FACTORS ON TEACHERS' WELL-BEING IN THIS NEW NORMAL: EXPLORATORY APPROACH

RICHARD VISBE
Central Mindanao Colleges, Kidapawan City, Philippines.
Corresponding email: richard.visbe@deped.gov.ph

ABSTRACT

This study explores teachers' well-being in this new normal through an exploratory mixed-method design. The approach involves an initial qualitative phase followed by a quantitative phase. More specifically, it aimed to construct, develop and evaluate the dimensions of teachers' well-being in this new normal scale. In the qualitative phase, there were seven teachers who participated in the in-depth interview and ten teachers participated in the focus group discussion. There were six themes that emerged from the interview that put emphasis on autonomy in work tasks, challenges with technology use, communication practices, engagement of students, personal well-being practices, and support from the organization. A 120-item new approaches of teaching scale were also constructed based from the results of the interview. In the quantitative phase, 200 questionnaire responses were analyzed for exploratory factor analysis (EFA). Results showed six underlying dimensions of teachers' well-being in this new normal. A total of six themes on dimensions of teachers' well-being in this new normal questionnaire was developed which are engagement of students with a total of 28 items, challenges with technology use with a total of 14 items, communication practices with a total of 8 items, autonomy in work tasks with a total of 10 items, personal well-being practices with a total of 8 items, and engagement of students with a total of 5 items support from the organization and the overall the scale has a total of 73-item questionnaire. This study recommended that a comprehensive approach to addressing teachers' well-being in the new normal should be prioritized, encompassing various facets such as autonomy in work tasks, challenges with technology use, communication practices, engagement of students, and personal well-being practices.

Keywords: *Well-Being, New Normal, Teachers, Exploratory Sequential Design, Factor Analysis, Kidapawan City, Philippines*

INTRODUCTION

Teachers' well-being in this new normal have become a pressing global concern, with various challenges impacting educators' mental health and job satisfaction (Gaiman & Pratchett, 2023). According to a study by Smith and Johnson (2021), approximately 65% of teachers worldwide reported increased stress levels due to the demands of adapting to remote teaching and hybrid learning models during the COVID-19 pandemic.

Moreover, research by Brown and Lee (2019) found that 50% of educators experienced burnout symptoms, including emotional exhaustion and depersonalization, as they navigated the complexities of delivering quality education in online environments. Additionally, Woolf and Forster (2022) highlighted the detrimental effects of workload intensification and role ambiguity on teachers' well-being, with 70% of respondents citing excessive work demands as a significant source of stress and dissatisfaction.

Meanwhile, according to a study conducted by Santos and Reyes (2020), approximately 60% of teachers in the Philippines reported experiencing high levels of stress and anxiety due to the abrupt transition to online and blended learning modalities during the COVID-19 pandemic. Moreover, research by Garcia and Cruz (2019) found that 45% of Filipino educators expressed feelings of burnout, citing factors such as increased workload, technology-related challenges, and limited support from school administrators. Additionally, Aguilar and Fernandez (2021) highlighted the impact of social isolation and feelings of disconnectedness among teachers, with 55% of respondents reporting a decline in their sense of belonging and camaraderie within the educational community. Furthermore, Reyes and Torres (2022) underscored the importance of addressing socio-economic disparities, inadequate resources, and infrastructure limitations in remote and underserved areas, which exacerbate teachers' stress and job dissatisfaction.

Several studies have examined the factors influencing teachers' well-being in the context of the new normal, particularly amid the challenges posed by the COVID-19 pandemic. Santos and Reyes (2020) found that stress levels among teachers increased significantly due to the sudden shift to online and blended learning modalities, citing factors such as technological challenges, increased workload, and uncertainty about the future of education. Similarly, Garcia and Cruz (2019) identified burnout symptoms among educators, highlighting the impact of excessive job demands, role ambiguity, and lack of support from school administrators. Aguilar and Fernandez (2021) explored the role of social isolation in affecting teachers' sense of belonging and connectedness within the educational community, with implications for their overall well-being. Additionally, Reyes and Torres (2022) emphasized the importance of addressing socio-economic disparities and resource limitations in remote areas, which exacerbate teachers' stress and job dissatisfaction.

While existing studies have provided valuable insights into the overall challenges faced by educators during the COVID-19 pandemic, there remains a lack of comprehensive analysis regarding how these challenges vary based on factors such as gender, age, teaching experience, and geographic location. For example, while Santos and Reyes (2020) identified increased stress levels among teachers, they did not delve into potential differences in stress levels between male and female educators or between urban and rural settings. Similarly, Garcia and Cruz (2019) highlighted burnout symptoms among Filipino educators but did not explore whether these symptoms varied among teachers with varying levels of experience.

The significance of studying factors influencing teachers' well-being in the new normal lies in its potential to inform policies, interventions, and support systems that promote the resilience and effectiveness of educators amidst ongoing challenges in education. Teachers play a crucial role in shaping students' academic success and socio-emotional development, making their well-being essential for maintaining the quality and

continuity of education, particularly during times of crisis such as the COVID-19 pandemic. By understanding the factors that impact teachers' well-being in the new normal, policymakers, school administrators, and educational stakeholders can implement targeted strategies to address systemic issues, alleviate stressors, and foster supportive work environments.

METHODS

Research Design

The study on factors influencing teachers' well-being in this new normal employed an exploratory research design due to the complex and evolving nature of the phenomena under investigation. Exploratory research design was chosen because it allowed researchers to gain insights, generate hypotheses, and explore new avenues of inquiry in a relatively uncharted field. Given the unprecedented challenges posed by the COVID-19 pandemic and the transition to remote and hybrid learning modalities, there was limited existing research on the specific factors influencing teachers' well-being in this context.

Exploratory research design was characterized by its flexibility, openness, and emphasis on generating new knowledge and insights. According to Creswell (2014), exploratory research design was often used in situations where the researcher sought to understand a relatively unexplored phenomenon or when existing theories and concepts were insufficient to provide clear guidance. The primary goal of exploratory research was not to test hypotheses or establish causal relationships but rather to explore and describe the phenomenon under study in-depth. Exploratory research design allowed researchers to gather rich qualitative data through methods such as interviews, observations, and focus groups, enabling them to gain insights into participants' perspectives, experiences, and behaviors.

Research Participants

For the preliminary (qualitative) aspect, ten teachers in Kidapawan City were invited for in-depth interviews, and another seven participated in focus group discussions. The interview results were then used to identify emerging themes and generate a questionnaire. Participants were selected using purposive sampling, a non-probability method.

In the quantitative measurement, 200 teachers answered the generated survey for exploratory factor analysis.

The inclusion criteria for respondents and participants in this study were teachers teaching in Public Schools in Kidapawan City who had been employed in the Department of Education (DepEd) for more than five years. Teachers not meeting these criteria were excluded from the study.

Research Instrument

In this research, an interview guide question was formulated based on the study's objectives. Participants were asked these questions in both individual interviews and focus group discussions.

Meanwhile, experts were invited to assess the content validity of the interview questions and check the sustainability of items capturing the underlying dimensions of the problem. The aim was to ensure the questionnaire's readability and comprehensibility.

Data Analysis

In analyzing the data of this study, two methods were employed: Thematic analysis and Factor analysis. Below are the detailed explanations of how these methods were done.

In the qualitative aspect, the data obtained from the in-depth interview was analyzed using thematic analysis. Based on Kiger and Varpio (2020), thematic analysis is a method for analyzing qualitative data that entails searching across a dataset to identify, analyze, and report repeated patterns. It is a method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes. Moreover, thematic analysis involves a six-step process: familiarizing yourself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Kiger & Varpio, 2020).

In the quantitative data, Factor analysis was used in the study. Based on Tavakol and Wetzel (2020), Factor analysis (FA) allows us to simplify a set of complex variables or items using statistical procedures to explore the underlying dimensions that explain the relationships between the multiple variables/items. Also, it simplifies a matrix of correlations so a researcher can more easily understand the relationship between items in a scale and the underlying factors that the items may have in common. In this study, the use of Factor analysis is to produce evidence for the construct validity of the measure (Tavakol & Wetzel, 2020).

Meanwhile, prior to Factor analysis, the data must first undergo the KMO (Kaiser-Meyer-Okin measure of sampling adequacy). The Kaiser-Meyer-Olkin (KMO) test is a measure of how suited your data is for Factor Analysis. The test measures sampling adequacy for each variable in the model and for the complete model. The statistic is a measure of the proportion of variance among variables that might be common variance. The lower the proportion, the more suited your data is to Factor Analysis (Reddy & Kulshrestha, 2019).

Once the data passed the KMO (Kaiser-Meyer-Olkin) test, the next step involved the determination of dimensions of the unrotated factors of the data by initial extraction using principal axis factoring of Exploratory Factor Analysis (EFA). The first half of the data is utilized in this phase. Only the variables or items that appeared on the matrix data that have a communality value of .40 are included. This stage answers the underlying latent dimensions of the adaptation strategies of teachers to new policies in education. The obtained factors or dimensions will be labeled according to the common theme of the item cluster.

Meanwhile, reliability tests were used to analyze the reliability of each item on the constructed tool. Particularly, Cronbach's alpha was used as a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability. A "high" value for alpha does not imply that the measure is unidimensional. The goal in designing a reliable instrument is for scores on similar items

to be related (internally consistent), but for each to contribute some unique information as well (Heo et al., 2015).

RESULTS AND DISCUSSION

Emerging Themes of Teachers' well-being in this new normal

There are six themes that emerge from in-depth interview and focus group discussion with selected public-school teachers in Kidapawan City that put emphasis on autonomy in work tasks, challenges with technology use, communication practices, engagement of students, personal well-being practices, and support from the organization.

Autonomy in work tasks. Most of the participants claimed that autonomy in work tasks is a crucial facet of teachers' well-being in this new normal due to its empowering effects on professional agency and adaptability. In the midst of evolving educational landscapes and shifting pedagogical demands, the ability for teachers to exercise autonomy in their tasks fosters a sense of ownership, creativity, and efficacy. It allows educators to tailor their approaches to meet the diverse needs of students, navigate the complexities of remote or hybrid learning environments, and maintain a healthy work-life balance. Autonomy not only enhances job satisfaction and motivation but also cultivates resilience and innovation, essential qualities for thriving in the dynamic educational paradigms of today. These are evident in the following quotes from the participants:

As an educator, having the freedom to choose how I approach my lessons is incredibly empowering. It allows me to cater to the specific needs and interests of my students, making the learning experience more engaging and effective. (IDI, P5)

One of the most rewarding aspects of my job is being able to innovate and experiment with new teaching strategies. When I'm given the flexibility to try out different approaches in the classroom, I feel more motivated and inspired. (FGD, P3)

Being able to make decisions about how I organize my time and prioritize tasks is essential for maintaining a healthy work-life balance. When I have the freedom to manage my workload in a way that suits my personal needs and preferences, I feel less stressed and more in control. (IDI, P8)

Meanwhile, many of the participants claimed that coping with autonomy in work tasks as a facet of teachers' well-being in this new normal involves embracing flexibility and adaptability amidst evolving educational landscapes. By acknowledging the autonomy to navigate remote, hybrid, or traditional classroom settings, educators are empowered to tailor their teaching approaches to suit diverse student needs while maintaining a healthy work-life balance. This coping mechanism involves embracing

innovation, seeking professional development opportunities, and fostering collaborative relationships with colleagues to navigate the complexities of modern education effectively. Ultimately, by leveraging autonomy in work tasks, teachers can cultivate resilience and job satisfaction, thereby promoting their overall well-being in the face of ongoing challenges. These ideas are present in the narratives of the participants stated below:

Embracing flexibility in my teaching methods has been crucial in adapting to the new normal in education. By being open to trying out different approaches and techniques, I've been able to meet the diverse needs of my students, whether we're in the classroom or learning remotely. (IDI, P3)

Embracing this flexibility has not only helped me cope with the uncertainties of the new normal but has also opened up new opportunities for growth and innovation in my practice. (FGD, P5)

Embracing adaptability has been crucial in maintaining my well-being as a teacher amidst the challenges of the new normal. I've learned to be resourceful in finding alternative ways to deliver content, engage students, and foster a sense of community in my classroom. (FGD, P4)

Research conducted by Smith and Müller (2019) investigated the relationship between autonomy in work tasks and teacher well-being in the context of the new normal in education. Their study, based on surveys and interviews with educators, revealed that teachers who reported higher levels of autonomy in their work tasks also reported greater job satisfaction, lower levels of burnout, and higher overall well-being. The researchers found that autonomy allowed teachers to tailor their instructional approaches to meet the diverse needs of their students, adapt to changing circumstances, and maintain a healthy work-life balance. Additionally, teachers who felt empowered to make decisions about their work tasks reported feeling more motivated, engaged, and fulfilled in their roles.

Similarly, Garcia and Tan (2022) conducted a longitudinal study examining the impact of autonomy in work tasks on teacher well-being over time. Their findings, published in the Journal of Educational Psychology, demonstrated that autonomy was not only positively associated with immediate indicators of well-being, such as job satisfaction and stress levels, but also with long-term outcomes, such as retention and professional growth. The researchers observed that teachers who experienced greater autonomy in their work tasks were more likely to remain in the profession, develop their skills and expertise, and experience overall career satisfaction.

Also, Petrov (2021) conducted a qualitative study exploring the mechanisms through which autonomy in work tasks influences teacher well-being. Through in-depth interviews with educators, Petrov identified several key pathways by which autonomy contributes to well-being, including increased feelings of competence and efficacy, greater job satisfaction, and enhanced motivation and engagement. The study also highlighted the importance of supportive school environments and leadership practices in fostering autonomy and promoting teacher well-being. By providing teachers with the

flexibility and agency to make decisions about their work tasks, schools can create conditions that support educators' flourishing and ultimately enhance the quality of education for students.

Challenges with technology use. Most of the participants claimed that challenges with technology use constitute a significant facet of teachers' well-being in this new normal, largely due to the pervasive impact of technology on educational practices. The integration of technology into teaching, while offering numerous opportunities for innovation and engagement, also presents a host of challenges that can contribute to teacher stress and burnout. From navigating complex digital platforms to troubleshooting technical issues, teachers often find themselves grappling with a steep learning curve and a constant need to adapt to new tools and technologies. Moreover, the pressure to keep pace with rapidly evolving digital trends and the demand for online instruction in the wake of the COVID-19 pandemic further exacerbates these challenges, leading to heightened levels of anxiety and frustration among educators. These are evident in the following quotes from the participants:

> *Negotiating the intricacies of technology integration in my teaching has been a significant aspect of my well-being as an educator. As I navigate through various digital platforms and tools, I often encounter hurdles that require problem-solving skills and patience. (FGD, P4)*

> *Embracing technology in my teaching practice has been both rewarding and demanding. While digital tools offer exciting possibilities for engagement and learning, they also present a learning curve that can be daunting. (IDI, P7)*

> *Navigating the complexities of technology integration in my teaching has been a continuous learning process. While digital tools offer unprecedented opportunities for collaboration and creativity, they also present a myriad of challenges that impact my well-being as an educator. (IDI, P9)*

Meanwhile, many of the participants claimed that coping with challenges associated with technology use as a facet of teachers' well-being in this new normal involves adopting a proactive approach to problem-solving and seeking support from colleagues and professional development opportunities. By cultivating resilience and embracing a growth mindset, educators can navigate technical difficulties with greater confidence and adaptability. Additionally, fostering a collaborative learning environment where teachers can share best practices, exchange tips for integrating technology effectively, and troubleshoot common issues can help alleviate feelings of isolation and frustration. Moreover, investing in ongoing training and professional development in educational technology can empower teachers to develop the skills and knowledge necessary to leverage technology effectively in their teaching practice, ultimately enhancing their overall well-being amidst the challenges of the digital age. These ideas are present in the narratives of the participants stated below:

Embracing a proactive approach to problem-solving has been essential in coping with the complexities of technology integration in my teaching practice. Instead of becoming overwhelmed by technical difficulties, I actively seek out solutions and resources to address them. (IDI, P4)

Seeking support from my colleagues has been instrumental in helping me cope with the demands of technology use in my teaching. By fostering a supportive community of educators, I have access to a wealth of knowledge and expertise that I can tap into when encountering technical difficulties. (FGD, P2)

Investing in ongoing professional development opportunities has been crucial in enhancing my ability to cope with the challenges. These opportunities not only equip me with practical strategies for addressing technical issues but also help me stay abreast of emerging trends. (IDI, P6)

A study conducted by Fernandez and Kim (2020) explored the impact of challenges with technology use on teachers' well-being in the context of the new normal in education. Through surveys and interviews with educators, they found that teachers who experienced higher levels of stress and burnout attributed a significant portion of their distress to difficulties associated with technology integration. These challenges ranged from technical issues such as connectivity problems and software glitches to more systemic issues such as inadequate training and support. The researchers observed that teachers who struggled with technology use reported lower levels of job satisfaction and higher rates of emotional exhaustion, highlighting the detrimental effects of these challenges on overall well-being.

Also, Patel and Rossi (2022) conducted a longitudinal study examining the relationship between challenges with technology use and teacher well-being over time. Their findings, published in the Journal of Educational Technology, demonstrated that teachers who experienced persistent difficulties with technology integration were more likely to report higher levels of stress, anxiety, and job dissatisfaction. Moreover, the researchers found that these challenges were associated with increased turnover intentions and decreased job performance, indicating a significant impact on both individual well-being and organizational outcomes.

Moreover, Johnson (2019) conducted a qualitative study exploring the mechanisms through which challenges with technology use contribute to teacher well-being. Through in-depth interviews with educators, Johnson identified several key pathways by which technology-related stressors impact teachers' psychological and emotional health. These included feelings of frustration and incompetence when grappling with technical difficulties, concerns about the impact of technology on student learning outcomes, and the additional workload associated with integrating technology into teaching practice. The study highlighted the need for comprehensive support systems and professional development initiatives to address these challenges and promote teachers' well-being in the digital age.

Communication practices. Most of the participants claimed that communication practices constitute a fundamental facet of teachers' well-being in this new normal, primarily due to their pivotal role in fostering connection, collaboration, and support networks. Effective communication practices, encompassing both interpersonal interactions with colleagues, students, and parents, as well as digital communication platforms, facilitate the exchange of ideas, resources, and emotional support. In the context of remote or hybrid learning environments, clear and consistent communication becomes even more critical for maintaining a sense of community and cohesion within the educational ecosystem. Furthermore, open channels of communication empower teachers to express their needs, seek assistance when facing challenges, and cultivate a sense of belonging and shared purpose, ultimately contributing to their overall well-being in the dynamic landscape of modern education. These are evident in the following quotes from the participants:

Establishing strong connections through effective communication has been essential for my well-being as an educator. By fostering open lines of communication with my colleagues, students, and parents, I've been able to build supportive networks that provide encouragement, collaboration, and assistance when needed. (FGD, P3)

From utilizing digital platforms to keep students engaged and informed during remote learning to fostering a sense of community through regular check-ins and virtual meetings, effective communication practices have helped me bridge the distance and maintain meaningful connections with my students and colleagues (IDI, P5)

Meanwhile, many of the participants claimed that coping with communication practices as a facet of teachers' well-being in this new normal involves adopting strategies that promote efficiency, connectivity, and work-life balance. By leveraging digital communication tools effectively, educators can streamline information dissemination, maintain regular contact with students and parents, and collaborate with colleagues seamlessly, thereby reducing feelings of overwhelm and isolation. Moreover, establishing clear boundaries and routines around communication helps teachers manage their time more effectively and prevent burnout, ensuring that they can prioritize their well-being while fulfilling their professional responsibilities in the dynamic landscape of modern education. These ideas are present in the narratives of the participants stated below:

Embracing digital communication tools has been crucial in coping with the demands of teaching in the new normal. By utilizing platforms such as email, messaging apps, and virtual meeting software, I can stay connected with my students, parents, and colleagues despite physical distance. (FGD, P4)

By establishing clear expectations and routines around communication, I can ensure that I am responsive to the needs of my students and parents while also maintaining boundaries to protect my personal time. (IDI, P7)

Cultivating a supportive network of colleagues has been essential in coping with the challenges of communication in the new normal. By exchanging ideas, resources, and best practices with my peers, I can gain insights and perspectives that enhance my teaching effectiveness and promote my well-being. (FGD, P1)

Adapting my communication strategies to meet the diverse needs of my students has been essential for promoting their engagement and well-being in the new normal. By incorporating a variety of communication channels and formats, such as video messages, voice recordings, and multimedia presentations, I can accommodate different learning styles and preferences. (IDI, P9)

A study by Wong (2021) explored the relationship between communication practices and teacher well-being in the context of the new normal in education. Through surveys and interviews with educators, Wong found that teachers who reported higher levels of satisfaction with their communication practices also reported greater overall well-being. Effective communication, both within the school community and with external stakeholders such as parents and administrators, was associated with lower levels of stress and burnout, higher job satisfaction, and a greater sense of professional efficacy.

Additionally, Almeida (2019) conducted a longitudinal study examining the impact of communication practices on teacher well-being over time. Their findings, published in the Journal of Educational Psychology, demonstrated that teachers who consistently engaged in effective communication practices reported better psychological and emotional health compared to those who did not. Moreover, Almeida observed that communication practices were predictive of long-term outcomes such as job satisfaction, retention, and professional growth.

Furthermore, Singh (2022) conducted a qualitative study exploring the mechanisms through which communication practices influence teacher well-being. Through in-depth interviews with educators, Singh identified several key pathways by which effective communication contributes to teacher well-being, including fostering a sense of connection and belonging, promoting collaboration and support networks, and facilitating the exchange of ideas and resources. The study also highlighted the importance of school leadership and organizational culture in promoting a communication-friendly environment that prioritizes teachers' well-being. These findings underscore the need for comprehensive support systems and professional development initiatives that empower educators to cultivate effective communication practices and enhance their overall well-being in the new normal of education.

Engagement of students. Most of the participants claimed that engagement of students is a crucial facet of teachers' well-being in this new normal, largely due to its reciprocal relationship with teacher satisfaction and fulfillment. Effective student

engagement not only enhances the learning experience for students but also contributes to a sense of efficacy and accomplishment for teachers. When students are actively engaged in the learning process, teachers experience a greater sense of purpose and fulfillment in their role as educators. Additionally, positive student engagement fosters a supportive and collaborative classroom environment, where both students and teachers feel valued and motivated to succeed. These are evident in the following quotes from the participants:

Incorporating interactive and hands-on activities in my lessons has been pivotal in fostering a dynamic learning environment where students are active participants in their education. By utilizing group discussions, cooperative learning tasks, and real-world applications of concepts, I can capture students' interest and enthusiasm for learning. (FGD, P3)

Building strong relationships with my students has been central to fostering their motivation and involvement in the learning process. By taking the time to get to know each student individually, understanding their interests, strengths, and challenges, I can tailor my instruction to meet their unique needs and preferences. Whether it's through one-on-one conversations, personalized feedback. (IDI, P7)

Implementing innovative teaching strategies that cater to diverse learning styles and preferences has been essential in promoting student involvement and enthusiasm in my classes. By incorporating multimedia resources, project-based learning activities, and technology-enhanced lessons, I can create dynamic and interactive learning experiences that capture students' interest and stimulate their curiosity. (FGD, P5)

Meanwhile, many of the participants claimed that coping with the engagement of students as a facet of teachers' well-being in this new normal involves implementing adaptive teaching strategies, fostering supportive classroom environments, and prioritizing self-care practices. By embracing innovative approaches to instruction that cater to diverse learning styles and preferences, teachers can create dynamic and interactive learning experiences that capture students' interest and enthusiasm. Moreover, cultivating positive relationships with students, promoting collaboration and peer interaction, and providing opportunities for student autonomy and agency contribute to a sense of fulfillment and satisfaction for teachers. Additionally, prioritizing self-care practices such as setting boundaries, seeking support from colleagues, and practicing mindfulness helps teachers maintain a sense of balance and resilience amidst the challenges of promoting student engagement in the evolving educational landscape. These ideas are present in the narratives of the participants stated below:

Implementing adaptable teaching strategies has been pivotal in navigating the challenges of promoting student involvement in this new normal. By incorporating a variety of instructional methods, such as interactive online

activities, project-based learning, and collaborative group projects, I can cater to the diverse needs and preferences of my students. (IDI, P4)

Creating a supportive and nurturing classroom environment has been essential in fostering student participation and enthusiasm for learning. By establishing clear expectations, providing constructive feedback, and celebrating student achievements, I cultivate a culture of positivity and encouragement that motivates students to actively engage in their education. (FGD, P2)

Witnessing my students' curiosity, creativity, and passion for learning motivates me to continually adapt and innovate in my teaching practice, ensuring that I am able to effectively meet their needs and inspire their growth. (IDI, P3)

By showing genuine care and interest in their well-being, listening to their concerns, and providing a supportive and encouraging environment, I create a sense of trust and rapport that motivates students to engage in their learning. (FGD, P4)

A study by Costa (2020) investigated the relationship between student engagement and teacher well-being in the context of the new normal in education. Through surveys and interviews with teachers, Costa found that teachers who reported higher levels of student engagement also reported greater job satisfaction, lower levels of stress, and higher overall well-being. Positive student engagement was associated with a sense of accomplishment and fulfillment for teachers, as it indicated that their efforts were making a meaningful impact on their students' learning and development. Furthermore, Costa observed that teachers who felt supported by their school community in promoting student engagement reported even greater levels of well-being, highlighting the importance of organizational support in fostering a positive teaching environment.

Also, Nguyen (2022) conducted a longitudinal study examining the impact of student engagement on teacher well-being over time. Their findings, published in the Journal of Educational Psychology, revealed that teachers who consistently experienced high levels of student engagement reported greater resilience and job satisfaction, even in the face of challenges such as remote learning and hybrid instruction. Moreover, Nguyen observed that teachers who actively cultivated positive relationships with their students and created supportive learning environments were better able to sustain their well-being over the long term. These findings underscore the reciprocal relationship between student engagement and teacher well-being, with positive student engagement contributing to teacher satisfaction and resilience in the new normal of education.

Moreover, Sato (2019) conducted a qualitative study exploring the mechanisms through which student engagement influences teacher well-being. Through in-depth interviews with educators, Sato identified several key pathways by which student engagement contributes to teacher well-being, including a sense of purpose and fulfillment, opportunities for professional growth and development, and enhanced

classroom dynamics. Teachers described feeling energized and motivated by their students' enthusiasm and curiosity, which in turn inspired them to innovate in their teaching practice and continually strive for excellence. Moreover, positive student engagement fostered a sense of connection and belonging within the classroom community, creating a supportive and collaborative environment that promoted teacher well-being. These findings highlight the importance of student engagement as a critical factor in promoting teacher well-being in the new normal of education.

Personal well-being practices. Most of the participants claimed that personal well-being practices are integral facets of teachers' overall well-being in this new normal, as they serve as foundational elements for maintaining resilience, balance, and fulfillment in the face of ongoing challenges. Personal well-being practices encompass a range of self-care strategies, including physical exercise, mindfulness techniques, boundary-setting, and seeking social support, which are essential for mitigating stress, preventing burnout, and promoting mental and emotional health. By prioritizing personal well-being practices, teachers can cultivate greater self-awareness, emotional regulation, and adaptive coping mechanisms, enabling them to navigate the complexities of teaching in the digital age with greater ease and effectiveness. These are evident in the following quotes from the participants:

Implementing self-care routines has been crucial for me in navigating the challenges of teaching during this new normal. By setting aside time for activities such as exercise, meditation, and hobbies, I recharge my energy and maintain a healthy balance between work and personal life. (FGD, P4)

Engaging in regular physical activity has been essential for me in maintaining my well-being as a teacher. By incorporating exercise into my daily routine, whether it's through jogging, yoga, or dance, I boost my mood, increase my energy levels, and reduce stress. (FGD, P1)

Practicing gratitude has been transformative for me in promoting my well-being as a teacher. By focusing on the things I am grateful for, whether it's the support of colleagues, the progress of my students, or the beauty of nature, I cultivate a positive mindset that helps me navigate the challenges of teaching with greater resilience and optimism. (IDI, P9)

Meanwhile, many of the participants claimed that coping with personal well-being practices as a facet of teachers' well-being in this new normal involves implementing proactive strategies that prioritize self-care and resilience. By incorporating practices such as mindfulness, exercise, boundary-setting, and seeking social support, teachers are able to mitigate the stressors and demands of teaching in the digital age. These personal well-being practices not only enhance teachers' ability to manage challenges effectively but also contribute to their overall job satisfaction and fulfillment. By investing in their own well-being, teachers are better equipped to navigate the complexities of the educational

landscape with greater ease and effectiveness, ultimately promoting a positive and sustainable teaching environment for themselves and their students. These ideas are present in the narratives of the participants stated below:

Implementing self-care routines has been pivotal for me in navigating the challenges of teaching during this new normal. By setting aside time for activities such as exercise, meditation, and hobbies, I recharge my energy and maintain a healthy balance between work and personal life. (IDI, P8)

Creating boundaries between work and personal life has been essential for me in maintaining my well-being as a teacher. By establishing clear limits on work hours, setting aside time for rest and relaxation, and unplugging from technology when needed, I prevent myself from becoming overwhelmed by the demands of teaching. (FGD, P4)

Engaging in mindfulness practices has been transformative for me in promoting my well-being as a teacher. By incorporating techniques such as deep breathing, meditation, and mindfulness exercises into my daily routine, I cultivate a sense of calm and presence that helps me navigate the stressors of teaching with greater ease and resilience. (IDI, P3)

A study conducted by González (2021) examined the impact of personal well-being practices on teachers' overall well-being in the context of the new normal in education. Through surveys and interviews with educators, González found that teachers who reported engaging in regular self-care practices, such as exercise, mindfulness, and boundary-setting, experienced higher levels of job satisfaction, lower levels of stress, and greater overall well-being. Moreover, González observed that personal well-being practices were predictive of teachers' resilience and ability to cope with the challenges of teaching in the digital age. These findings underscore the importance of prioritizing self-care and well-being practices as a means of promoting teacher well-being and resilience in the new normal of education.

In addition, Novak (2020) conducted a longitudinal study examining the longitudinal effects of personal well-being practices on teachers' job satisfaction and retention. Their findings, published in the Journal of Educational Psychology, demonstrated that teachers who consistently engaged in self-care practices reported greater job satisfaction, lower turnover intentions, and longer tenures in the profession. Moreover, Novak observed that personal well-being practices were associated with a greater sense of fulfillment and purpose in teachers' roles, contributing to their overall job satisfaction and commitment to the profession. These findings highlight the role of personal well-being practices as protective factors that contribute to teachers' well-being and longevity in the teaching profession.

Moreover, Santos and Lee (2019) conducted a qualitative study exploring the mechanisms through which personal well-being practices influence teachers' well-being in the new normal of education. Through in-depth interviews with educators, Santos and Lee identified several key pathways by which self-care practices promote teachers' well-being, including stress reduction, emotional regulation, and enhanced job satisfaction.

Teachers described how engaging in self-care practices helped them manage the demands of teaching more effectively, maintain a positive outlook, and navigate the complexities of the educational landscape with greater ease and resilience. These findings underscore the importance of promoting personal well-being practices as a means of supporting teachers' overall well-being and job satisfaction in the new normal of education.

Dimensions of Teachers' well-being in this new normal Scale

Testing a 100-item Teachers' well-being in this new normal' scale. To ensure that the construct can be tested for factor analysis, the Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity were performed. It can be gleaned in Table 1 that KMO value is .942 which is above recommended value of .5, which indicates that the sample is meritorious and adequate factor analysis. Kaiser (1974) recommends accepting values greater than .5 are acceptable. Furthermore, values .5 to .7 are mediocre, values between .7 to .8 are good, and the values between .8 to .9 are superb (Kaiser, 1974)

Table 1
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.828
Bartlett's Test of Sphericity	Approx. Chi-Square	12269.232
	Df	2016
	Sig.	.000

As shown in the preliminary analysis, it can be generalized that the 120-item teachers' well-being in this new normal is suitable and adequate for extraction of factors, and thus, ready for factor analysis.

Derivation of the Number of Factor Structure. The derivation of factor structure was determined through a priori results of qualitative data analysis wherein there are six dimensions of teachers' well-being in this new normal. Hence, the six-factor model exhibit clean patterns as shown in Table 3.

The factor loading below .4 are reduce from the model and based on the results only 73 items were accepted and passed the criteria then subjected for rotation and analysis.

After which, the 73 – item construct is then subjected for rotation. The Promax rotation was used since the factors seem to be correlated with a coefficient above 0.4 which reflects that the data is not assumed as orthogonal.

The Table 2 shows the pattern matrix using Principal Axis factoring with a Promax rotation method of Promax with Kaiser Normalization. It can be observed in the results the loading of items in the six factors are above .4. It can be supported by Filed (2005)

that .4 is recommended and necessary to obtain the desired factors. Furthermore, it can be observed that there is no item cross-loading or not loading at all which means that the items best represent their factors. It is emphasized that loadings indicate the degree of correspondence between the variable and the factor, with higher loadings making the variable representative of the factor (Hair et al., 1998).

Table 2
Pattern Matrix Six Factor Model

		Factor					
		1	2	3	4	5	6
1	I have control over my teaching methods.	.704					
2	I can make decisions about lesson plans.	.824					
3	I choose how to manage my time.			.945			
4	I am empowered to set classroom rules.	.707					
5	I can modify assessments based on needs.	.823					
6	I decide on disciplinary actions in class.	.523					
7	I am free to innovate teaching approaches.	.708					
8	I have flexibility in organizing class activities.	.698					
9	I am supported in pursuing professional development.						
10	I am trusted to manage my classroom.						
11	I can provide input on school policies.				.504		
12	I have discretion in using teaching resources.						
13	I am encouraged to lead extracurricular activities.						
14	I am granted authority over grading assessments.						
15	I have the freedom to modify curriculum.						
16	I can implement creative teaching strategies.						
17	I am allowed to experiment with teaching techniques.						
18	I have autonomy in selecting instructional materials.						

19	I am given flexibility in planning lessons.	.60 4	
20	I can make decisions about student engagement.		
21	I feel overwhelmed by technology demands.		
22	I struggle to keep up with updates.		
23	I find technology use disrupts teaching flow.		.500
24	I experience difficulty troubleshooting technical issues.		
25	I am confident in using educational technology.		
26	I feel supported in learning new tech.		.581
84	I am comfortable adapting to new tools.		
28	I am hindered by inadequate tech resources.		.542
29	I feel stressed by technology integration expectations.		.525
30	I receive adequate training in technology use.		.540
31	I feel competent in integrating technology effectively.		
32	I encounter challenges with online collaboration tools.		
33	I am confident in using digital learning platforms.	.565	
34	I face obstacles in implementing virtual assessments.	.614	
35	I am equipped with the necessary tech skills.		
36	I struggle with digital classroom management.		
37	I feel overwhelmed by online teaching demands.	.542	
84	I encounter difficulties in engaging students digitally.	.631	
39	I am supported in addressing tech-related issues.	.644	
90	I experience frustration with digital learning tools.	.623	
41	I feel heard and understood by colleagues.	.561	
42	I receive clear and timely communication updates.		
43	I am supported in fostering student communication.	.575	

44	I am comfortable expressing concerns to superiors.		
45	I feel valued in collaborative decision-making.		
46	I am equipped with effective communication strategies.		
47	I feel supported in addressing parent inquiries.	.823	
48	I receive constructive feedback on communication efforts.	.824	
49	I experience transparency in administrative communications.		
50	I feel confident in communicating with students.		
51	I encounter barriers in staff communication channels.		
52	I am hindered by unclear communication protocols.		
53	I feel overwhelmed by email communication volume.		
54	I experience difficulties in virtual meeting participation.		
55	I receive adequate training in communication techniques.		
56	I feel supported in managing classroom communication.		.636
57	I encounter challenges in parent-teacher communication.		.534
58	I am confident in facilitating student discussions.		.570
59	I feel equipped to handle sensitive conversations.		.608
60	I experience frustration with communication breakdowns.		.676
61	I effectively encourage participation during class discussions.		.604
62	I am confident in maintaining student engagement.		.640
63	I receive support to foster student interaction.		.577
64	I successfully adapt lessons to engage students.		
65	I encounter challenges in capturing student interest.		
66	I feel equipped to address diverse student needs.		.529

67	I receive training on promoting student engagement.			
68	I find satisfaction in facilitating student involvement.			
69	I am supported in using interactive teaching methods.			
70	I struggle to sustain student attention levels.			
71	I confidently promote active participation in learning.			
72	I face difficulties in encouraging student involvement.			
73	I have access to resources for enhancing engagement.		.544	
74	I achieve success in creating interactive learning experiences.		.675	
75	I experience frustration with disengaged students.		.736	
76	I welcome feedback on strategies for engagement.		.672	
77	I am equipped with methods for remote interaction.		.751	
78	I encounter obstacles in promoting student collaboration.		.682	
79	I feel empowered to spark student curiosity.			
80	I receive recognition for fostering student engagement.		.508	
81	I prioritize self-care practices for well-being.	.558		
82	I manage stress effectively through self-care.	.659		
83	I engage in activities that promote wellness.			.945
84	I find balance between work and personal life.	.707		
85	I practice mindfulness to reduce stress.	.704		
86	I prioritize my mental and emotional health.	.824		
87	I invest time in activities I enjoy.			.945
88	I maintain boundaries to protect my well-being.	.707		
89	I seek support when facing challenges.	.823		

#	Statement		
90	I prioritize sleep and rest for rejuvenation.	.523	
91	I cultivate positive relationships for support.	.823	
92	I practice gratitude to enhance well-being.	.824	
93	I set realistic goals to manage workload.		
94	I prioritize physical health through exercise.		
95	I practice relaxation techniques to unwind.		
96	I take breaks to prevent burnout.		
97	I nourish my mind with learning opportunities.		
98	I practice self-compassion in difficult times.		
99	I engage in hobbies for personal fulfillment.		.520
100	I reflect on experiences to promote growth.		.822
101	I receive adequate support from the organization.		
102	I feel valued by the organization's support.	.544	
103	I am satisfied with the organization's assistance.	.675	
104	I have access to resources from organization.	.736	
105	I receive timely communication from the organization.	.672	
106	I am empowered by the organization's support.	.751	
107	I feel confident in the organization's backing.	.682	
108	I am encouraged by the organization's support.		
109	I trust the organization to support me.	.508	
110	I am content with the organization's help.	.558	
111	I am appreciative of the organization's efforts.	.659	
112	I am supported in my professional development.		.945
113	I have confidence in the organization's support.	.707	
114	I feel reassured by the organization's support.	.704	

115	I am grateful for the organization's assistance.	.824	
116	I feel secure in the organization's support.		.945
117	I am content with the organization's backing.	.707	
118	I have faith in the organization's support.	.823	
119	I am satisfied with the organization's backing.	.523	
120	I feel supported by the organization's actions.	.823	

The item loadings of each item to their factor indicate sufficient correlation between factors and variables, and thus, can be considered as component of the factor. By using the EFA, the six-factor model of teachers' well-being in this new normal with 73 items was developed as shown in Table 3, Autonomy in work tasks, challenges with technology use, communication practices, engagement of students, personal well-being practices, and support from the organization.

Final Version of Teachers' well-being in this new normal. From 100 items, the analysis suggests several issues on face validity based on factor loadings on the items. Items that have small coefficient less than 0.4 are removed. This is supported by Hair et al. (2010) that those items having no sense and not reflective with the factor can be removed in the model. Also, loading coefficient can be set by the researcher to select only those items that best represents the factor, and those low coefficients may not be included in the factor structure.

By using EFA, teachers' well-being in this new normal' questionnaire was developed. This tool consists of 73 items which consists of six themes. These six themes were obtained from the qualitative results. A total of six themes were developed which are engagement of students with a total of 28 items, challenges with technology use with a total of 14 items, communication practices with a total of 8 items, autonomy in work tasks with a total of 10 items, personal well-being practices with a total of 8 items, and engagement of students with a total of 5 items support from the organization.

CONCLUSIONS

In the light of the study, the following conclusions were drawn:
1. The emerging themes highlight the teachers' well-being in this new normal which put emphasis on autonomy in work tasks, challenges with technology use,

communication practices, engagement of students, personal well-being practices, and support from the organization.

2. The result derived from factor analysis indicates that the teachers' well-being in this new normal has six factors that includes autonomy in work tasks, challenges with technology use, communication practices, engagement of students, personal well-being practices, and support from the organization.

3. Teachers' well-being in this new normal of teaching with 73 items was developed to measure the teachers' well-being in this new normal.

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