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Psychology Well-being and Service Quality of Elementary Teachers amid the COVID-19 Pandemic in Samal Island

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Abstract: *This study aimed to identify which domains of psychological well-being and service quality elementary teachers perceived during the COVID-19 pandemic on Samal Island. Psychological health is a fundamental aspect of life, including work performance and workplace stress. It is well established that service quality plays an important role in an organization's performance in a competitive market, and any drop in customer satisfaction due to poor service quality is a concern. The study's respondents were elementary teachers from Angel Villarica Central School in Babak, Island Garden City of Samal. The approach of this research is descriptive-correlational, and the data were gathered by using a Likert scale. The data were analyzed using the weighted mean, Pearson Correlation Coefficient, and regression analysis after obtaining them. The findings reveal that the elementary teachers' psychological well-being was generally high, indicating that all enumerated indicators were observed among all teachers. Likewise, the service quality of elementary teachers is very high, meaning that all the indicators raised were consistently met and practiced. In addition, the results showed a significant correlation between respondents' perceived psychological well-being and their satisfaction with the services provided by elementary teachers during the COVID-19 situation on Samal Island. Positive relations were identified as significant for respondents' service quality within the domains of psychological well-being.*

Keywords: *Psychological well-being, Service quality, Elementary teacher, COVID-19, Pandemic.*

1. INTRODUCTION

As they consider improvements to school climate, safety, and student well-being during the COVID-19 pandemic, many education stakeholders have turned their attention to schools' role in promoting mental health. Educators face significantly more stress and suffer from mental health issues than other professionals. Angerer (2020) reports that 61 percent of educators worldwide say that their work is always or often stressful. If teachers' mental and psychological health needs are not met, their ability to meet critical student needs may suffer. Teacher wellness has been linked to school stability, teaching effectiveness, student achievement, and physical health. Aside from significantly impacting the Philippine labor market, the pandemic also created unprecedented challenges in education. Global school closures and social isolation can cause teachers to experience acute anxiety, jeopardizing their psychological well-being. Aside from the apparent dangers to physical health, COVID-19's psychological impact poses significant threats and risks to mental health and psychological well-being, as increased anxiety and stress are exacerbated by the situation's ongoing uncertainty (Talidong & Toquero, 2020).

A group of teachers in the Davao Region urged the government to provide more mental and psychological wellness programs for teachers to prevent further depression and stress caused by an overload of workload and pressure from piled-up assignments. requirements (Casamayor, 2019). Furthermore, according to Olmedo et al. (2019), the causes of teachers' stress and depression, which have a direct impact on their psychological well-being, were excessive workload and paperwork, as well as lower-quality health care; tension, and anger caused by students' misbehavior; and financial constraints. The scarcity of national and local studies and literature has created a knowledge gap among researchers that must be filled. In this context, the researchers were encouraged to conduct a survey on service quality

and its domain, which significantly impacts teachers' psychological well-being during the COVID-19 pandemic, especially among elementary teachers on Samal Island. According to the researchers, the findings of this study could be used as baseline data for future intervention programs. Toquero & Talidong (2020).

1.1 Statement of the Problem

This study investigated and determined the domain of perceived psychological well-being that influences the service quality of elementary teachers at Angel Villarica Central School in the Island Garden City of Samal during the Covid-19 pandemic. Its specific goal was to learn the following:

1. What is the level of perceived psychological well-being of the elementary teachers in Angel Villarica Central School in Babak, in terms of autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance?
2. What is the level of service quality of the elementary teachers in Angel Villarica Central School in Babak in terms of empathy, responsiveness, assurance, tangibles, and reliability?
3. Is there a significant relationship between respondents' perceived psychological well-being and service quality?
4. Which domain of perceived psychological well-being influences the service quality of the respondents?

1.2 Theoretical Framework

Ryff's (1989) Psychological Well-Being Theory comprises six dimensions: self-acceptance, positive relationships with others, autonomy, environmental mastery, life purpose, and personal growth. Self-acceptance involves stopping self-criticism, embracing one's flaws as inherent, and tolerating imperfection (Shepard, 1979). Positive interpersonal relationships may explain why depressed individuals perceive more stress, as depression disrupts relationships and contributes to interpersonal stressors (Pettit & Joiner, 2006). Autonomy is critical to adolescent and young adult well-being, negatively linked to loneliness and isolation (Inguglia et al., 2015). Environmental mastery is the ability to manage one's life and world effectively, selecting and creating need-fulfilling environments (Ryff & Keyes, 1995). Personal growth resembles self-actualization, a common theme in personality development (Ryff & Singer, 2008).

This research is based on the SERVQUAL (Service Quality) model developed by Parasuraman et al. (1988), which has five dimensions: tangibles, dependability, responsiveness, assurance, and empathy. Tangibles refer to the bank's facilities, equipment, machines, staff attitudes, materials, manuals, and information systems (Parasuraman et al., 1985). Reliability is the provider's ability to deliver promised services consistently and accurately—demonstrating service that is accurate, timely, and credible service (Parasuraman et al., 1985). Responsiveness is the provider's willingness to assist and offer prompt service, evaluated by how quickly problems are solved, complaints are handled, and customer needs are met (Parasuraman, 1988). Sympathy (empathy) involves caring, consideration, and preparing the best for customers so they feel like welcomed "guests" of the firm. Human factors are central to this success—the more a bank cares about its customers, the better it understands them.

2. Review of Related Literature

A. Psychological Well-Being

Positive experiences and basic needs are regarded as essential components of psychological well-being, a multidimensional and dynamic construct comprising a framework of dimensions. Psychological well-being has been studied from various perspectives, and various academic fields have expressed interest in the concept due to its impact on other dimensions such as individual performance, satisfaction levels, and interpersonal interaction characteristics (Gao & McLellan, 2018; Ryff, 2018, 2019). As defined by the World Health Organization (2014), psychological wellness is a state of well-being in which individuals successfully cope with everyday stresses, enabling them to work productively and contribute to their community. Psychological well-being is required for employees to successfully complete job-related tasks and for students at all levels of education to achieve and succeed.

Furthermore, teachers are subject to significant demands, including expectations to manage classrooms effectively and contribute to student learning gains. Large class sizes, individual students' complex and diverse learning needs, and variability in school-wide resources and funding make these tasks increasingly difficult. Furthermore, because children and youth spend so much time at school, teachers are frequently called upon to address student mental health issues that families and the community previously handled. It's not surprising that teachers are stressed out, given the demands of their job (Evers & Tomic, 2013). Self-acceptance can be achieved by ceasing to criticize oneself and one's flaws, and by accepting them as inherent within oneself, tolerating one's imperfection in some ways (Shepard, 1979). Positive interpersonal relationships may be advantageous. Positive interpersonal relationships may help to explain why depressed people perceive more stress in their lives. As previously stated, depression is notorious for interfering with and contributing to interpersonal stressors (Pettit & Joiner, 2006). According to Parra et al. (2015),

autonomy, which includes behaviors (individual capacity to act independently from others), cognitions (including self-efficacy, which empowers individuals to work in various areas of their lives), and emotions, is a critical factor in a successful transition to adulthood (bonds built with others)

B. Service Quality

Service quality is crucial to service organizations' success, yet poor performance often stems from a lack of understanding of customer expectations (Zeithaml, 2012). In education, the gap between students' expectations and perceptions varies by context (O'Neill & Palmer, 2014). The widely used SERVQUAL model (Parasuraman et al., 1988) measures five dimensions: tangibles, reliability, responsiveness, assurance, and empathy. Schools must differentiate through excellence in quality and measure effectiveness holistically amid global competition (Liao et al., 2017).

Tangibles are the appearance of facilities, equipment, personnel, and materials, which shape new customers' quality judgments (Wilson et al., 2008). Reliability is keeping service promises; responsiveness is prompt, attentive assistance; assurance is employees' knowledge, courtesy, and ability to inspire trust (Jamal & Anastasiadou, 2009); empathy is caring, personalized attention that makes customers feel unique and understood. In online learning, a more visible environment increases students' motivation in science, linking motivation indicators to environmental factors such as teacher support, interaction, autonomy, and equity. This supports Harandi (2015), who found online learning motivation was the strongest predictor of positive motivational change, with online students more intrinsically motivated than traditional ones.

3. MATERIALS AND METHODS:

3.1 Research Design:

The descriptive-correlational method was used in the quantitative research strategy for this study. This method is more appropriate because it uses a survey to collect information from a wide range of variables by selecting a representative sample from a large population. The three main goals of the descriptive-correlational research approach, according to Krathwohl (2013), are to describe, explain, and validate findings. According to Polit et al. (2017), descriptive-correlational research is an inductive, holistic, subjective, and process-oriented approach to understanding, interpreting, describing, and developing a theory on a phenomenon or setting. Deci et al. (2015) defined it as a systematic, subjective approach to describing and giving meaning to life experiences, based primarily on words and language, as well as measurements, statistics, and numerical figures.

3.2 Research Respondents :

According to Ary et al. (2010), the small group observed is referred to as a sample, and the term refers to the larger group about which the generalization is made. In other words, the sample is a component of the population. According to Fraenkel and Wallen (2009), for a more comprehensive explanation, all the members of a specific group are referred to as the population. This is the group the researcher would wish to reach out to, with interests. It is possible to say that a population is a group to which a researcher wants to apply the findings of a study. The study's respondents were 50 elementary teachers from Angel Villarica Central School (AVCS) on Samal Island, selected using Slovin's formula. According to Castillo (2016), this will be used to determine the sample size for survey research, particularly in undergraduate theses in education and social sciences, because it is simple to use, and the computation is almost entirely based on population size. Slovin's Formula is as follows: n = N/(1 + Ne^2), where n is the sample size, N is the population size, and e is the margin of error specified by the researcher.

The study's target population (n = 50) was public elementary school teachers at Angel Villarica Central School. The data was gathered solely for this study and did not belong to any other projects. The study's participants are from the primary level. The purpose of the study and the fact that participation was voluntary were stated at the start of the survey. The outcome is expressed as a correlation coefficient, which indicates the strength of the relationship between psychological well-being and Service Quality. According to Fraenkel and Wallen (2009), for a more comprehensive explanation, all the members of a specific group are referred to as the population. This is the group the researcher would wish to reach out to, with interests. It is possible to say that a population is a group to which a researcher wants to apply the findings of a study.

3.3 Research Instrument:

The researchers used standardized questionnaires, which they then adapted with the help of a research adviser. The questions about psychological well-being were adapted from Hoon & Satiman's (2016) "An Investigation on the Dimensions of Service Quality in Private Schools," obtained from the internet, as well as from Ryff's Psychological Well-Being Scales (PWB). The survey questionnaires were modified to fit the study's context. The updated

questionnaire was submitted to the panel of expert validators for validation prior to the survey's distribution. The questionnaire is subjected to reliability or pilot testing to ensure that the questions can address the study's issues.

A rating scale of 4.21-5.00 has a very high description, indicating that respondents always observe and practice service quality. A scale of 3.41 - 4.20 has a high description, indicating that respondents frequently observe and practice service quality. A Moderate description on a scale of 2.31 - 3.40 indicates that respondents occasionally observe and practice service quality. A rating scale of 1.81 - 2.30 is low, indicating that respondents rarely observe and practice service quality. A rating scale of 1.00 - 1.80 has a very low description, indicating that respondents never observe or practice service quality.

3.4 Statistical Tools:

The researchers used the following statistical tools to analyze the collected data.

1) *Mean* - This was used to determine the level of psychological well-being and service quality among the respondents in relation to research objectives 1 and 2.
2) *Pearson Moment Correlation Coefficient* - This was used in determining the significant relationship between psychological well-being and service quality.
3) *Regression Analysis* - This was used to determine which domain of psychological well-being significantly influences service quality.

4. RESULTS AND DISCUSSION

4.1 Level of Psychological Well-being

The level of perceived psychological well-being among elementary teachers is shown in Table 1, with an overall mean of 3.42 and a descriptive level of High, indicating that it was frequently observed. The overall mean was calculated as the mean of the indicators for the specific terms in the questionnaire designed for this indicator, which is appended to this study. As shown in the table below, Self-acceptance had the highest mean, 3.63, among all indicators, which was descriptively interpreted as High.

Table 1. Level of Perceived Psychological Well-Being

Indicators	*SD*	*M*	Descriptive Level
Autonomy	.58	3.57	High
Environmental Mastery	.87	3.57	High
Personal Growth	.51	3.27	Moderate
Positive Relations	.41	3.27	Moderate
Purpose in Life	.45	3.10	Moderate
Self-Acceptance	.48	3.63	High
Overall Mean	**.44**	**3.42**	**High**

Note: N = 50, M = Mean, SD = Standard Deviation

Table 1, the standard deviation ranged from 0.41 to 0.87, with an overall result of 0.44. These are less than 1.0, the standard deviation used to distinguish a 5-point Likert Scale. Given that it is less than 1.0 in all indicators, the ratings generated in this study are close to the mean, indicating reliable responses from the respondents. Specifically, the respondents demonstrated consistent responses, as evidenced by standard deviations of less than 1.0. Furthermore, Autonomy and Environmental Mastery both received a mean score of 3.57, following Self-acceptance, which had the highest mean. On the other hand, personal growth and positive relationships received a mean score of 3.27, which was classified as Moderate. This means that, amid the COVID-19 pandemic, elementary teachers' psychological well-being, in terms of personal growth and positive relationships, is sometimes evident. Purpose in life came in second with a mean rating of 3.10, interpreted as Moderate. This means that teachers' psychological well-being, in terms of life purpose, is sometimes evident.

The study's implication was that elementary teachers' perceived psychological well-being is often attributable to high ratings on autonomy, environmental mastery, and self-acceptance, and moderate ratings on personal growth, positive relationships, and life purpose. This suggests that elementary school teachers on Samal Island experienced a high level of psychological well-being during the COVID-19 pandemic. This implies that teachers with high levels of psychological well-being may be more effective at imparting knowledge to their students. Roth et al. (2017) explained

the significance of teachers' psychological well-being, noting that the positive effects of teacher wellness on students and the learning environment are an emerging area of research, with some evidence suggesting that it may improve students' academic performance and positively impact children's social-emotional functioning.
The study supported McCallum and Price's (2015) statement that creating a classroom atmosphere that is healthy for both teachers and students helps reduce stress and improve well-being by distributing responsibility, setting behavioral guidelines, and fostering a welcoming, cheerful environment.

4.2 Level of Service Quality
Shown in Table 2 is the level of service quality of elementary teachers with an overall mean of 4.70, which had a descriptive meaning of Very High, indicating that all of the enumerated indicators were always observed. The overall mean was calculated as the mean of the indicators of the specific items from the questionnaire intended for this particular indicator, as affixed in this study.

Table 2. Level of Service Quality

Indicators	*SD*	*M*	Descriptive Level
Empathy	.82	4.75	Very High
Responsiveness	.46	4.65	Very High
Assurance	.41	4.74	Very High
Tangibles	.53	4.56	Very High
Reliability	.37	4.80	Very High
Overall Mean	**.40**	**4.70**	**Very High**

Note: N = 50, M = Mean, SD = Standard Deviation

Reliability received the highest mean score of 4.80 among the enumerated indicators, indicating that the service quality of elementary teachers is always manifested during the COVID-19 pandemic, specifically in the aspect of reliability. This means that the service quality of elementary teachers is always manifested in dependability. Following the stated indicator above are Empathy (4.75), Assurance (4.74), Responsiveness (4.65), and Tangibles (4.65). (4.56). All indicators are interpreted descriptively as Very High, implying that elementary teachers' service quality during the Covid-19 pandemic is consistently characterized by empathy, assurance, responsiveness, and tangibles.

Furthermore, in Table 2, the standard deviation ranged from 0.37 to 0.82, with an overall result of 0.40. These are less than 1.0, the standard deviation used to distinguish a 5-point Likert Scale. Given that it is less than 1.0 in all indicators, the ratings generated in this study are close to the mean, indicating reliable responses from the respondents. Specifically, the respondents demonstrated consistency of responses, as evidenced by standard deviations of less than 1.0. Empathy (0.82), Responsiveness (0.46), Assurance (0.41), Tangibles (0.53), and Reliability (0.37) are some examples.

Service quality was very high among elementary teachers during the COVID-19 pandemic, as evidenced by respondents' very high ratings across all indicators, including empathy, responsiveness, assurance, tangibles, and reliability. The very high level of service quality demonstrated by teachers, consistently manifested through empathy, indicates that even during the COVID-19 pandemic, elementary teachers remained accessible to their students through online channels, home visits, and individual attention. According to Jamal & Anastasiadou (2009), empathy is the caring, personalized attention that an organization provides to its customers. Wilson et al. (2008) supported the importance of reliability as a means by which the organization delivers on its promises regarding service delivery, service provision, and problem resolution. Even though untrustworthy service providers are highly inconvenient for customers, many organizations continue to fail to keep their service delivery promises.

4.3 Significant Relationship between Perceived Psychological Well-Being and Service Quality
Exhibited in Table 3 is the correlation between Perceived Psychological Well-Being and Service Quality of Elementary Teachers, with an overall computed R-value of .312 and p-value of .027, less than the .05 level of significance set in this study. Therefore, there is a significant relationship between Perceived Psychological Well-Being and Service Quality of Elementary Teachers Amid the Covid-19 Pandemic. This leads to the rejection of the null hypothesis. This emphasizes that the higher the psychological well-being of elementary teachers, the higher their service quality, even during the COVID-19 pandemic.

Table 3. Significant Relationship between Perceived Psychological Well-Being and Service Quality

Perceived Psychological Well-Being	Service Quality					
	Empathy	Responsiveness	Assurance	Tangibles	Reliability	Overall
Autonomy	.198 (.168)	.380* (.000)	.249 (.081)	.000 (.999)	.225 (.117)	.259 (.069)
Environmental Mastery	.032 (.827)	.023 (.876)	.052 (.720)	.084 (.562)	.090 (.534)	.067 (.642)
Personal Growth	.077 (.597)	.098 (.500)	.079 (.585)	.134 (.354)	.115 (.427)	.126 (.383)
Positive Relations	.431* (.002)	.287* (.043)	.249 (.081)	.378* (.007)	.357* (.011)	.457* (.000)
Purpose in Life	.182 (.206)	.181 (.208)	.268 (.060)	.163 (.257)	.265 (.063)	.261 (.067)
Self-Acceptance	.321* (.023)	.322* (.023)	.290* (.041)	.129 (.372)	.408* (.003)	.372* (.008)
Overall	.238* (.007)	.253* (.006)	.244* (.007)	.196 (.173)	.311* (.028)	.312* (.027)

p<.05*

Furthermore, the data indicate a significant correlation between indicators of Perceived Psychological Well-Being and Service Quality, as follows: *Autonomy* had a computed R-value of .259 and a p-value of .069 (Not Significant). *Environmental Mastery* attained a computed R-value of .067 and a p-value of .642 (Not Significant). *Personal growth* attained a computed R-value of .136 and p-value of .383 (Not Significant). *Positive relations* attained a computed R-value of .457 and a p-value of .000 (Significant). *Purpose in life* attained a computed R-value of .261 and p-value of .067 (Not Significant). *Self-acceptance* attained a computed R-value of .372 and p-value of .008 (Significant). On the other hand, *Empathy* attained a computed R-value of .238 and a p-value of .007 (Significant). *Responsiveness* attained a computed R-value of .253 and p-value of .006 (Significant). *Assurance* attained a computed R-value of .244 and a p-value of .007 (Significant). *Tangibles* attained a computed R-value of .196 and a p-value of .173 (Not Significant). *Reliability* attained a computed R-value of .311 and a p-value of .027 (Significant). The Implication of the Importance of the Relationship Between Psychological Well-Being and Elementary Teacher Service Quality During the Covid-19 Pandemic, the online learning environment has a significant bearing on students' motivation toward science. This means that the more developed the online learning environment, the higher students' motivation to learn science. This means that indicators of the online learning environment, such as teacher/lecturer support, student interaction and collaboration, personal relevance, student autonomy, equity, and synchronicity, are directly related to indicators of student motivation to learn Science, such as self-efficacy, active learning strategies, science learning values, performance goal, achievement goal, and learning environment simulation.

According to Pintrich & De Groot (2016), student motivation was frequently regarded as a purely personal attribute. However, it is acknowledged that external factors also influence motivation. As a result, motivation and motivated behavior are increasingly being studied from an ecological standpoint, with the student interacting with the learning environment. Fraser et al. (2016) agreed that students' perceptions of their learning environment and interactions with their teachers affect their motivation and engagement in school.

4.4 Regression Analysis of the Influence of Perceived Psychological Well-Being on Service Quality

Shown in Table 4 is the multiple regression analysis of the influence of perceived psychological well-being on the service quality of elementary teachers amid the Covid-19 pandemic, with an overall computed p-value of .029, which is less than the .05 level of significance set in this study. Specifically, autonomy has a p-value of .481, environmental mastery has a p-value of .755, personal growth has a p-value of .308, positive relations have a p-value of .018, purpose in life has *a p*-value of .495, and self-acceptance has a p-value of .620. Among the indicators, only positive relations are a predictor of perceived psychological well-being because its p-value is less than .05. The p-value of .018 of positive relations indicates a significant influence on the service quality of elementary teachers. This implies that positive relations, as a predictor of psychological well-being, significantly influence teachers' service quality amid the COVID-19 pandemic.

Table 4. Regression Analysis of the Influence of Perceived Psychological Well-Being on Service Quality

Perceived Psychological Well-Being (Indicators)	Service Quality β	t	Sig.
Constant	2.853	5.070	.000
Autonomy	.073	.711	.481
Environmental Mastery	-.009	-.315	.755
Personal Growth	.-.133	-1.032	.308
Positive Relation	.434	2.455	.018*
Purpose in Life	.098	.688	.495
Self-Acceptance	.079	.499	.620
R	.519		
R^2	.269		
F	2.637		
p	*.029**		

Moreover, the regression model with five predictors, such as autonomy, environmental mastery, personal growth, purpose in life, and self-acceptance, produced an R^2 = .269 and F = 2.637, which denotes that perceived psychological well-being has a significant influence on service quality of elementary teachers amid the COVID-19 pandemic. The study found that all indicators of psychological well-being could influence the service quality of elementary teachers; therefore, it rejects the null hypothesis. The Implications of Regression Analysis of the Influence of Perceived Psychological Well-Being on Service Quality. Overall, perceived psychological well-being significantly influences the service quality of elementary teachers. This means that when teachers' psychological well-being is good or excellent, it has a direct impact on their service quality even during pandemics, as Maslach & Leiter (2016) defined psychological wellness as a state of well-being in which individuals successfully cope with normal stresses of life, allowing them to work productively and contribute to their community. Psychological well-being is essential for employees to complete job-related tasks and for students at all levels of education to achieve and learn. The study supported Butcher & Bedrick's (2013) assertion that schools must demonstrate service quality fulfillment as a requirement. In accordance with this, leaders play an essential role in providing high-quality service to satisfy customers' requests regarding teaching, service, curriculum, leadership, management, administration, supervision, students, organizational environment and culture, and staff development.

CONCLUSION AND RECOMMENDATION:

Conclusion: The results and findings are the baseline data in the formulation of the following conclusions**:**

- Elementary teachers have a high level of perceived psychological well-being. This means that, as perceived by elementary teachers, psychological well-being is frequently manifested through autonomy, environmental mastery, and self-acceptance, and occasionally through personal growth, positive relationships, and a sense of purpose in life.
- The level of service quality of elementary teachers is very high. This means that the service quality of elementary teachers is always manifested through empathy, responsiveness, assurance, tangibles, and reliability.
- The study revealed that perceived psychological well-being greatly influences the service quality of elementary teachers amid the Covid-19 pandemic.
- Positive relationships have the greatest influence on the psychological well-being and service quality of elementary teachers in the study.

Recommendations: Based on the preceding findings and conclusions, the following recommendations were drawn:

- School administrators may use the findings and other information from this study to develop enhancement programs to improve teachers' psychological well-being, specifically in personal growth, positive relationships, and a sense of purpose in life. They may organize seminars and other outdoor activities to improve teachers' psychological well-being. Furthermore, school administrators may encourage or motivate teachers to maintain the quality of their service to their students by focusing on various domains such as empathy, dependability, assurance, responsiveness, and tangibility.

- Teachers should seek ways to improve their psychological well-being, particularly in personal growth, positive relationships, and a sense of life purpose. To enhance their psychological well-being, they may attend seminars and other activities, such as stress management sessions. Furthermore, even during the COVID-19 pandemic, they should continue to provide quality service to their students to support their learning and development.
- Lastly, future researchers may use this study as a reference and baseline for investigating the same topic using other research methodologies and a larger sample size to validate the study's results.

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