Teachers' Mental Health, Self-Efficacy, And Work Performance in The New Normal

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Abstract — The study aimed to determine how teachers deal with their mental health and self-efficacy and how these elements affect their work performance in the new normal. It employed a predictive cross-sectional design with 77 secondary school teachers. Frequency counts, descriptive information, and multivariate analysis were all used in the statistical treatment of data. The findings suggested that teachers' socio-demographic profile did not affect their mental health awareness; therefore, more research is needed to identify the elements that do have an effect. Teachers' ability to encourage students and provide an ideal learning environment where participants are physically and mentally present; capacity to apply a variety of teaching techniques to assist their pupils in mastering a subject or content; ability to conduct a smooth class, demonstrating the effectiveness of the employed educational tactics; and ability to address student misbehaviors all had a positive and significant influence on work performance. It was suggested that instructors receive regular training, workshops, and seminars to increase their mental health awareness. Detecting prevalent mental health conditions and knowing risk factors, causes, and self-treatment approaches are particularly important.

Keywords — New Normal Education; Teachers' Mental Health; Teachers' Work Performance; Teachers' Self-Efficacy; Department of Education; Biliran Province

I. Introduction

Mental health awareness involves negative attitudes or discrimination against someone based on a distinguishing characteristic such as mental illness, health condition, or disability. It can also be related to other elements, including gender, sexuality, race, religion, and culture.

A review of the public stigma of mental illness showed that stigma is still widespread, even as the public has become more aware of the nature of different mental health conditions (Perciasepe, 2013). While the public may accept the medical or generic nature of psychiatric illness and the need for treatment, many people still have a negative view of those with mental health conditions. As perceived by Oexle et al. (2018), stigma leads to an internalized shame about having a mental illness. It has been found in a long-term study that this sort of internalized stigma leads to poorer treatment outcomes. Moreover, the study of Schwahn et al. (2012) categorized stigma into three conceptual levels: cognitive, emotional, and behavioral, which allows for the separation of mere stereotypes from prejudice and discrimination.

Further, the World Health Organization (WHO) estimated that 154 million Filipinos suffer from depression, 1 million from schizophrenia, and 15.3 million from substance use disorders, while 877,000 die due to suicide every year (Department of Health, 2018).

It has long been established by Bandura (2004) that self-efficacy is one of the factors influencing job satisfaction. It is the confidence in one's s capability to successfully implement a particular behavior and obtain the expected results. Bandura thus believed that a sense of self-efficacy is formed in people due to withstanding challenges and step-by-step and frequent practice of behavior. The statement of Tansel (2006) is still valid when he said that human resources are vitally and strategically crucial for organizations. Increased attention to human resources has made them the first customers of organizations that fulfill their objectives. A skilled and efficient workforce is the most precious wealth of any organization. It can be said that employees with higher job satisfaction are in good physical and mental health.

In the global competitive environment, the world of work is slowly being transformed, and with this transformation comes increasing pressure on teachers to perform better than ever before. This study is based on the premise that the extent to which an employee believes in himself, enjoys his work, or is satisfied with it, may influence the level of his performance on the job. In the Schools Division Office of Biliran, some teachers struggle to manage their mental health; thus, their moods are sometimes unpredictable. At times, they are performing their duties well, but at other times, they seem to be unproductive, and much more, it isn't easy to deal with their behavior.

While there is a wealth of research on mental health awareness, self-efficacy, and work performance, as well as on various combinations of these factors, few studies, especially within the context of SDO-Biliran, have examined the complex between and among these three constructs within the same survey. This gap in the research points to the necessity of the current study.

The study's primary purpose was to investigate how educators handle their mental health and self-efficacy, as well as how these factors influence their work performance in the context of the new normal. Specifically, it sought to (i) determine the profile of the teachers, (ii) find out the mental health awareness of teachers in the new normal, (iii) find out the self-efficacy of teachers in the new normal, (iv) determine the work performance of teachers in the new normal, (v) ascertain the effect of the profile of teachers on their mental health awareness in the new normal, and (vi) ascertain the effect of self-efficacy of teachers on their work performance in the new normal.

II. Methodology

The study adopted a cross-sectional, predictive research design because it was the most appropriate strategy for the current investigation. It was done in the secondary schools in the Division of Biliran, Province of Biliran, with 77 randomly selected secondary teachers. The standardized Mental Health Literacy Scale (MHLS) developed by Matt O'Connor and Leane Casey (2015) was used to elicit information on mental awareness in the new normal. Additionally, the standardized Alternative Teachers' Sense of Efficacy Scale (TSES) developed by Michaela Cocca and Armando Coacca (2021) was used to determine the participants' self-efficacy levels in alternative field teaching. In addition, the Individual Performance and Commitment Rating (IPCR) was used to evaluate the work performance of educators. To determine the effect of the profile of teachers on their mental health awareness and the impact of teachers' self-efficacy on work performance, the researcher utilized a multivariate regression technique. The model's predictive ability was determined using the R^2 value and Goodness of Fit Statistics.

III. Results and Discussion

The majority of secondary school teachers in this survey were female, between the ages of 25 and 54, with a relatively equal distribution of single and married status. Their earnings ranged from low to lower middle class, and most were seeking higher degrees, most of which were master's degrees. Similarly, most had three to six members of their immediate family and either minor or moderate prior teaching experience.

Table 1. Profile of Public Secondary School Teachers

Variables	f	%
Age*		
15-24 years old (early working age)	0	0.0
25-54 years old (prime working age)	73	94.8
55-64 years old (mature working age)	4	5.2
65 years old and above (elderly)	0	0.0
Total	77	100.0
Sex		
Male	16	20.8
Female	61	79.2
Total	77	100.0
Civil Status		
Single	38	49.4
Married	35	45.5
Separated	2	2.6
Annulled	1	1.3
Widow/er	1	1.3
Total	77	100.0

Highest Educational Attainment		
Bachelor's Degree Holder	17	22.1
With Master's Units	54	70.1
Master's Degree Holder	4	5.2
With Doctoral Units	1	1.3
Doctoral Degree Holder	1	1.3
Total	77	100.0
Monthly Family Net Income**		
less than ₱10,957 (poor)	0	0.0
₱10,957 - ₱21,194 (low income – but not poor)	23	29.9
₱21,194 - ₱43,828 (lower middle class)	44	57.1
₱43,828 - ₱76,669 (middle class)	9	11.7
₱76,669 - ₱131,484 (upper middle income)	1	1.3
₱131,484 - ₱219,140 (high income – but not rich)	0	0.0
₱219,140 and up (rich)	0	0.0
Total	77	100.0
Years of Teaching		
0 – 5 years (least experienced)	32	41.6
6 – 10 years (slightly experienced)	26	33.8
11 – 15 years (moderately experienced)	7	9.1
16 – 20 years (experienced)	2	2.6
21 years and above (highly experienced)	10	13.0
Total	77	100.0

It was determined that the teachers had a low to an average level of awareness regarding mental health. They were not likely to be able to recognize particular conditions related to mental health, comprehend the reasons that contributed to or caused those conditions, or utilize self-treatment strategies. On the other hand, it was discovered that they were familiar with professional mental health aid and the locations where support might be obtained. In addition, it was found that they had a constructive outlook that encouraged the diagnosis of mental health illnesses, although their behavior toward the search for assistance was inconsistent.

Table 2. Mental Health Awareness of Teachers in the New Normal

Indicators	M	SD	Description
1. Ability to recognize specific disorders	2.45	.334	Unlikely
2. Knowledge of where to seek information on mental health	2.34	.503	Unlikely
3. Knowledge on self-treatment	2.76	.70	Likely
4. Knowledge of Professional Help Available	2.92	.577	Likely
5. Knowledge of where to seek information	4.07	.772	Agree
6. Attitudes that promote recognition	2.30	.70	Disagree
7. Appropriate help-seeking behavior	3.19	.838	Neither willing nor Unwilling

The teachers at the secondary school were asked to evaluate their level of self-efficacy along four different parameters. The findings suggest that teachers are confident in their ability to inspire students and create an ideal learning environment in which participants are physically and intellectually present. They were also confident in their ability to implement several instructional strategies to assist their students in acquiring knowledge of a topic or subject matter. Similarly,

they believe that they can smoothly run a class, which is evidence that the instructional strategies being used are effective. And last, it was established that they could address the inappropriate actions that pupils exhibited.

It is reasonable to presume that teachers in the chosen school district could deal with students' misconduct. According to Sun (2015), misbehaviors are student activities that prevent the teaching-learning process from running smoothly. They violate implicit and explicit classroom standards and require instructor intervention to be contained and stopped (Sun & Shek, 2012). According to Tsouloupas, Carson, and MacGregor (2014), students' misbehaviors can negatively impact instructors' psychological well-being; as a result, effective management of these behaviors is required to improve the classroom environment, academic achievement, and individual productivity. According to the authors, assessing instructors' evaluations of their efficacy in dealing with misbehavior situations is vital as a critical indicator of the quality of the teaching-learning process.

Table 3. Self-Efficacy of the Teachers in the New Normal

Indicators	M	SD	Description
Self-efficacy of the teachers in terms of...			
1. Students' Engagement	4.33	0.49	A great deal
2. Instructional strategies	4.37	0.50	A great deal
3. Classroom Management	4.36	0.53	A great deal
4. Student Behavior	4.25	0.58	A great deal

Regarding the teachers' work performance, it was determined, on the basis of an average evaluation of the teachers from two (2) school years, that their performance was deemed to be very satisfactory, as evidenced by their individual performance and commitment ratings. This conclusion was reached as a result of the fact that their performance was deemed to have been very successful.

The data show that there are correlations between socio-demographic factors. This was, however, unrelated to the study's objectives. There was no correlation between mental health awareness and the variables (age, gender, civil status, highest educational attainment, monthly family net income, teaching years, and family size). According to multivariate regression analysis of numerous factors, the independent variables had no significant relationship with mental health awareness.

The results also demonstrate a moderate positive connection between the self-efficacy sub-variables. When the hypothesis was tested, it was discovered that self-efficacy impacted work performance as indicated by the multivariate regression results, which produced a significant model that predicted more than half (65%) of the variance in work performance. Furthermore, efficacy in student engagement, instructional tactics, classroom management, and student behavior substantially affect task performance, according to the prediction model.

Table 4. Multivariate Regression Results with Self-Efficacy of Teachers as the Independent Variable and Work Performance as the Dependent Variable

Variable	β	t	p
Constant	-.675	-1.532	.130
Efficacy of Student Engagement	.214	2.843	.006
Efficacy of Instructional Strategies	.368	4.950	<.001
Efficacy of Classroom Management	.437	6.423	<.001
Efficacy of Student Behavior	.132	2.101	.039
Model Fit	R = .808		
	R^2 = .653		
F for change in R^2	33.866		
Model Significance	$F_{(4,72)}=33.866$, $p=.<001$		

These findings reflect Olayiwola's (2011) conclusion in his study on self-efficacy as a predictor of job performance in public secondary schools, namely that teachers with high self-efficacy do very well in their jobs. Teacher self-efficacy is a vital personal characteristic that refers to "teachers' judgments about their capacities to carry out their classroom tasks" (Klassen et al., 2010, p. 466). Self-efficacious instructors, according to Stephens (2015), can: (a) generate and use alternate English teaching ways when the desired learning outcomes are not achieved; and (b) cope with difficult situations by controlling the emotional and cognitive processes of the scenario. Teachers who lack self-efficacy are likelier to dwell on their flaws and exaggerate the difficulty of challenging situations. Zee and Koomen (2016) reviewed previous research on the links between teacher self-efficacy and 698 various classroom methods and student and teacher results. Overall, they discovered that students taught by instructors with high self-efficacy were more academically successful, more determined, and had a more positive attitude toward learning, school satisfaction, and achievement confidence at all educational levels. Furthermore, these instructors were more satisfied with their jobs and had less workplace stress, which is thought to minimize the impact of some factors on burnout (Grayson & Alvarez, 2008; Schwarzer & Hallum, 2008).

IV. Conclusion and Recommendations

Because the socio-demographic characteristics of teachers had no impact on their understanding of mental health issues, additional research is required to identify the factors that do have an effect. The ability to encourage students and provide an ideal learning environment in which participants are physically and mentally present had a positive and significant influence on work performance; the ability to apply a variety of teaching techniques to assist their pupils in mastering a subject or content; ability to conduct a smooth class, demonstrating the effectiveness of the employed educational tactics; and ability to address student misbehavior. All of these abilities had a positive and significant influence on work performance. The degree to which educators believe they can effectively manage the responsibilities, obligations and problems associated with their professional activity is called self-efficacy. Self-efficacy plays an essential

role in determining critical academic outcomes (such as students' achievement and motivation) and the well-being of employees in the workplace.

This study recommended that school administrators may organize regular training, workshops, and seminars for teachers to boost their mental health awareness. Particularly in recognizing common mental health issues and understanding risk factors, causes, and self-treatment techniques. They can also create and fund programs that focus on improving teachers' abilities in instructional strategies, classroom management, managing student behavior, and maintaining student engagement, as well as activities that highlight significant motivational variables that will increase teachers' self-efficacy and, as a result, produce high levels of teacher performance, and do additional studies on mental health awareness, emphasizing discovering the elements that influence it.

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