Work from home, wellness, and well-being: The effects on the teachers' individual work performance in the new normal

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Abstract

The new normal brings changes and difficulties similar to teachers that affect their work from home and office routines, wellness, well-being, and productivity. We aim to determine the effects of work from home (WFH), wellness, and state of well-being of the teaching personnel on their individual work performance. We conducted an explanatory sequential mixed methods and the partial least squares-structural equations modeling to determine the relationship between the constructs of this research on 52 selected teachers at San Beda University, Manila, Philippines. We confirmed that wellness is more of the physical and mental dimensions of teachers' well-being. The overall state of wellness of the respondents is at moderate to high level. Wellness does not directly improve individual work performance (pls path coef.=.122, t=.866, p=.193), but it positively affects the state of well-being (pls path coef.=.515, t=5.741, p=.000). Well-being, with the mental and social domains, improves individual work performance (pls path coef.=.286, t=1.954, p=.025). Acceptance of work from home also improves individual work performance (pls path coef.=.273, t=1.976, p=.024). The teachers measured wellness with the realization of thriving with own job, colleagues, and managers. The teachers have better wellness with the feeling of being meaningful, committed, compensated by the university, and appreciated by others. The expansion of the sample size, cases and settings are future research opportunities to create a model. We encourage future researchers to investigate the mediation effect of well-being on the impact of wellness on individual work performance.

***Keywords*:** work from home, wellness, well-being, teacher's performance, new normal

Background of the Study

Javorcíková et al., (2021) argue that excellent teacher's performance is important to achieve the stakeholders' goals and objectives in different educational institutions. The school administrations and leadership need to motivate and improve the performance of their frontliners in the delivery of quality education to students (Javorcíková et al., 2021). Duplon et al. (2022) find that the teaching performance of a teacher is affected by the conditions of the work environment in terms of facilities, equipment, physical environment, school typology, the alternative WFH set-up, and by the supervisor's or administrative support in education sector.

During the COVID-19 pandemic, the changes that occurred in the teaching industry were few face-to-face communications, more work from home tasks, restrictions on interactions among people, and implementation of safety protocols such as social distancing (Mäkiniemi, J.-P. et al. 2021). Organizations implement work from home (WFH) arrangements globally in the sectors with online services (Arruda, 2020).

In the new normal when the Philippines starts to settle after the weakening of economy, quarantine, and multiple crises, COVID-19 pandemic brings about such tiring work tasks and stressful demands for the teachers and employees in the Philippine educational system (Dela Cruz, 2020). Indeed, work from home (WFH) is a typical way of responding to the outbreaks (Liu et al., 2023). Our research is important because this provides the specific aspects of wellness, well-being, and acceptance of work from home that increase teachers' individual work performance.

Mental wellness and well-being are important components of the United Nations (UN) Sustainable Development Goal No. 3 regarding "Good Health and Well-being" (Zamora-Polo & Sanchez-Martin, 2019). Including the teachers, the SDG No. 3 focuses on the person's well-being and health for all ages, in the aspects of mental health, communicable diseases, maternal mortality, as well as healthcare workforce that promoted longer life, happiness, and relieve from sufferings (Asi & Williams, 2018).

Statement of the Research Problem

Keeping the well-being and high performance of the teachers are the utmost priorities of different universities. With the vast changes and improvements to adapt to the COVID-19 pandemic, the teaching

personnel's wellness and well-being are necessary to execute the key roles in the deployment of the strategies of universities. Thus, we intend to address the research problem: What are the effects of work from home (WFH), wellness, and state of well-being of the teaching personnel on their individual work performance?

Statement of the Research Objectives

Specifically, we intend to determine:

1. The current state of wellness of the teaching personnel and the effects on well-being,
2. The effects of acceptance of WFH on individual work performance,
3. The effects of wellness on the individual work performance, and
4. The effects of well-being on the individual work performance.

Furthermore, we gathered the important qualitative contexts about the self-rated current state of wellness of each teaching personnel and the quantitative assessment of the dimensions of SBU's teaching personnel's wellness, well-being, current productivity to contribute meaningful research contexts for the university community, strategies, and policymaking.

Significance of the Study

Our research is an objective basis for the priorities of the university leadership team on the stewardship of teachers' wellness, well-being, and the effectiveness of work from home. The strategies that come out from our research findings are considerations for efficient educational institutions. The teachers are expected to recognize the value and dimensions of wellness, well-being, and enhancement of their enthusiasm and efforts to achieve UN Sustainable Development Goal No. 3 within their scope. The students reflect the continuous high performance of teachers. The academic community and their families are benefitted from our research with reinforced understanding and adaptation to the changes in the new normal while outweighing the potential disadvantages of online classes, blended learning, or full face-to-face classes.

Review of Related Literature

As follow-up research, we adopted the measurement items used in our research on work from home, well-being, and individual performance (Viernes & Pasco, 2022).

Teacher's Wellness. Frindlund and Baigi (2014) defined wellness as "the presence of positive elements such as physical health and happiness" (p. 539). Wellness is also described as multi-dimensional construct more than the absence of sickness, which maintains balance in the various aspects of a person's life (Lafferty, 1979; Myers & Sweeney, 2004; Roscoe, 2009; as cited in Brasfield et al., 2019). In this research, we adapt the measurements of Frindlund and Baigi (2014) on wellness that include healthiness index, unhealthiness index, work life context index, family life context index, spare time life context index, and ethos brief index.

Acceptance of work from home. Drasler et al. (2021) measured acceptance of the work from home set-up by employees and students, mostly online or teleworking, with organizational, efficiency, social and personal aspects.

Teacher's Well-being. Well-being differs from wellness because well-being is more integral and holistic in scope that has several domains. Employee's well-being is the experience of happiness, comfort, and health and a high status about the person's holistic self (Supranowicz & Paz, 2014). A teacher's well-being is the quality of teacher's working life denoted by the quality of life that include psychological, political, social, and economic dimensions that are beneficial to our society (Zakaria et al., 2021). The employee's well-being is the state of satisfaction, comfort, good health, prevention or control of diseases, and the integral development of teacher's holistic self and personality (Supranowicz & Paz, 2014). The mental domain has 7 items about the conditions of emotions, feelings, and mental disorders like helplessness, anxiety, guiltiness, hostility, self-dissatisfaction, sadness, and hopelessness (Supranowicz & Paz, 2014). Furthermore, 7 measurement items of social domain consider loneliness, communicability, rejection and loneliness (Supranowicz & Paz, 2014). Supranowicz and Paz (2014) described the health domain as a component of well-being and the superb status of social, mental and emotional aspects of a person. Supranowicz and Paz (2014) measured the physical domain with the lack of incidence of tiredness, headache, tiredness, palpitation, abdominal pain, backache, joint pain, and sleep disturbance.

Individual Work Performance. As individual work performance (IWP) evaluates the employee performance and productivity, IWP is behaviors or actions that are relatively important for the attainment of organizational goals (Koopmans et al., 2014). The contextual performance measures the extra efforts that the employees are taking on responsibilities, roles, tasks, job knowledge, competencies, innovative solutions to work problems, and the active involvement in meetings (Koopmans et al., 2014). Task performance is about the employee's productivity wherein the focus is on roles, task, quality, high performance on job, quantity of output, and efficient time of outputs (Koopmans et al., 2014). The counterproductive work behavior gauges the teachers' presence in communication of complaints, wok related-problems, negative aspects of work conditions, and the sharing of these negative aspects in and out of the organization (Koopmans et al., 2014).

Among the reviewed literature, we summarized the research limitations to determine and justify our research problem. The generation of more quantitative models about this topic remained as research opportunity. As shown in Table 1, we reviewed a total of twenty-three journal articles that were related to the constructs in this study. The majority of the reviewed articles had settings other than the Philippines. Hwang et al. (2017), Fute et al. (2022), and Pérez-Ordás et al. (2022) had comprehensive research and variables that were measured, explained, and were comparable with the measurements of constructs in this study.

However, we assessed that the twenty journal articles had contextual limitations. Twelve of the 23 reviewed literature had considerable low level of generalization without parametric statistical tests nor by comprehensive meta-analysis of research articles. We validated that 10 out of the 23 journal articles had relatively small sample size as also disclosed by the journal article authors as research limitations.

Table 1.

Research Gaps

Authors	Year	Constructs	Research Limitations			
			Contextual	Settings	Methods	Sample Size
			limited variables	outside of Phils.	low level of conclusion	Small
Lucas-Mangas et al.	2022	wellness, well-being	Yes	Yes	No	No
Alqarni	2021	wellness, well-being	Yes	Yes	Yes	No
Herman et al.	2021	wellness, well-being	Yes	Yes	Yes	Yes
Bhatia & Mohsin	2020	wellness, well-being	Yes	Yes	Yes	No
Androshchuk et al.	2020	wellness, well-being	Yes	Yes	Yes	Yes
Liu et al.	2023	WFH, performance	Yes	Yes	No	No
Fahmi et al.	2022	WFH, performance	Yes	Yes	No	No
Mäkelä et al.	2022	WFH, performance	Yes	Yes	No	No
Vital-López et al.	2022	WFH, performance	Yes	Yes	No	No
Zhang et al.	2020	WFH, performance	Yes	Yes	No	No
Bartkowiak et al.	2022	wellness, performance	Yes	Yes	Yes	Yes
Geverola et al.	2022	wellness, performance	Yes	No	Yes	Yes
Fute et al.	2022	wellness, performance	No	Yes	No	No
Pérez-Ordás et al.	2022	wellness, performance	No	Yes	No	No
Comighud et al.	2021	wellness, performance	Yes	Yes	Yes	Yes
Pham & Phan	2021	wellness, performance	Yes	Yes	Yes	Yes
Brasfield et al.	2019	wellness, performance	Yes	Yes	Yes	Yes
Yin et al.	2016	wellness, performance	Yes	Yes	No	No

Table 1.

Continued.

Authors	Year	Constructs	Research Limitations			
			Contextual	Settings	Methods	Sample Size
			limited variables	outside of Phils.	low level of conclusion	Small
Kumar	2022	well-being, performance	Yes	Yes	Yes	Yes
Zakaria et al.	2021	well-being, performance	Yes	Yes	Yes	Yes
Hwang et al.	2017	well-being, performance	No	Yes	No	No
Zee & Koomen	2016	well-being, performance	Yes	Yes	No	No
Acton & Glasgow	2015	well-being, performance	Yes	Yes	Yes	Yes

The study of Lucas-Mangas et al. (2022) had context and settings limitations although it was rigorous with its research methodologies. The multiple regression analysis supported the prediction of well-being of the teachers with a sufficient regulation of positive relationships, established purpose and the control over their environments. Alqarni (2021) viewed that future studies should adopt more holistic approaches to check the psychological aspects of the experiences, the challenges, and the psychological impediments. Herman et al. (2021) admitted that the specific research questions of their research did not involve experimental manipulation and that the causal inferences were not warranted. Even though the research included a range of school settings, there were limitations of the research instruments using traditional psychometric theories and single item measurements. The research also happened in the midwestern U.S. context and there was no guarantee that the findings can be generalized in other settings (Herman et al., 2021). Bhatia and Mohsin (2020) criticized that most of the study about wellness, happiness and well-being were cross-sectional studies and that more comprehensive longitudinal studies were opportunities for future research. Androshchuk et al. (2020) suggested that the development of reflective thinking of teachers and creative activities should be promoted for the students.

Bartkowiak et al. (2022) confirmed the limitations of their study in the aspects of small research sample, the qualitative method itself did not

allow for the solid generalization, in addition to its limited scope with the Polish academicians' private and public dimensions. On the other hand, Geverola et al. (2022) pointed out that mixed methods of research might address the contextual limitations about the experiences of science teachers in the new normal in the areas of the practices in their preparation, teaching-learning processes, and the activities in the distance learning modality. Fute et al. (2022) have a high level of research on the predictors of teachers' job satisfaction and the level to which they have influenced teaching satisfaction during the period of COVID-19 pandemic with 2886 Chinese teachers to examine the effects of teachers' work values on their job satisfaction through the mediating role of work engagement. Pham and Phan (2021) acknowledged their small sample size and contextual limitations based on gender were some of the limitations of their research, but it sketched the emotional landscapes of teachers in contrast to online teaching. Also, depersonalization and specific wellness factors were found to be a determinant of teachers' decision to leave their position, and this research have sample size limitations as well. (Brasfield et al. 2019). Yin et al. (2016), Kumar 2022, and Zhang et al. (2020) and Lie et al. (2023) considered the contextual limitations, self-reported measures, common-method bias, less objective data gathering, and cross-sectional design as limitations. The respondents were teachers from primary schools in Hong Kong and have limited settings. There was a risk that the CFA, TLI and RMSEA might fail to reject the clearly mis-specified models with the classical cut-off criteria (Yin et al., 2016). Liu et al. (2023) recommended that researchers should consider more mediating mechanisms, such as stress, anxiety, and leadership style, that affected the relationship between perceived organizational support and job performance. While Fahmi et al. (2022) recognized the contextual limitations of the constructs that affected the teacher performance and work stress, compensation, learning media, teaching hours, and the curricula, Zee and Koomen (2016) addressed that they overlooked some studies that did not meet their inclusion and exclusion criteria with the lack of common measures of teacher's self-efficacy resulted in a lack of nuance, or even a misclassification of effects. Both longitudinal and experimental studies in the areas of student performance and classroom processes were promising implications. Moreover, Kumar (2022) precisely evaluated that sample size inadequacy with caution and suggested the alternate models by interchanging the position of job performance, subjective well-being, and a few new constructs on the working condition in a university environment by conducting the study among the teachers in the Government-funded engineering institutions of India (Kumar, 2022).

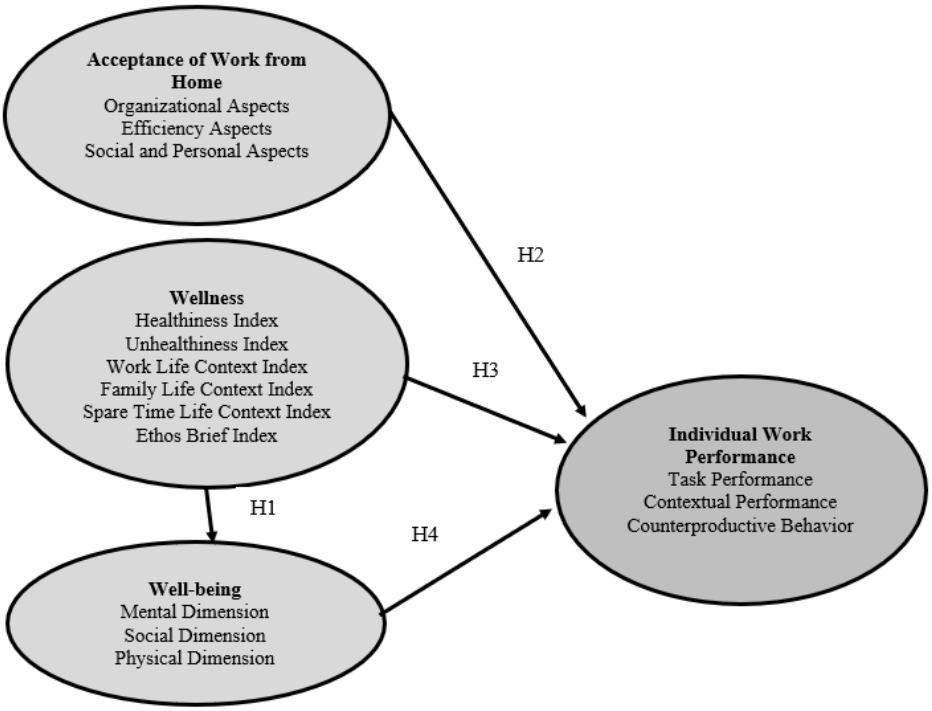
Conceptual Framework

We utilized the self-determination theory (SDT), as the theoretical foundation of our research, that explained the teachers' pursuit of goals with salient intrinsic motivators like relationships, growth, community, and health- associated with better mental health, stronger teachers' engagement as well as better teaching performance (Vansteenkiste et al., 2004). SDT posits that intrinsic goal pursuits, related to wellness, have positive influences on well-being because they promoted satisfaction of the fundamental psychological needs for competence, autonomy, and relatedness that are also congruent with a person's natural growth tendencies (Deci & Ryan, 2000; Sheldon et al. 2001; as cited in Vansteenkiste et al., 2004). Need-satisfying behaviors, such as affiliation and prosocial engagement are more important in the teachers' performance. It appears that teachers' use of intrinsic goals for framing learning activities and their providing autonomy-supportive learning climates have positive results as measured by their students who become genuinely engaged in learning activities (Vansteenkiste et al., 2004). Moreover, the vigorous pursuit of extrinsic goal contents was thought to be less satisfying of the basic psychological needs. The desire for less social comparisons and vibrant self-esteem are complimentary with outstanding well-being. There are relationships between the need satisfaction, learning environment, behavior, and mental engagement (Wang et al., 2021).

We developed our conceptual framework based on several journal articles that supported the hypotheses development as presented in the succeeding sub-section. We also conveyed the meaning of the constructs in the conceptual framework and highlighted the set of the operational measurements of the constructs in the operational framework, as shown in Figure 1.

Figure 1.

Conceptual Framework and Operational Framework



Hypothesis Development

Androshchuk et al. (2020) that teachers' wellness such as psychological well-being from being happy, relentless efforts to develop personal potential strengths, positive personal relationships, engagement in creative activities, generation of innovative concepts, enhance the teachers' well-being, life satisfaction, and work performance. The fair working environment, reflective thinking skills, and financial incentives are also vital to strengthening teachers' well-being (Androshchuk et al., 2020). To ensure that the teachers would be performing their job effectively, they must maintain good health and wellness, good collegial situations, effective working environment, and strong confidence (Herman et al., 2021). Zakaria et al. (2021) concluded that teachers' well-being was affected by healthy, comfortable, and joyful conditions. Brasfield et al. (2019) found that wellness reduced the incidence of teachers burnt-out. Ortillo and Ancho (2021) also found in the Philippines that the dimensions of wellness such as

happiness, professional growth, a healthy lifestyle, and positive attitude improves the selected teachers' well-being. As for the selected university teachers in Saudi Arabia, Alqarni (2021) demonstrated that low level of stress enhanced well-being, the significant positive impact of teachers' well-being on their good physical health and wellness. The mental wellness disturbance from the stressful life conditions with heavy workloads and financial problems can negatively affect the language teachers' well-being studied (Alqarni, 2021). Many teachers aim for wellness, self-actualization, higher meaning, deep purpose, happiness in life, work engagement, and life satisfaction that also influence the holistic development of teachers' well-being (Bhatia & Mohsin, 2020). Lucas-Mangas et al. (2022) argued that teachers' wellness, their motivation, and their ability to perceive and regulate sources of unwanted stress and burnout, influence teachers' well-being and positive work performance. Positive relationships, inspiring meaning in life, and mastery of the environment are enhancers of teachers' well-being (Lucas-Mangas et al., 2022). These studies led to the formulation of our first hypothesis:

H1: Wellness positively affects well-being.

During work from home, the performance of teachers and well-being were enhanced through mindfulness-based interventions that were given time, attention, and evaluation (Hwang et al., 2017). Motivation and discipline also showed positive effect to teachers' work performance and reduced their experienced stress from job while other factors such as compensation, learning media, duration of teaching and the curriculum were suggested for future investigations (Fahmi et al., 2022). Liu et al. studied that organizational support directly influenced job performance in both work in the office or work from home set-up, considering job satisfaction and work engagement as mediating variables at WFH (Liu et al., 2023). Mäkelä et al. (2022) pointed out that there was a need for teachers to be listened and supported especially when there were extensive adjustments in teaching arrangements. Also, Zhang et al. (2020) claimed that intention, ease of use, conscious competence, and telecommuting usefulness are the reasons why acceptance of work from home and telecommuting complimented for the increased job performance of the teachers. Thus, we propose the formulation of the second research hypothesis:

H2: Acceptance of work from home positively affects individual work performance.

While a teacher's job performance was rated at very satisfactory level, the teacher's motivation level did not affect the teacher's individual work performance regardless of the gender, age, length of service, monthly income, and educational attainment (Comighud & Arevalo, 2021). There are different assessments among teachers about their work performance amidst the differences in the sense of mental wellness and professional life resulting from the COVID-19 scenarios (Barkotwiak et al., 2022). The effects of stress, pro-social values or commitment to the teaching profession, and digital competencies explained the varying impacts on teachers' individual work performance (Barkotwiak et al., 2022). Geverola et al. (2022) revealed that some of the teachers suffered their wellness from struggles in keeping engaged classes. However, the commitment to teachers' vocations made them adaptable and strove to become better in conducting online education (Geverola et al., 2022). Pham and Phan (2021) revealed the emotional experiences of 7 English teachers in an institution in Vietnam when transitioning to online teaching as a response to the COVID-19 pandemic. The teachers feel anxiety and frustration and indicated the effect of emotional wellness to achieve excellent teaching performance (Yin et al., 2016; Pham & Phan, 2021). Yin et al. (2016) suggested that teachers must be fully aware of the characteristics of the teaching profession, the nature of emotion management, and the need to work in trustworthy environment to protect their health. Psychological wellness of students and teachers must be given utmost attention by the government and stakeholders to be successful in teaching, especially in physical education (Pérez-Ordás, 2022). We formulated the third hypothesis:

H3: Wellness positively affects individual work performance.

Zee and Koomen (2016) conducted critical review of 40 years of research on teacher's self-efficacy following the social cognitive theory of (Bandura, 1977; as cited in Zee & Koomen, 2016). The belief by the teachers that they have the capabilities to perform the behavior and enhance their well-being improves their teaching performance. The education for teachers about the key facets of well-being, such as emotional intelligence, and the value of professional social networks, is necessary for a sustainable teaching profession (Acton & Glasgow, 2015). During the COVID-19 pandemics, the overall teachers' well-being in selected schools in Pasir Puteh district, Kelantan, Malaysia was at an elevated level (Zakaria et al., 2021). Zakaria et al. (2021) emphasized that the careful implementation of the delicate performance appraisal, constant communication, social networking, and the enhancement of teacher's well-being for them to feel

happiness, comfort, and enjoyment on the teaching profession are important considering well-being is related to the teacher's individual work performance. Kumar (2022) also noted that that more satisfied teachers were more likely to exhibit improved job performance even at low level and moderate level of subjective well-being. We propose the fourth hypothesis:

H4: Well-being positively affects individual work performance.

Methodology

We conducted an explanatory sequential mixed methods used by Plano & Clark (2011; as cited in Subedi, 2016), Sabwami et al. (2020), Fakis et al. (2014) and Creswell (2013). We conducted survey from 52 respondents out of the 100 purposively selected faculty members of San Beda University. We utilized printed questionnaires and Google forms to gather responses. We used the partial least squares- structural equations modeling with Smart PLS 3 (Ringle et al., 2015) to determine the relationship between constructs. We interpreted the statistical results following the works of Hair et al. (2019). We used JAMOVI to compute the Kaiser Meyer Olkin sampling adequacy test. PLS -SEM is a non-parametric test that was lenient on the test of assumptions. This research was a cross-sectional survey of selected respondents. We measured wellness (77 measurement items) using the various measurements cited by Frindlund and Baigi (2014) and Supranowicz & Paz, (2014). We adapted the measurement scales on the well-being (21 measurement items) of Supranowicz and Paz (2014), the acceptance of work from home (12 measurement items), and the measurement items on individual work performance (18 measurement items) of Koopmans et al. (2014). We assigned the question items with five points-scale. We aligned the rankings to be complementary and treated as scales (Hair et al., 2019) with "5 as very high level", "4 as high levels", "3 as low levels", "2 as very low level" and "1 as never."

Results and Discussion

There were 52 teaching personnel of San Beda University who participated in the survey. Fifty-eight percent were males while 29% were females. Thirteen percent preferred to be anonymous. The respondents were teaching personnel of San Beda University, both part-time and full time. The respondents have mean employment experience of 12.75 years, +- 3.18 confidence interval at 95%. The respondents also have mean age of 49.85 years old +-4.46 confidence interval at 95%.

The research instruments are acceptable with sufficient construct validity (Hair et al., 2019). As seen in Table 2, Cronbach's alpha, composite reliability, and rho_A are all above 0.70 that indicate convergent validity. Average variance extracted (AVE) values are above .500. The Heterotrait-Monotrait (HTMT) values are all below 0.700 that confirmed discriminant validity of constructs.

Table 2.

Construct Validity and Quality of Data

Construct Validity	Convergent Validity				Discriminant Validity	
Constructs	Cronbach's alpha	Composite Reliability	Average Variance Extracted (AVE)	rho_A	Heterotrait Monotrait with IWP	Square root of AVE
Wellness	0.916	0.937	0.751	0.921	0.305	0.867
Well-being	0.966	0.971	0.786	0.972	0.401	0.887
Acceptance of Work from Home	0.898	0.921	0.662	0.922	0.313	0.814
Individual Work Performance	0.954	0.960	0.686	0.960	-	0.828

As shown in Table 3, the relatively high-level of IWP were characterized when the respondent managed to plan the work so that it was done on time, kept in mind the results to achieve, was able to separate main issues from side issues at work, and was able to perform work well with minimal time and effort. The level of wellness, well-being, acceptance of WFH and IWP are moderate level.

The exploratory factor analysis retained 5 measurement items for wellness (WLCI4,5,6,7,9), 9 items for well-being (MD1,7, SD1, 2,3,4,5,6,7), 6 for acceptance of WFH (OEA4,5, SPA1,2,3,4), and 11 for IWP (CP 2,3,4,5,6,7,8, TP1,3,4,5), as shown in Table 4.

Table 3.

Descriptive Statistics (n=52)

Measurement Items	All Items			Items After Suppression of Factor Loadings		
Constructs	Mean	s.d.	confidence interval 95%	mean	s.d.	confidence interval 95%
Wellness	3.780	0.050	0.100	4.070	0.100	0.190
Well-being	3.580	0.100	0.190	3.640	0.120	0.240
Acceptance of Work from Home	3.810	0.080	0.170	3.880	0.100	0.200
Individual Work Performance	3.900	0.080	0.160	3.990	0.090	0.190

As tabulated in Table 5, the results showed significant effects of the acceptance of WFH on individual work performance.

Table 4.

Operational Measurements of Constructs

Construct		Measurement Items
Wellness (5 items)	WLCI4	I thrive with my work colleagues
	WLCI5	I thrive with my managers
	WLCI6	I thrive in/with my work role
	WLCI7	I feel meaningful at/for my workplace
	WLCI9	I feel appreciated and receive compensation
Well-being (9 items)	MD1	Anxiety
	MD7	Hostility
	SD1	Insecurity
	SD2	Communication issues
	SD3	Lack of Protection
	SD4	Loneliness
	SD5	Rejection
	SD6	Sociability issues
	SD7	Appreciation
WFH (6 items)	OEA4	I am more efficient at work
	OEA5	My stress levels are lower
	SPA1	WFH is a financial advantage
	SPA2	My eating habits improved
	SPA3	More time can be devoted to family
	SPA4	More time can be devoted to friends

Table 4.

Continued.

Construct		Measurement Items
WP (11 items)	CP2	I started new tasks myself when my old ones were finished
	CP3	I took on challenging work tasks, when available
	CP4	I worked at keeping my job knowledge up to date
	CP5	I worked at keeping my job skills up to date
	CP6	I came up with creative solutions to new problems
	CP7	I kept looking for new challenges in my job
	CP8	I actively participated in work meetings
	TP1	I managed to plan my work so that it was done on time
	TP3	I kept in mind the results that I had to achieve in my work
	TP4	I was able to separate main issues from side issues at work
	TP5	I was able to perform my work well with minimal time and effort

Legend: *Data reduction from suppression of factor loadings less than .708*
WLCI- wellness-related work life context index; MD- mental domain; SD- social domain
OEA- organizational and efficiency aspects; SPA- social and personal aspects.
CP- contextual performance; TP- task performance

There is no significant direct effect of wellness on the individual work performance, but there is an indication of mediation effect of well-being. Moreover, there is a significant effect of well-being on the individual work performance.

Table 5.

PLS Path Coefficients and Hypothesis Test Results and Interpretation

Constructs	PLS Path Coefficients	t-value	p-value	Interpretation
H1: Wellness --> Well-being	0.515	5.741	0.000	significant effect
H2: Acceptance of WFH --> IWP	0.273	1.976	0.024	significant effect
H3: Wellness --> IWP	0.122	0.866	0.193	no significant effect
H4: Well-being--> IWP	0.286	1.954	0.025	significant effect

Based on the qualitative and self-rated responses on the state of wellness of the respondents, 40% are very satisfied, 52% are satisfied, while 8% are not satisfied.

H1: Wellness positively affects well-being.

Wellness positively affects well-being at 5% significance level, as seen in Table 5. The fair working environment, reflective thinking skills, and financial incentives are also vital to strengthening teachers' well-being as also emphasized by Androshchuk et al. (2020). The results converged with the findings of Brasfield et al. (2019), Herman et al. (2021), Zakaria et al. (2021) and Alqarni (2021). The innate self-motivation and intrinsic motivation are antecedents of wellness and well-being as also identified by Bhatia & Mohsin (2020) and Lucas-Mangas et al. (2022). Zakaria et al. (2021) are right in claiming that the teachers' well-being is affected by healthy, comfortable, and joyful conditions. The findings also corroborated with the results of Brasfield et al. (2019) that wellness reduced the teachers burnt-out, and that of Ortillo and Ancho (2021 that the dimensions of wellness such as happiness, professional growth, a healthy lifestyle, and positive attitude improve the selected teachers' well-being.

H2: Acceptance of work from home positively affects individual work performance.

Acceptance of work from home positively affects individual work performance of the selected teachers at 5% significance level. The need for autonomy explained such impact by acceptance of work from home on teacher's performance (Deci & Ryan, 2000; Sheldon et al. 2001; as cited in Vansteenkiste et al., 2004). Hwang et al. (2017) is correct in the use of mindfulness-based interventions on WFH that developed awareness that made teachers become consciously effective in reduction of stress (Fahmi et al., 2022), gain the organizational support to be more engaged (Liu et al., 2023). Mäkelä et al. (2022) is also sound to point out that there was a need for teachers to be listened and holistically be supported. Zhang et al. (2020) explained that the advantages and benefits of work from home and telecommuting impacted positively work performance.

Hwang et al. (2017) are sound in saying that during work from home, the performance of teachers and well-being are enhanced through mindfulness-based interventions that are given time, attention, and evaluation. Fahmi et al. (2022) converge with the results of this research that motivation and discipline also show positive impact to teachers' work

performance and reduce their experienced stress from job. Mäkelä et al. (2022) are correct in asserting that there was a need for teachers to be listened and supported especially when there are extensive adjustments in teaching arrangements. Zhang et al. (2020) have sound claims that intention, ease of use, conscious competence, and telecommuting usefulness are the reasons why acceptance of work from home and telecommuting match for the improved teachers' job performance.

H3: Wellness positively affects individual work performance.

As seen in Table 5, wellness does not affect teacher's individual work performance. Although the physical health and state of happiness of some of the teachers at San Beda University were at low level, these teachers have high self-assessment of their individual work performance. Based on the results of our research, their success and challenges with their colleagues, supervisors, work roles, work environment and compensation did not serve as dominant disturbance to high level of performance in their classes. But with the self-determination of majority of the teachers who value autonomy, competence, relatedness, and the expressions of insights and emotions, the concerns outside the classes were seemed to be lessened or forgotten at specific period especially during classes and teaching tasks. Comighud and Arevalo (2021) have similar findings that wellness alone does not affect teachers' job performance. Barkotwiak et al. (2022) and Geverola et al. (2022) have neutral stand and see varying impacts on performance and multiple factors like commitment by the teachers. Further, Pham and Phan (2021) and Yin et al. (2016) have contrasting findings in identifying wellness as determinants. Among the teachers, psychological wellness is more dominant factor of individual work performance than physical health and wellness as also argued by Pérez-Ordás (2022). Our research supports the findings of Comighuid & Arevalo, 2021) that the teacher's motivation level does not affect the teacher's individual work performance in the class environment regardless of the gender, age, length of service, monthly income, and educational attainment. Again, there are different evaluations among teachers about their work performance, mental wellness and professional life resulting from the COVID-19 events considering the effects of stress, pro-social values or commitment to the teaching profession, and digital competencies explain the varying impacts on teachers' individual work performance (Barkotwiak et al., 2022). Geverola et al. (2022) have keen observations that some of the teachers suffer their wellness from struggles in keeping highly engaged classes. Pham and Phan (2021) are also alert in observing that the teachers feel

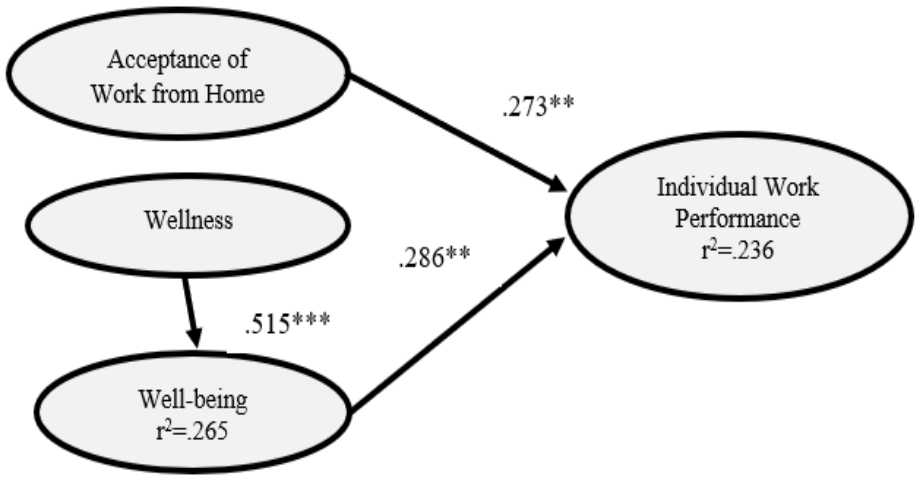
anxiety and frustration and indicated the effect of emotional wellness to achieve excellent teaching performance as also pointed by Yin et al., (2016), Pham & Phan (2021) and this research findings. Our research findings justified the suggestions of Pérez-Ordás (2022) that the psychological wellness of students and teachers must be given utmost attention by the government and stakeholders to be more successful in teaching.

H4: Well-being positively affects individual work performance.

We find that well-being positively affects teacher's individual work performance at 5% significance level. More than the physical domain (Supranowicz & Paz, 2014), Zee and Koomen (2016) are right in emphasizing that teacher's self-efficacy are heavier determinants of teacher's productivity. The self-determination theory of Deci & Ryan (2000 as cited in Vansteenkiste et al., 2004) explained that competence and relatedness of the respondents are the key motivation factors for their high level of individual work performance. The management of well-being by teachers must learn continuously, like the findings of Acton & Glasgow (2015). Zakaria et al. (2021) and Kumar (2022) have the same premises in emphasizing that the activities related to mental and emotional wellness are crucial for teachers' job performance. Acton and Glasgow (2015) are rigorous with our findings when considering education for teachers about the key facets of well-being as necessary for a sustainable teaching.

Figure 2.

Final Model



*Legend: **p< .05; ***p< .01*

There are also indications of model fit or credibility of the final model, as shown in Figure 2, with resulting SRMR=0.097 and d_ULS=4.683 (Hair et al., 2019).

Table 6.

Top Multiple Responses about Wellness and Productivity (n=52)

What are the effects of wellness to your productivity as a teacher?	f
I become more productive.	9
Exceedingly high positive effect, important, good, great, significant	8
Improved focus, energy, more engaging, much motivated	7
Efficiency	4
Wellness makes me more effective	4
I am no longer stressed	3
Helped me to be more enthusiastic, and creative	3
More time to prepare.	2
I can prepare myself for the next lesson and find new resources	2

Zakaria et al. (2021) are also right in emphasizing that the careful implementation of the performance appraisal, constant communication, social networking, and the enhancement of teacher's well-being is related to the teacher's individual work performance. The finding of Kumar (2022) is true that more satisfied teachers are likely to have improved job performance regardless of the level of subjective well-being.

The top responses about the effects of wellness on teacher's productivity were listed in Table 6 while the top qualitative responses on the effects of WFH were summarized in Table 7. The high level of self-rated individual work performance levels of the selected teachers were also recognized when they started new tasks when old ones were finished, took on challenging work tasks, worked at keeping job knowledge up to date, worked at keeping job skills up to date, came up with creative solutions to new problems, kept looking for new challenges in the job, and when respondent actively participated in work meetings.

Table 7.

Top Multiple Responses about Work from Home (n=52)

What are the effects of work from home to you?	f
Less tiring, less stress, more rested, more relaxed, more convenient	10
Good, positive	7
I save time and energy	6
I do not have to worry of traffic to and from work	5
Financially benefiting, Saves money	4
Very efficient, time efficient	3
I accomplish more activities and very productive	3
I gained weight because of lack of physical activity	2
It helps me cut my daily expenses	2
More time with family and personal matters	2

Conclusion and Recommendation

With an advanced age of the teaching personnel of San Beda University, the overall state of wellness is at moderate level. Among the teachers at San Beda University, we derived the following conclusions. Wellness does not directly improve individual work performance, but it positively affects the state of well-being. We best measured the wellness of San Beda University teachers with their realization of thriving with own job, colleagues, and managers. The feeling of being meaningful, compensated by the university, and appreciated by others also amplify their perceived wellness. Work from home improves individual work performance. The respondents accept work from home considering the edge in work efficiency, lower stress level, financial advantage, improved eating habits, and more time with friends and family. Better state of well-being strongly improves individual work performance as well. The mental domains of the teacher's well-being are related to anxiety and hostility, along with social domains that are related to insecurity, communication issues, lack of protection, loneliness, rejection, sociability issues, and lack of appreciation. The new normal with blended teaching routines are acceptable and positive although the respondents admit that they are still adapting. On the positive note, majority of the respondents become more united and closely bonded with their family during WFH.

We recommend to the leadership of San Beda University to monitor in regular meetings and activities the management of blended teaching and learning routines, as well as the prevention of teacher's anxiety and hostility, insecurity, communication issues, lack of protection, loneliness, rejection, sociability issues, and lack of appreciation. We also recommend continuing the professional development of teachers, the availability of counseling services and sharing of stories, cases, and solutions. We also offer research instruments as compiled in Tables 4, 6, and 7. The expansion of the sample size, cases and settings are future research opportunities to create a model. The weak values of the coefficient of determination (r^2) make a compelling case to investigate other constructs that can explain well-being and teaching performance. We encourage future researchers of similar topic to confirm the mediation effect of well-being on the effect of wellness on teacher's performance to identify solution ideas and constructs.

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