation was used to determine the levels of burnout, self-awareness, and psychological well-being of teachers. Moreover, the Pearson Product Moment Correlation was utilized to determine the relationship between burnout, self-awareness, work engagement, and psychological well-being of teachers. Furthermore, the multiple regression analysis was used to measure the influence of burnout and self-awareness on the psychological well-being of teachers.

RESULTS AND DISCUSSION

Degree of Burnout

Table 1 shows the degree of burnout of teachers. The teacher's burnout contains three indicators, namely personal burnout, work burnout, and client burnout. It garnered an overall mean of 2.76 with a description of moderate.

The personal burnout of teachers have the mean of 2.92, which is described as moderate. This denotes that the teachers sometimes feel personal burnout. This supported the study of Clunies-Ross et. al (2008) that teachers sometimes feel tired due inappropriate reactions in a stressful situation in school which have contribution to their personal, academic and social performance.

In the same way, the mean of work burnout 3.31, described as moderate. This entails that the teachers sometimes feel work burnout. This conforms the study of Brown (2002) that teachers may suffer moderate levels of chronic stress due to workloads and teachers most likely extends teacher working time to meet school deadlines.

Similarly, the degree of client burnout is also moderate with a category mean of 3.48. This suggests that the teachers sometimes feel client burnout. This result is aligned to the study of Timms (2006) which reveal that teachers sometimes feel burnt out as they deal with their students especially those who spend more time in student’s consultations.

Table 1. Degree of Burnout of Teachers

Burnout Items	Mean	Std. Deviation	Description
Personal Burnout	2.92	.736	Moderate
Work Burnout	3.31	.837	Moderate
Client Burnout	3.48	.811	Moderate
OVERALL	2.76	.711	MODERATE

Level of Self-awareness

Table 2 shows the level of self-awareness of teachers. This variable contains two indicators, namely: rumination and reflection. The overall mean is 3.28 with a description of moderate.

In terms of rumination, the mean score is 3.24 which is described as moderate. This means that rumination is sometimes evident among the teachers. This finding is aligned to the results of Türktorun, Weiher, & Horz (2020) that teachers sometimes continuously thinking about the same thoughts especially on their recent performance in class whether their students have understand the lessons that they’ve introduced.

On the other hand, the reflection category has a mean of 3.33 which is described as moderate. This suggests that reflection is sometimes evident among the teachers. This finding is aligned to the study of Holmes (2019) that reflection is sometimes performed by college teachers. He stated further that reflection allows the teacher feel that they are the same person across social situation, in different institutional roles.

Table 2. Level of Self-awareness of Teachers

Self-Awareness	Mean	Std. Deviation	Description
Rumination	3.24	.530	Moderate
Reflection	3.33	.476	Moderate
OVERALL	3.28	.433	MODERATE

Level of Psychological Well-being

Table 4 presents the level of psychological well-being of teachers which has six indicators namely: autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance. The overall mean is 3.34 which can be described as moderate level.

In particular, autonomy shows a mean of 3.52 which is described as high. This denotes that autonomy is oftentimes evident among the teachers in the workplace. This conforms to the study of Hoffman (2017) in a group of employees in which it reported a high level of autonomy at work. Moreover, he stated that the high autonomy leads to healthy and proper work balance decrease psychological stress and higher work commitment.

Meanwhile, there is also a high level of environmental mastery among teachers with a mean of 3.50. This indicates that environmental mastery is oftentimes evident among teachers in the workplace. This finding can be explained by Ryff (2008) that high results suggest that teachers are making effective use of opportunities and has a sense of mastery in managing environmental factors and activities, including managing everyday affairs and creating situations to benefit personal needs.

In terms of personal growth, the mean value is 3.07 which is described as moderate. This means that personal growth is sometimes evident among the teachers in the workplace. This align of the study of Garg (2009) that personal growth indicates the highest of all goods that humans achieve by their actions and feelings that are consistent with their true selves; so the eudemonic approach frames psychological well-being within meaning, optimal functioning and self-actualization.

In the aspect of positive relations, the mean value is 3.22 which is also described as moderate. This indicates that positive relations is sometimes evident among teachers. This is aligned to the study of Trigwell (2012) in his findings that teachers sometimes have to continue positive relations to other colleagues and significant others. Hence, the positive relations are sometimes reduce due to workloads and high demands of job in the workplace.

On the other hand, there is also a moderate level of self-awareness in terms of purpose in life with a value of 3.19. This indicates that purpose in life is sometimes evident among teachers. Moreover, it suggest that teachers sometimes sets goals in their life. This result corresponds to the study of Miller (2007) that purpose in life creates direction, thereby eradication despondency.

Nevertheless, the mean score of self-acceptance is 3.54 which is described as high. This denotes that self-acceptance is oftentimes evident among teachers. This conforms to the study of Sun, Wang, Wan, and Huang (2019) in a group of Chinese teachers showing high levels of self-acceptance, and thus most teachers are aware of their strengths and weaknesses, and having feelings of satisfaction with one's self despite deficiencies and regardless of past behaviors and choices.

Table 4. Level of Psychological Well-being of Teachers

Psychological Well-being	Mean	Std. Deviation	Description
Autonomy	3.52	.534	High
Environmental Mastery	3.50	.475	High
Personal Growth	3.07	.574	Moderate
Positive Relations	3.22	.837	Moderate
Purpose in Life	3.19	.573	Moderate
Self-Acceptance	3.54	.485	High
OVERALL	3.34	.415	MODERATE

Relationship between the Variables

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 burnout and self-awareness with the psychological well-being of teachers ($p < .05$).

In particular, there is a significant and inverse relationship between burnout and psychological well-being ($r = -.251$, $p < .05$). This entails that the increase in burnout would also likely decrease the psychological well-being of teachers. This result is congruent to the findings of Borritz (2006) who found very 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 (2009) 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 suggest 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 (2016) that self-awareness is positively associated with psychological well-being. Moreover, Feldman et al. (2014) emphasizes that self-awareness have an important role with the well-being and mental health of teachers on their day-to-day functioning.

Table 5. Relationship between the Variables

INDEPENDENT VARIABLES	PSYCHOLOGICAL WELL_BEING		
	R	p-value	Remarks
Burnout	-.251	.000	Significant
Self-awareness	.493	.000	Significant

Influence of Burnout and Self-Awareness on the Psychological Well-being of Teachers

Table 6 presents the results of regression analysis which purpose is to show the influence of burnout and self-awareness on the psychological well-being of teachers. The results indicate that only the self-awareness have significant influence on the psychological well-being of teachers.

In particular, the self-awareness significantly predict the psychological well-being of teachers ($\beta=.475$, $p<.05$). 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 .475. 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. (2015) that self-awareness have an effect on the mental status of an individual and have an effect on psychological well-being.

On the other hand, the burnout does not have significant influence on the psychological well-being of the teachers ($\beta=-.040$, $p>.05$). This means that burnout does not have a contribution on the psychological well-being of teachers. This result negates with the finding of Chung and Harding (2009) which indicates that burnout have significant contribution on the psychological well-being of employees working in the organization.

Lastly, the findings were apparent in the results of the regression analysis in which 24.4 percent of the variance of psychological well-being can be explained by the model as indicated by $R^2 = .244$. This would mean that 75.6 percent of the variation can be attributed to other factors aside from the independent variables in the regression model.

Table 6. Influence of Burnout and Self-Awareness on the Psychological Well-being of Teachers

	Unstandardized		Standardized	t	.p-value	Remarks
	Coefficients		Coefficients			
	B	Std. Error	Beta			
(Constant)	1.919	.245		7.830	.000	
Burnout	-.024	.033	-.040	-.719	.473	Not Significant
Self-Awareness	.456	.054	.475	8.436	.000	Significant

Note: R=.494, R-square=.244, F=47.970, P=.000

CONCLUSION

The teachers' during the pandemic have moderate level of burnout, self-awareness and psychological well-being. Meanwhile, an inverse relationship was observed between burnout and psychological well-being, and a directly proportional relationship between self-awareness and psychological well-being. However, only the self-awareness have important contribution to the psychological well-being of teachers during the pandemic crisis, and thus burnout does not have any effect on the psychological well-being of teachers.

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