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Investigating the Impact of COVID-19 on Teachers' Mental Health and Professional Well-Being

Case Study: Teachers in the Department of Letters and Foreign Languages, Section of English

A Dissertation Submitted in Partial Fulfilment of the Requirements for the Master's Degree in Didactics

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Dedication

This dissertation is lovingly dedicated to my mother **Mokhtaria Herkous**.

"In my life, you are the sun that never fades. I love you"

Imene Tairi

Dedication

I dedicate this work to my parents

To my father **AEK Khouan**;

To my mother, **Fatiha Abdi**;

"For their support, love, and care I love you "

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List of Acronyms

BL: Blended Learning

CBI: Copenhagen Burnout Inventory

CMS: Course Management System

COPRD: COVID-19 Psychological-related Distress in Healthy Public

EFL: English as a Foreign Language

ICTs: Information and Communication Technologies

M: mean

MBI: Maslach Burnout Inventory

MBI-ES: Maslach Burnout Inventory for Educator Survey

MBI-GS(S): Maslach Burnout Inventory for College and University Students

MBI-HSS (MP): Maslach Burnout Inventory Human Services Survey for Medical Personnel

MBI-HSS: Maslach Burnout Inventory for Human Services Survey

NASUWT: National Association of Schoolmasters Union of Women Teachers (UK)

P: probability

SD: Standard Deviation

Sig: Significance

T: Test

TPW: Teacher Professional Well-being

UK: United Kingdom

UNESCO: The United Nations Educational, Scientific and Cultural Organization

USA: United States of America

WHO: World Health Organisation

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Abstract

As a response to the COVID-19 crisis, many countries around the world closed schools, colleges, and universities to halt the spread of the virus. This resulted in urging most education systems to adopt alternatives to face-to face teaching and learning and creating more challenges. As an example, teachers in Algeria faced several challenges such as workload, online resources and digital skills. Physical, emotional, and educational demands arose as a result. This study aims to investigate the impact of COVID-19 on teachers 'mental health and professional well-being. The work at hand also seeks to ascertain and capture teachers' reflections and perceptions of the impact of COVID-19 on their teaching experience. Consequently, a mixed-method was conducted to provide a comprehensive understanding of the topic. Two scales of measurement were conducted in a form of a questionnaire followed by an open ended question addressed to teachers in the English section at the department of letters and foreign languages of the University of Tiaret. The results show that the pandemic has had a significant impact on teachers' mental health and professional well-being with a correlation of 0.374^{**} at a sig level of 0.00 between COVID-19 and teachers 'mental health. A thematic analysis reveals the need for training and online resources related to ICTs for both teachers and students.

Keywords: COVID-19, teaching, mental health, burnout, professional wellbeing

General Introduction

Introduction

The pandemic of COVID-19 created uncertainty in many aspects of national and global society, including schools and universities. As a matter of fact, new requirements and alternatives were implemented, including socially distanced classrooms, hybrid teaching, and an online model producing physical and mental exhaustion associated with work overload and stress. There is no question that the pandemic is widely considered to be a major challenge for teachers experiencing a new format of professional life. As an example, Algeria, like many countries all across the world, has confronted the new circumstances due to the pandemic and adapted different policies in education. Therefore, the situation led teachers to adapt to the new requirements, which added to their already full work overload, additional pressures, and, with all the new demands after returning to their establishments, new possibilities of anxiety, physical and emotional exhaustion.

Statement of the problem

The COVID-19 pandemic has brought about unexpected and drastic changes in the organization of schools and learning. In light of this fact, teachers have accumulated psychological symptoms since the beginning of the pandemic. During the lockdown, they had to introduce online teaching, and in view of the reopening of schools, they have shown great concern for the new, unprecedented teaching situation. In 2020, teachers faced a completely new challenge: the COVID-19 pandemic, which was described as the greatest challenge that we have faced since World War II. (Saha, Dutta, 2020). In the light of social distancing and health crises, prior to and after the reopening of schools and universities, teachers taught online, remotely, and provided different materials for their students under the highly demanding nature of the profession. Furthermore, previous studies have revealed that working from home using information and communication technologies (ICT) can create feelings of tension, anxiety, and exhaustion and decrease job satisfaction. As a result, teachers appear to be susceptible to psychological stress, which can lead to burnout in times of crisis. Given the current COVID-19 pandemic, this research is extremely important in investigating this relationship, as well as the fact that many previous studies focused on the COVID-19 impact from the perspective of learners and their achievements, rather than on teachers as key partners in the teaching and knowledge arena.

Motivation

The coronavirus pandemic upended almost every aspect of education at once. It was not just the sudden switch towards virtual classrooms and online learning. It tested important aspects of instruction and human connections that hold it all together. When schools reopened, the educational system was no longer as we knew it before. A growing sense of imagining what educational institutions will look like. Teachers were challenged to adapt and adopt new teaching requirements under profound changes in teaching. This new and demanding situation requires adequate preparation and pedagogical and technical readiness in place. In fact, what are unprecedented are the challenges that came with the COVID-19 pandemic that led us to address different questions. The countless questions were in the front line related to whether teachers thought their mental health had changed as a result. How do they perceive their teaching during the pandemic? As teaching is a social and collaborative profession that requires moral and social support and implies in-person communication and social relationships, the pandemic has led to learning and teaching taking place in physically distanced environments. This entails a strong need to highlight the importance of teachers and teaching during these draining circumstances, while fewer studies have assessed the specific impact of COVID-19 as well as their experience with mental health. Furthermore, the motivation to conduct this research work stems from a growing desire to explore the teaching situation under COVID-19 pandemic.

Research purpose

This study aims to investigate the impact of COVID-19 on teachers' mental health and professional well-being at the University of Ibn Khaldoun, specifically teachers at the Department of Letters and Foreign Languages, section of English. Furthermore, it helps gain an understanding of the surrounding stressors such as anxiety, emotional and mental exhaustion, and fear triggered by COVID-19. In this respect, teachers have become prone to work-related issues such as anxiety and stress. In addition, many educational changes have occurred, like remote learning and virtual classrooms, which brings into question the necessity to investigate COVID-19 as a leading factor in affecting teachers' mental health and professional well-being. Moreover, the present study is set out to ascertain and capture teachers' reflections and perceptions of the impact of COVID-19 on their teaching experience.

Research Questions

- How does COVID-19 impact teachers' mental health in the Department of Letters and Foreign Languages, University of Tiaret, section of English?

- What were the teachers' reactions to the professional challenges during the pandemic?

Hypotheses

- COVID-19 affects teachers' mental health in ways that may lead to burnout among teachers.

- Teachers have both negative and positive reactions towards the professional challenges they face during the pandemic.

Methodology

The present study is a combination of both quantitative and qualitative methods. First, for the quantitative data, two scales were employed; the Copenhagen burnout inventory, which consists of three subscales of personal burnout, work-related burnout, and student-related burnout; and the second scale, COPRD, COVID-19-related psychological distress in healthy public that has two dimensions: fear & anxiety, and suspicion. Moreover, to investigate teachers 'attitudes and perceptions towards their teaching experience during the pandemic, a qualitative analysis was conducted using an open-ended question. "How would you describe your teaching experience during COVID-19?" was developed for teachers to reflect on their teaching experience during the pandemic.

Significance of the study

Many researchers have discussed teachers 'mental and physical health. However, in the context of COVID-19, the situation is still unmapped because teaching during the pandemic, with all its aspects of change, is a newly faced situation. This study aims to be critical because it provides useful information on teachers' experiences with mental health during the pandemic and their professional well-being .The data from this study might be used to improve teachers' mental health and professional well-being, including new coping strategies in times of change and pressure. It helps to understand the specific impact of COVID-19 on teachers. Furthermore, numerous studies have confirmed that teaching is one of the most stressful occupations that can lead to stress, exhaustion, and anxiety. In this respect COVID-19 has added new educational,

physical, and emotional demands. For instance, not only were the safety measures and lockdown implemented, but also intensive and complex work was added. Additionally, in the Algerian context, little has been investigated in this term, and most of the research done on this matter included mostly students' perceptions and academic achievement. Thus, the research on hand is significant because it investigates not only teachers' mental health but also their teaching experience during the pandemic, how they maintained their resilience, and their attitudes and perceptions toward COVID-19 circumstances.

Process

This research is composed mainly of three chapters. Chapters one and two constitute the review of literature. Chapter one discusses teaching and mental health. It also provides an overview of the teacher's mental health during the COVID-19 pandemic. Chapter two discusses teaching during the pandemic, illustrating the new teaching format that is based on hybrid learning as well as the various e-learning resources that were used at the Algerian universities. It highlights the main challenges faced during the COVID-19 pandemic, including online resources and online learning platforms. It also presents the preface of teachers' professional well-being. It provides the definition of professional well-being and its main factors. Then, professional wellbeing is underlined in relation to the given situation, which is COVID-19, in which teachers' effectiveness and productivity related to teaching practices and high-quality resources are explained. Moreover, the third chapter constitutes the field work that states a description of the research methodology, a description of the sample, a representation of the data analysis, and the discussion of the findings, followed by some limitations encountered while conducting the research and general practical recommendations.

Chapter I

Teaching and Mental Health

Introduction

Teachers' mental health holds a substantial role in the teaching and learning process. For many scholars, the teacher has been perceived as the source of knowledge for many years. Therefore, it is essential to explore his well-being and mental health in this chapter. Many concepts are examined through previous research and studies. Starting with the definition of the teacher and teaching as the essentials to the current study, then the teaching profession's important features and different teaching approaches. Moving on to mental health itself, the chapter introduces two concepts that are important to the study: stress and anxiety. Furthermore, the chapter presents a conceptualization of teachers' stress and anxiety and its crucial effect on their performance and wellbeing.

As a sudden change occurred in the world due to the global pandemic, the study highlights its interest as it represents the main factors that influence teachers' mental health and wellbeing. Consequently, the research introduces the burnout syndrome. That might arise when teachers face unexpected changes and requirements. Therefore, their ability to cope with it is highly tested as they maintain their resilience and sense of professional success.

At the end of this subdivision, the Maslach burnout inventory, and the Copenhagen burnout inventory, two scales that test the degree and dimensions of burnout, are discussed.

1.1. The Teaching Profession

1.1. 1. Overview

Positive emotions are infused into good instruction. It is not only a matter of understanding one's topic, being efficient, having the necessary competencies, or mastering all of the necessary procedures. A good teacher is more than simply a well-oiled machine. They are sensitive, passionate, and emotional beings who connect with their students and instil joy, inspiration, challenge, and enthusiasm in their work and classrooms. (Hargreaves, 1994, as cited in Luz, 2015, p. 06).

Teaching has an honorable objective that is based on love and care for others, which makes the mission harder to accomplish because it is the involvement between teachers and learners that creates a positive atmosphere.

1. 1.2. Definition of "Teacher"

According to the Cambridge Dictionary (2021), a teacher is a person who gives lessons to students in a school, college, or university. Moreover, the teacher is the individual whose role is to deliver the information, impart the knowledge, and guide the learner through classroom instructions, following the curricular plan. As a result, his academic achievement would be the fruit of his work. (Djamarah, 2001, p.31, as cited in Wati, 2018, p. 43).

The "teacher" concept itself holds several meanings, "the teacher is a professional educator with the primary task of educating, teaching, guiding, and directing to train, assess, and evaluate learners in formal education" (Ulster University, 2005, as cited in Wati, 2018, p. 42). He has a multifaceted job that places him in a situation where he is seen as a guide, facilitator, supervisor, tutor, trainer, prompter, assessor, classroom manager, or role model for his learners.

The teacher is considered a vital element in the learners' educational journey and a major determinant of student achievements (Darling- Hammond, 2009, P.21). He may play the role of the second parent in various cases because teachers are caring individuals. In addition, their influence will accompany their learners' long-life achievements, whether personal or professional.

1. 1.3. Teaching according to different scholars

According to Rajagopalan (2019), the action of teaching is characterised as the process of passing information or skills, exchanging knowledge and experiences, from one individual to another. Following the concept of teaching, educationalists use a variety of conceptions; for Morrison (1934), teaching is an intimate interaction between a more mature personality and a less mature personality, which is a form of communication designed to enhance the education later.

Teaching, according to John Brubacher (1939),"is the arrangement and manipulation of a situation in which there are gaps or obstructions that an individual will seek to overcome and from which he will learn in the process." On the other hand, Davis et al. (1962), Gagne et al. (1974), and Gage (1978) have extensively fostered the teaching notion since they considered teaching as a scientific process that has a substantial influence on student learning, with the key parts of this strategy being content, communication, and feedback. Furthermore, they stated that

the learning and teaching processes are mostly flexible, resulting in the ability to adapt them as needed.

The capacity to cope, extend, and generate new activities is continually restricted and integrated into the new activities. Therefore, the learner's ultimate performance and development should be monitored, which may also be accomplished with the appropriate educational environment.

1. 1.4. Teaching

From the different definitions provided by several experts, we can infer that teaching is a communicative process. This means it follows steps to achieve a final objective: the learners' achievements are established through an appropriate environment and suitable content; this process is characterised by communication between the teacher and the learner.

While the teacher imparts, instructs, and guides the process, by adapting the content regularly, the learners receive the knowledge in a way that is apparent and marked by performance as well as development. Teaching itself is a humanistic strategy that attends to others' needs and expectations.

1. 1.5. Teaching as a profession

Teaching requires at set of skills and competences. To become a teacher, one needs to go through a training program and obtain a diploma that allows him to practice this job. Teachers must be skilled, competent, and professional because they play the roles of instructors, classroom managers, and organisers. (Richmond et al., 2009).

Inside the classroom, they are responsible for the knowledge delivery and the learners' concerns, security, and well-being. Adding to that, teachers are frequently controlled by the educational system and they must follow the curriculum given by the responsible authority. Therefore, teachers may not do their job freely, which can create a stressful climate between the job requirements and guidelines, teacher expectations, and professional developments. (Rothì et al, .2010). As a result, teaching is classified among the most stressful occupations in the world (Traverse and Cooper, 1993, as cited in Deb et al., 2022, p.596) Work overload, pressure; stress, anxiety, and job satisfaction are warning signs, which indicate that the teacher may face mental health problems. Hence, it affects the productivity of the teaching process.

1. 2. Mental Health

1. 2.1. Overview

According to WHO, the World Health Organisation, mental health is "a state of well-being in which the individual realises his or her abilities, copes with the normal stresses of life, can work productively and fruitfully, and can make a contribution to his or her community".(WHO, 2005, para.12). This clearly states that mental health is not necessarily the absence of mental illness, it is more about the on-going process of enjoyment in life; happiness along with the different aspects of stressors that an individual may endure. That is to say, being mentally healthy reflects upon an individual's ability to produce and fulfil the desired goal and recognize one's potential, hence, making meaningful contributions to their communities.

Galderisi et al. (2015), in the World Psychiatric Association, declared that this definition, while denoting a significant improvement to shift away from the conceptualization of mental health as a state of absence of mental illness, raises numerous questions that lead to misconceptions when it places positive feelings and positive functioning as the central constituent of mental health wellness. It does not necessarily relate to the constructive outcome, measured by the sense of contentment and joy.

Humans are frequently sad, unhappy, angry, or unwell; it is part of living a full life along with various stressors as well as complicated situations (Galderisi et al., 2015);   hence, the World Psychiatric Association proposed a new definition that encompasses the complete pressure of life with mental health as a situation itself and not as a whole.

"Mental health is a dynamic state of internal equilibrium which enables individuals to use their abilities in harmony with the universal values of society. Basic cognitive social skills; the ability to recognize, express, and modulate one's own emotions as well as empathise with others; moreover, flexibility and ability to cope with adverse life events and function in social roles; and a harmonious relationship between body and mind represent important components of mental health which contribute, to varying degrees, to the state of internal equilibrium". (Galderisi et al., 2015, p.3).

This new definition clarifies what is frequently misunderstood about mental health. The concept of universal values refers to "respect and care for oneself and living beings' recognition

of connectedness between people; respect for the environment; respect for one's own and others' freedom" (Galderisi et al., 2015). Dynamic internal equilibrium states that the mental health status is not stable for life as individuals face different problems and issues constantly. For example, adolescent crises, marital problems, or work pressure are all factors that can lead to an inability to maintain internal equilibrium. It does not necessarily mean that the individual has a mental illness, yet he may be facing a life epoch. In addition, mentally healthy individuals may experience natural emotions such as fear, sadness, grief, or anger, yet they can maintain their self-resilience as well as professional productivity, especially those who can separate their personal lives from their professional ones.

Internal equilibrium is the key component to staying mentally healthy. The ability to express one's emotions and to adapt to different life epochs while keeping social relations intact will maintain the harmony between mental and physical health as the individual can achieve his life goals.

1. 2.2. Stress

"Stress is a physical, mental, or emotional response to change," (Hall et al., 2018).In addition, WHO (2005) defines stress as "the reaction people may have when presented with demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope". It is not a disease; however, prolonged and severe stress can result in mental and physical illness, such as depression, nervous breakdown, and heart disease. Workplace stress, if not managed properly, has been related to poor health and well-being as well as decreased productivity. Moreover, stress is a sensation that an individual has when they confront high demands or challenges in their personal or professional life, being under pressure, and the inability to cope with change.

It is frequently caused when we experience something new, unexpected, that threatens our sense of self, or when we believe we have little control over a situation. Each person is different when it comes to controlling this experience, which can lead to tension, emotional exhaustion, and anxiety disorders in the worst circumstances, depression. (Pieh et al., 2021).

1. 2.3. Anxiety

It is the body's natural response to stress. It is a feeling of fear or apprehension about what is to come. (Goulartee al., 2021).Furthermore, anxiety is a consequence of long-term stress, the dread of new challenges and responsibilities, as well as individual expectations.

This feeling can be alarming in many cases because it shows that the person is experiencing distress and uneasiness, which may reflect negatively on their mental wellbeing. Moreover, professional productivity and work-related stress is a component that has been linked to anxiety disorders in numerous studies, consequently, many professions are ranked among the most demanding ones, such as nursing, social assisting, and teaching.

1. 3. Teachers' Mental Health:

1. 3.1. Overview

In general, research findings on work-related stress indicate that teacher mental health is a worldwide problem that requires exposure and highlights the importance of attending to their mental health. Teachers are consistently reported to have a higher risk of common mental health disorders than those in other professions (Harding et al., 2019; Johnson et al., 2005; Stansfeld et al., 2011).A difficult profession demands substantial adaptability and resilience from students, co-workers, administrators, and parents. In addition, the teacher must deal with personal concerns. This creates a distressing atmosphere for teachers who are devoted to their occupations.

In its essence, employment is a key environment in which people may obtain a sense of motivation, belonging, happiness, and personal identity (Black, 2008, as cited in Rothì et al,.2010).In contrast, when problems arise at work, this place may change into a basis of sadness, anxiety, discomfort, and despair, even leading to self-harm and death in some cases.

Countries that conducted correlational research on work-related stressors such as stress, anxiety, and fatigue revealed statistically compelling evidence of a negative relationship between the two. According to reports based on British national surveys, teachers have a greater prevalence of work-related mental illness (Tang et al., 2013, as cited in Hernandez et al, .2022). In addition, in China, another study exhibited that female teachers are more exposed to mental health issues, as their living conditions are worse than males, additionally increasing with age (Yang et al., 2009, as cited in Hernandez et al, .2022). However, the gender or geographical areas

are not central as the questions arise about the teaching occupation regarding the teacher's mental health; there is a requirement and a need to address the frame risk of this profession. The teaching profession is a remarkable occupation where teachers carry out with them the job requirements and responsibilities that are constantly changing; the increasing number of classrooms; never-ending paperwork; and meeting the standards and proficiencies of the occupation.

High levels of occupational stress, workload, competing expectations, unsuitable developments, disruptive classroom behaviours, unappreciative working surroundings, unpleasant workplace interpersonal and intergroup interactions, poor school management, and acceptable and insufficient resources are a major factors that impacts teachers' mental health (Rothi et al.,2010).

As a result, the teacher feels confined inside the job environment, which makes him vulnerable to fatigue, stress, anxiety disorders, and exhaustion.

1. 3.2. Teachers' stress

Divergent to general stress, teachers' stress can be determined as its own, "the experience of unpleasant negative emotions arising from aspects of working as educators, triggered by educators' perception of threat in dealing with the demands imposed on them" (Kyriacou, 2001, p. 161). Teachers experience high levels of stress as they are under pressure and trapped in between. In addition, teachers are required to provide support and assistance to students, as they feel safe and supported. Therefore, learners can focus on their education and strengthen their proficiencies. Even though, the fact that this appears to be the ideal practice for all educators, the work stress that grows with it is frequently underestimated.

1.3. 3. Teachers' anxiety

According to Bernstein (1983, as cited in Aydin, 2014), teachers' anxiety is defined as the sentiment of tension that the teacher may experience before, during, and after. In other words, teachers' anxiety is the constant sensation that follows the instructors during their teaching practices inside the classroom, which may create a negative work environment that leads to neglect the teaching objectives and performing inadequately .An anxious teacher may promote tension and poor performance among students. (Koran & Koran, 1998,See Aydin, 2021, p.734).Thus, teachers' anxiety does not only affect their practices, but they reflect upon their

learners' performance as well. Consequently, this emotional state could have an adverse influence on the educational process.

Time management, lesson planning, and classroom organisation are all important aspects of teaching. However, they are recorded as factors that promote teachers' anxiety. While it may appear to be a typical human feeling, it can lead to failure, deterioration in academic performance, difficulties to concentrate on lessons, avoidance of personal interactions and social surroundings, and introversion. (Eisen and Kearney, 2010, as cited in Aydin, 2021).

Additionally, Aydin (2016, as cited in Aydin, 2021, p.736) discovered that teachers of English as a foreign language exhibited teaching anxiety, including fear of negative assessment for their accents from peer workers and learners, as one of the most significant reasons for teaching anxiety. Additionally to the fear of failure to deliver the knowledge, since EFL teachers use another language to explain which is different from the learners' mother language.

According to the international journal of education in Turkey, Aydin (2021) who conducted a systematic review of research on teachers' anxiety to initiate that teaching anxiety is an affective condition that distresses learning and teaching processes. Teaching anxiety has been shown to have serious influences on teaching effectiveness, work environment, teaching behaviours, planning, and accomplishment of classroom activities. It leads to tension, avoidance, and difficulties with planning, time management, and classroom organisation. Furthermore, teaching anxiety leads to failure, a drop in academic achievement, an inability to concentrate on lessons, and an avoidance of personal interactions and social situations. In addition, teachers tend to pass on their apprehensions to their students because of their teaching anxiety, and feeling burnout. (Aydin, 2021, p.740).

1. 3.4. Stress and Anxiety among Language Teachers

It is noted that teaching is classified as a stressful occupation, with high rates of emotional exhaustion, fatigue, and apprehension among teachers; these distressing professional concerns do not exclude teaching language (Kuciel, 2011, as cited in Wang, 2022) In contrast, stress and anxiety are even augmented. Horwitz(1996, See Wang, 2022, P.2) says that the risk of burnout caused by chronic stress and anxiety is more intense as they endure supplementary distinctive

stressors such as, language anxiety, unstable job contracts, social communication, and identity are added (king, 2016, as cited in Wang, 2022, p.5).

Following an article by MacIntyre et al. (2019) entitled, Stressors, personality, and wellbeing among language teachers, the results confirm a correlation relationship between teachers' identity and traits with their occupation, as they reported experiencing a sense of multiple stressors while practising their professions, such as workload, irregular teaching hours, and financial difficulties. Consequently, teachers are facing chronic stressors; hence, the data present a correlation between stressors and teachers' well-being, which may not only influence teachers' mental health but their practices as well, which may reflect upon their learners. Furthermore, the study reveals additional outcomes concerning language teaching and its effective components. At its core, it is regarded as highly emotional, personally expressive content, with fluctuating identities and motivational challenges. Language teachers frequently employ a significant amount of emotions when working in classrooms and interacting with students to deliver the target language at its best. After all, those teachers are presenting a new language with another background and culture; in fact, this is one of the added stressors in the study.

Teachers' shifting between identities reflects their actual personalities. As a result, the emotional proportions of teachers are affected, eventually; this leads to stress and anxiety in severe cases of burnout.

1. 4. Teachers' Mental Health during COVID-19

1. 4.1. Overview

"Coronavirus disease (COVID-19) is an infectious disease caused by the SARS-CoV-2 virus, and it is a respiratory illness primarily transmitted by contact through infectious droplets. (WHO, 2020). It was declared as dangerously contagious; the appearance of this disease changed the world. During, the spring of 2020educational system moved to virtual format (WU et al., 2020 , as cited in Pressley et al., 2021, P.1).Creating a completely new identity to teaching, as the challenges arose teachers found themselves opposed to new instructions, transformed strategies, and different approaches; Alongside with the anxiety and stress formed as a response to the pandemic.

Due to that sudden change and quarantine, teachers experienced some emotions of distress and declared themselves overwhelmed by the new challenges faced with virtual teaching. (Carnese et al., 2020, as cited in Vargas & Oros, 2020). In addition, different teachers' unions reported, after piloting studies that lockdown significantly altered the work atmosphere of teachers. At the same time, they declared that these changes affected teachers' mental health noticeably (Vargas & Oros, 2020). Teaching becomes more difficult as many challenges ascend, such as teachers' and learners' training with ICTs. Teachers were unprepared to face instant alterations as the core of their profession, which is interactional communication with learners, is shaped into more virtual contact.

Over the years, many researchers have discussed teachers' mental health as it is considered one of the most stressful occupations, and the results show a high level of work-related stress that promotes burnout (Liuet al., 2021; MacIntyre et al., 2020; Poelmann et al., 2021, as cited in Ozamiz et al., 2021). A stressor that can affect teachers' mental health is denoted due to the nature of the profession, which is a full-time job between preparing lessons and imparting knowledge. It is a job that needs a reflective feeling of responsibility, such as compassion for students, also managing time between professional and personal life, and dealing with administration and paperwork. The amount of work-related stress is already deliberated in numerous studies concerning this profession. (Safe Work Australia, 2012).

1. 4.2. Teachers' stress and Anxiety during COVID-19

Before the pandemic, teachers faced multiple work stressors that were heightened by the current climate due to work overload, lack of training, concerns about personal life, and planning. On one hand, teachers have been dealing with several constant changes concerning their professional practices. (Ziauddeen et al., 2020, as cited in Vargas& Oros 2021). On the other hand, demands are augmented, and expectations from teachers are delicate. This situation placed them under tension, stress, and fear; Vargas and Oros (2021) explained the interactional model of stress proposed by Lazarus and Folkman (1986). According to these perspectives, Stress ascends when interactions with the environment are perceived as a threat; tension emerges. As a result, diverse events and stimuli might take on the role of stressors, as long as they are regarded as dangerous to the attainment or maintenance of wellbeing. The higher the potential for the damage

recognized in environmental pressures, the weaker the individual's capacity to cope with them, and the greater the adverse effect of stress raised.

Demands are defined as explicit or implicit forces in the environment that cause people to behave in a certain way. When these demands are incompatible with existing physical, psychological, social, or monetary resources, or when they contradict individual interests, values, and expectations, they become a powerful source of stress (Lazarus, 2000, as cited in Vargas & Oros, 2021). At work, teachers are expected to adjust to the new educational principles and present an effective educational experience. Their responsibility towards students is primordial, and to smooth the experience, they bear most of the emotional exhaustion due to the pandemic, offering support and comfort to their learners. (Patra et al.,2021). Consequent to the circumstances of COVID-19, teachers are obliged to participate in this new style of teaching, yet they may not be competent in terms of technology, resources, and procedures. Therefore, holding up to the new expectations is much harder than it looks.

According to UNESCO (2020), one of the 13 adverse effects of school closure is confusion and stress; associated with suspicions about the future, uncertainties, and questions about for how long will teachers remain in the lockdown; the situation was frightening, and with insufficient acquaintances about distant teaching, they felt lost and misplaced. Teachers' stress was highly marked in several countries like the UK, Poland, the USA, and Canada. (Shevlin et al., 2020). With high demands and the incapability of teachers to manage them, to endure the pressure and anxiety, teachers' mental health is at risk. Therefore, it is necessary to comprehend teachers' stress to overcome the situation rapidly and minimize the damage as it can create high rates of burnout (Maslach and Leiter, 2016, as cited in Pressley et al., 2021).

Anxiety among teachers has been discussed in much research, as it is the result of constant stress; Nayak (2014) defined anxiety as "a feeling of fear, worry, and uneasiness, usually generalised and unfocused as an overreaction to a situation that is only subjectively seen as threatening." This means anxiety is the response of an individual to certain new challenges that they face, and it differs from one to another. For example, a teacher may feel anxious due to the number of teaching responsibilities; as a result, his performance may suffer at some point. Moreover, teachers' stress has a direct connection to burnout and quitting the job completely (Betoret, 2006; Klassen & Chiu, 2010, as cited in Pressley et al., 2021).

1. 4.3. Teachers' Mental Health after COVID-19

The World Health Organization mandated quarantine and lockdown, as well as the closure of all institutions, enterprises, and industries, including schools, to slow the spread of COVID-19. As a result, the reopening raised several worries regarding safety and sanitary concerns. The return to school for instructors found themselves practicing hybrid learning, which combines partially both attendance and virtual teaching. These circumstances imposed stress and anxiety upon teachers; consequently, they faced additional pressures, such as how to be mentally prepared for the come back and exhausted between preparing to teach at school and updating the data online (American Psychological Association, 2021).

Teachers' jobs have many facets that may induce anxiety, as other challenges appear, such as educational policies, communicative relations with other teachers, and administrators. Nonetheless, be afraid of the future as the individual might be infected and transmit the disease to other members of the family. (Pressley et al., 2021). In addition, the school environment is perceived as a safe place for teachers and learners, yet that was before the strike. When the circumstances changed later, it became a source of anxiety and danger for them they were anxious about catching COVID-19 from their learners or other school staff. These worries overwhelmed the teacher-learner relationships, as there is a humanitarian link. Moreover, teachers had other personal worries along with the stressful profession they have. For instance, distressing about their children's education and safety, while others lost members of their families during early strike time. Dealing with grief and workload at the same time induces stress, anxiety, fatigue, and emotional and physical exhaustion. As a result, burnout is more likely to occur as it influences not only teachers' mental health but also their professional well-being.

1. 5. Burnout

One of the most discussed mental health issues in modern communities is burnout, as it has been extensively researched in recent years. Since several individuals suffer from endless socio-economic problems, that places them under a growing strained pressure in their ordinary lives, as a consequence, managers, employees, and workers in many industries and sectors are suffering from on-going work-related stress, exhaustion, fatigue, and anxiety. These stressors are signal alarms that refer often to burnout. (Ahola et al., 2010, cited in (Heinemann and Heinemann, 2017, p.2).

1. 5.1. Definition

The burnout concept first appeared in the 70s by Freudenberger. According to his patient's testimonies, he describes the state of being burned out as "becoming exhausted by making excessive demands on energy, strength, or resources in the workplace" (Freudenberger, 1974 ,as cited in Heinemann and Heinemann, 2017, p.3).Furthermore, it is characterised by changes in behaviour like experiencing anger, frustration, and a suspicious attitude. Freudenberger added personality features that prompt individuals to suffer from burnout: "the dedicated and the committed are most likely to burn out," (Freudenberger, 1974, as cited in Heinemann and Heinemann, 2017, p.2). For him, what can promote burnout is when an individual suffers from a significant amount of emotional stress related to their work environment. Moreover, to be emotionally involved in the workplace, committed, and with a high sense of responsibility towards a person's profession at the same time, the conditions are poor and the payments are low; living under these circumstances promotes burnout. After the publication of his articles, other scholars begin to study the syndrome, in contrast to Freudenberger's definition Maslach (1976) concentrated more on the extent, defining the concept as "a three-dimensional syndrome characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment among individuals who care for others in any capacity".(Maslach &Jackson, 1981).

Emotional exhaustion refers to the individual's psychological and physical endurance due to interactions with the professional themselves and other colleagues or clients; moreover, depersonalization denotes the involvement of the adverse attitude of the individual towards his clients. Therefore, a low sense of motivation and enthusiasm would manifest as reduced personal accomplishments. Maslach highlighted a category of individuals who may suffer from burnout who are workers in professions that help others and care for them, which involves passions and emotional interactions. For instance, nurses, teachers, and police officers.

The World Health Organisation (2019) extends a more recent definition of burnout. "Burn-out is a syndrome conceptualised as resulting from chronic workplace stress that has not been successfully managed." Three dimensions characterise it: "feelings of energy depletion or exhaustion; increased mental distance from one's job, or feelings of negativism or cynicism related to one's job; and reduced professional efficacy." (WHO, 2019). It is recognized as an

occupational phenomenon that results from chronic work-related stress without the ability to cope with it. It manifests in three aspects: the feeling of being consumed and exhausted; additionally, the development of negative sentiment and pessimism towards someone's job; and the workplace becoming a source of distress, anxiety, and unhappiness. Thus, individual outcomes and achievements decrease ultimately.

1. 5.2. Teachers' Burnout

Burnout is a psychological syndrome that distresses professionals. It can occur in any profession, but it is more likely to occur in the helping professions such as nurses, doctors, and teachers (Kinman et al., 2011).Teaching is a profession that consumes a significant amount of energy. Thus, this profession is ranked among the most stressful occupations in the world, with 50% of teachers leaving the profession in the first five years (Skaalvik & Skaalvik, 2017). Burnout in the field of education is largely discussed since this occupation needs a lot of effort and emotional involvement. In contrast to other professions, teaching at its core is humanitarian, whereby teachers have a dominant role at work since they create a bonding relationship with students. As a result, this relationship has multiple facets. On one hand, the nature and quality of this relationship is the compensating and satisfying objective that the teachers mostly need to feel valuable. On the other hand, this area is the starting point in which teachers are vulnerable, exposed to emotional exhaustion, and reduced performance.

Several studies explored the factors leading to burnout and the challenges that teachers face in their working life, such as the constant changes in the educational system, shifting between approaches, and high demands. These conditions multiply the chances of having a burnout. Studies found that certain issues might expose teachers to stress, leading to burnout eventually. According to Hernandez et al., (2022), in the handbook of health and wellbeing, the two main factors of burnout are managing students' performances and time management between preparation at home and delivering the knowledge in the classroom. Due to the growing amount of responsibility detained by teachers, work-related stress is an inevitable subject that needs to be addressed since it is overlapped with several factors, for instance, workload, job requirements, learners' behaviour, self-esteem, and school policies and instructions, which manifest eventually in being burned out.

Teachers' unions in the UK (NASUWT, 2010) explored teachers' mental health and burnout related to work-related stress. Based on their report, the study identified six factors attributed to burnout, such as management and professional autonomy; workload; systemic; peer relationships; role-related; and personal factors.

Role related is defined as a situation when the teacher has more than one expectation and objective to fulfil at the same time, the requirements and effort dedicated to one make it difficult to accomplish the other, it is related to the teachers' role inside the classroom. For instance, explaining the lesson and making decisions about possible changes in the learning process at the same time. Furthermore, reservations about the job expectations, duties, and extra requirements lead to tension and incapability to cope with demands.

Additionally, the workload, for instance, has several dimensions firstly, time management, to organise the periods of preparations, presentations, and practice; second, work pressure, which includes extra tasks and administrative paperwork. Moreover, other requirements in this profession generate pressure and tension for instance, to make the initiative and manage new requirements within the teaching practices, the job's lack of resources, inadequate administrative support, and low access to information. It is challenging to accomplish the job with the inadequacy of resources on one hand and the job demands on the other hand.

Furthermore, peer relationships and working in a cooperative environment help to mitigate the effects of workload, while the opposite creates a stressful atmosphere that transforms the workplace into a source of distress, pressure, anxiety, and burnout eventually. Besides the work-related stress, the report emphasizes personal issues as well; family illness, losses, divorce, and family difficulties play a major part in teachers' burnout. Therefore, teachers feel entangled between their professional and personal life.

It is important to highlight that the teachers' identity and traits might be a factor that contributes directly to burnout as well. Only the teacher who is "burning" can "burn out" (Rudow, 1999, P.40). Teachers who are devoted and fully committed to their work are likely to be burned out; this emotional involvement can manifest in many aspects for instance, teachers' care for their students and teachers' consciousness in regards to the professions. Only those who hold the personality of loving and caring humans are highly exposed to the symptoms.

The direct exposure to these factors will manifest in many ways, including reduced performance, incompetence, and a decrease in the quality of teaching. Also, cynicism and negativity towards the profession, and finally stress, pressure, anxiety, depression, and burnout will result in teachers' leaving the profession, and in severe cases, committing suicide.

1. 5.3. Teachers' Burnout during COVID-19

Teachers' burnout and stress are not new topics for teachers' mental health. However, during the COVID-19 pandemic, the unusual stress resulting from implementing distance-learning strategies along with the lack of training in such situations created new challenges for teachers. They must practice their profession with little resources and knowledge, unfamiliar technologies, hence, elevated demand and additional work like restructuring lessons, replying to emails from students and administrators at the same time, living in fear and anxiety about the future in a time of a global pandemic. (Gewertz, 2020).According to the executive director of the National Association of School Psychologists, Kathleen Mike, "Being asked to suddenly do something you are not skilled at coping with the worry about the coronavirus, with the worry about students who could be suffering mentally and financially can pile up into an amazing amount of stress" (Gewertz, 2020, p. 5). The unexpected emergence of such supplementary challenges and demands in relation to their roles in maintaining their students' resilience that makes teachers feel misplaced and absent from their usual duties, which can trigger stress and augment the risks of burnout.

Due to the pandemic, new challenges can activate burnout. The sudden school closure, isolation from family and beloved ones, concerns for students and their learning process, new teaching practices, grading policies, and student accountability .Teaching is already a stressful occupation, and the additional circumstances that appeared made the profession harder to achieve. Even after the school reopened, the implementation of safety instruction and social distancing completely changed the educational system as it was constructed on interpersonal communication. Furthermore, face-to-face contact declined. Teaching is no longer how it used to be.

1. 5.4. The Impact of Teachers' Burnout on Learners' academic Achievements

In recent years, numerous studies have discussed the emotional features of teachers' mental health, such as well-being, motivation, personality, and stress which might be pondered as key factors in the success of the language learning process (Madigan & Curran, 2021, as cited in Wang, 2022, p.3).

Schleicher (2018 as cited in Wang, 2022, p.3) claims that teachers' burnout is an element of teachers' well-being. It has a substantial effect on learners' academic performance. Moreover, burnout, which can be characterised by detachment and a low level of resilience, creating disconnected teachers with decreased performance, results in reduced performance in language teaching EFL learners (Klusmann et al., 2008, as cited in Wang, 2022, p.4). Another study showed an important correlation between teachers' burnout and learners' cognitive and non-cognitive learning performance. (Atik & Çelik, 2021, as cited in Wang, 2022, p.4)

It is important to conclude that teachers who are burned out have unfavourable, durable attitudes about themselves, which can influence their academic performance and the academic results of their students. Overall, the above-mentioned research found that teacher burnout promotes a much less stimulating language-teaching climate in the classroom, which can lead to poor levels of academic accomplishment, (Wang, 2022, p.5).

1. 6. Burnout Measurement and Scales

Maslach and Jackson (1982) coined the concept of burnout and introduced the notion of burnout as a measurable phenomenon through three dimensions identified as emotional exhaustion, depersonalization, and reduced personal accomplishments. In (1986), they presented a model arguing that burnout can occur because of chronic work-related stress, failure to mitigate pressure and demands, and dealing with work stress. Moreover, MBI is a twenty-two-item scale that processes the three proportions. Other specific scales were added. MBI-HSS (MP) for medical personnel, MBI-HSS for human services workers, and MBI-ES for educators, as well as MBI-GS (S) for students. Maslach and Jackson developed the model to measure the degree of burnout by assessing the three dimensions under the name of the Maslach Burnout Inventory, which proved its efficiency and reliability through plentiful research. Although MBI is a valid test used to diagnose burnout in many institutions, it has been criticised for being grounded

inductively rather than on a solid theoretical basis. Therefore, Kristen et al., (2005) proposed the Copenhagen burnout inventory (CBI).

According to the CBI's theoretical views, burnout may be essentially defined as a condition of exhaustion that is both general (personal burnout) and particular (work and client burnout). This research tool, in particular, assesses burnout in three subscales (Kristensen et al., 2005); personal burnout (the experience of physical and psychological fatigue and exhaustion); work-related burnout (the person's provenance of burnout symptoms to their work), and client-related burnout (the extent to which people assign their exhaustion and fatigue to factors related to people at work). The scale has been translated into many languages for use and has proved reliable in several studies, for instance Japanese version by Odagiri et al., (2004), Chinese version by Lin &Lin (2013), Australian version by Winnwood & Winefield (2004) and many other studies.(Platsidou & Daniilidou, 2016).

Both MBI and CBI are scales that measure burnout and have proven to be reliable and valid; the most critical thing is to measure the phenomenon as it can damage professionals' lives and careers. Burnout is a devastating syndrome that manifests in various areas and reflects upon professional wellbeing as well.

Conclusion

The emergence of COVID-19 has altered practically every element of educators' regular lives throughout the world by shattering educational standards. As new prospects redefine education advancement, the uncertainty can contribute to high rates of teacher burnout as educators strive to navigate the arising domain of virtual learning (Kaden, 2020). Teacher burnout is a problem that, if not appropriately addressed, leads to a high turnover rate in the education sector. Deprived of uncertainty, the "consequences of burnout can increase absenteeism and cause counterproductive conduct that undermines instructors and the quality of learning for students," (Grayson & Alvarez, 2008, p. 1350).

The literature review in this chapter deliberated the very origins of teachers' burnout as well as how this syndrome manifests in their lives. In accordance with the preceding, research in this field and presenting essential concepts such as stress and anxiety, in addition, mental health as an illness that needs to be addressed appropriately. Moreover, teaching and learning approaches have been drastically transformed, and instructors have been placed under pressure to discover new ways to successfully educate in a short amount of time (Harris & Jones, 2020).

The chapter explored particular variables that contributed to teacher burnout during the pandemic, such as interpersonal communication between teacher and learner, grading protocols, and new instructional practices, besides safety measurements. For these reasons, educational leaders must recognize the need for effective leadership during the epidemic. To increase the quality of decisions, explain academic goals effectively, and reduce stress on individual teachers, school leaders must exercise distributive leadership duties (Fernandez & Shaw, 2020). While qualitative research has been conducted on teacher burnout, there is a vacuum in the literature on educators' perceptions of burnout while teaching during an unknown pandemic, which this study seeks to fill.

Chapter II

Teaching and Professional Well-being during the Pandemic

2. 1 .Teaching during the Pandemic

Introduction

During the COVID-19 pandemic, the crisis has extensively brought on an education emergency. The stable patterns of teaching and learning have taken on a different shape. In this respect, more than 180 countries have decided to close schools and switch to new forms of learning such as remote and blended learning. This distance-learning situation has led teachers to devote a variety of tools and a significant period to retaining this transition.

2.1.1. Distance Learning During COVID-19 in the Algerian Context: Higher Education

Algeria, like so many other countries, has witnessed a different shape in the education sector in response to the pandemic. The health authorities permitted limited face-to-face learning sessions under a well-defined and restricted sanitary procedure, namely in late August and early September 2020. The shift was unexpected and was demonstrated by different decisions by the Ministry of Higher Education. This was after the decision of the health authorities to allow face-to-face courses in specific disciplines, whereas some subjects and their assessments remained online based on the information supplied in the canvas. This means that blended learning has supplanted all online learning. Additionally, the government has authorized a well-defined framework for each educational cycle in any field. (Kılıçkaya et al., 2022)

2. 1. 1 .1.Remote Learning

Because of the global spread of COVID-19, Algeria, like all countries, responded by cancelling face-to-face schooling on March 12, 2020. As a result, higher education is one of the sectors that have been impacted, with universities being compelled to consider other methods. During COVID-19, when communication takes place through technology, remote learning has become a necessity. (Benkhider & Kherbachi, 2020). As a result, the Ministry of Higher Education has granted a large number of invitations to universities to engage in remote learning to maintain the continuity of the academic year while students are away. It simply refers to learning in which the teacher and the student are not necessarily in the same place and may not be active at the same time. (Greener & Sue, 2021).

2. 1 .1.2. Blended Learning

Keeping up with the new circumstances of COVID-19, countless challenges were encountered by the teachers due to the new teaching environment. As a result, teachers were forced to deal with educational technology. Since the middle of March 2020, when school and all educational institutions' closures were announced, students were not allowed to go to universities. In this situation, teaching and learning resorted to online platforms like Moodle, Google Classroom, Zoom, Google Meet, Flip grid, and a variety of materials and videos. Ultimately, adapting and adopting these new norms was not easy, which is far from similar to the traditional classroom, where lectures are dismissed and learning is diverted by online meetings or work from home.(Klçkaya et al.,2022).

The literature review suggests numerous definitions of blended learning. The combination of traditional face-to-face and e-learning teaching models is represented by BL. (Wong et al., 2014). It employs terms like integrated, flexible, mixed-mode, multi-mode, and hybrid learning. (Jret et al., 2020).The Online Learning Consortium defines blended learning as a course that blends face-to-face and online delivery where 30–79% of the content is given online. However, the phrase "blended learning" has received some criticism. According to Oliver and Trigwell (2005), the appropriate concept captures teaching rather than learning. That is to say, learning by blended pedagogies or blended teaching. In comparison, more definitions that are specific refer to blended learning. Garrison and Kanuka (2004) suggest that defining blended learning is both simple and complex. It is the integration of face-to-face and online learning experiences. However, it is complicated because there are a number of careful considerations compared to the traditional classroom model. This ends ideas about rethinking and designing the teaching and learning dynamic. Consideration must also be given to technical, human, and financial resources. In essence, its implementation in different contexts makes it complex.

''At its simplest, blended learning is the thoughtful integration of face-to-face learning experiences with online learning experiences. (...)At the same time, there is considerable complexity in its implementation, with the challenge of virtually limitless design possibilities and applicability to so many contexts.''(Garrison and Kanuka,2004, p.96).

At the heart of this argument, Garrison and Kanuka (2004) reveal that there is the ability of asynchronous internet communication technology to privilege both simultaneous independent and collaborative learning experiences. That is, learners can be place and time-independent.

2. 1. 2. Available Resources and Online Learning Platforms

COVID-19 has promoted online teaching and the delivery of lessons employing various tools such as Moodle, Google Meet, Zoom, Google Classroom, Facebook, etc. The Algerian Ministry of Higher Education offered a set of platforms to help learners accessing different resources such as books and lectures. It also ensured they were enrolled in different activities and assessments. Additionally, only teachers and learners who are enrolled in one of the Algerian universities get access to these platforms. (Kılıçkayaet al., 2022).

As an example, the Moodle educational platform, which is an acronym that stands for Modular Object-Oriented Dynamic Learning Environment, is one of the online educational contexts that have been made available to teachers and students to help them interact more outside of their formal learning schedules. In Algeria, many universities integrated the Moodle platform to take full advantage of modern technology and create an interface for e-learning. According to Dharmendra et al. (2011), "Moodle is a Course Management System (CMS)—a software package designed to help educators to create quality online courses." Moreover, Moodle offers opportunities such as uploading lessons, online assessments, tests, and questions for students. During the coronavirus pandemic, students were allowed to access this platform by formally subscribing to it to consult different courses and activities uploaded by their teachers and work collaboratively with their classmates. As an example, the University of Tiaret adopted the Moodle learning system in March 2020 when the application of e-learning became required due to the COVID-19 pandemic lockdown. The platform can be accessed via the university's web academic portal at https://moodle.univ-tiaret.dz/.However, during and after the post-pandemic era, new forms of digital platforms were introduced, such as Google Meet and Zoom for videoconferencing, as they were more practical, flexible, and easy for learners to interact with.

Furthermore, to ensure that topic content is within the reach of learners and to improve workflow, teachers employed software other than Moodle. Google Classroom, which was introduced in May 2014 as a new tool in Google Apps for Education, offers a set of features that aid teachers' work and streamline communication. Teachers, for example, can publish their

lectures and assignments, as well as organize meetings and debates. In exchange, students are allowed to communicate with their professors and classmates, as well as submit tasks. Furthermore, a teacher can save all files on Google Drive. He or she can grade, and attach a YouTube video or any other instructional link. They can also send mail to all learners at once using Google Classroom. (Shampa, 2016). Meanwhile, some teachers opened a Facebook group and asked students to join. The aim was to keep them well informed about new lecture assignments or any scheduled sessions and to keep students up-to-date with any changes or adjustments concerning their exams. (Kılıçkayaet al., 2022).

2. 1. 3. Challenges and Issues Faced in the New Format of Teaching

The implementation of technology in the COVID-19-induced time was inevitable. In such a context, a higher focus on digital competence was placed in universities where teachers felt compelled to embrace the abrupt pedagogical transition. Collins and Halverson (2009) argued that learning technologies, and how it flourishes outside of schools, claiming that technologies for learners put them in control of the instructional process, foster participation and information retrieval, and allow individualized teaching. Despite this promising conception, online engagement requires different sets of technical and pedagogical competencies to engage in effective teaching methods.

Algerian universities made great strides in incorporating technology, but many teachers reported different issues, both technical and pedagogical. Adaptation, inferior knowledge or skills, lack of strategy, the culture of continuous learning, and system-based compatibility are some of the major challenges that can face digital transformation in higher education. (Abd Rabou & Hashaikeh, 2021).

From this perspective, different issues have emerged and set different standards for teachers worldwide. In Algeria, the majority of teachers faced different challenges, such as a lack of training to present lessons online using different multimedia techniques such as sound effects, video projecting, and subtitling. Before the pandemic, the usage of ICT technologies was not universal and teachers were not familiar with operating digital platforms and software. In some areas, it took place outside of formal learning or just as it was considered an add-on. Furthermore, the lectures have time constraints. The majority of teachers opined that introducing lectures lasting one hour or one and a half is not enough. (Klçkaya et al., 2022).

Furthermore, students' reluctance towards using online platforms was significant. A minority of learners downloaded the handouts for the subject from Moodle and integrated them into the Google classrooms. Their virtual interactions were insufficient at first. In many rural and even urban areas, Internet-related problems and the lack of digital devices among learners were reported as the fundamental problems that face learners in online learning. (Kılıçkaya et al.,2022).The lack of contact between the teacher and the student is a major issue, which is very much aligned with John Dewey's beliefs about social-emotional learning and building a community of learners. Learners were not able to join the online sessions, which is a waste of time for teachers. Guessar (2020, as cited in Salhi, 2021) points out that students lack the desire for this new online learning. This is because they are used to traditional face-to-face classes where teachers provide ready-made lectures. Teachers found themselves skipping interactions, classroom energizers, and important points.

Furthermore, most teachers at the Department of English regarded preparing lectures online by employing high-tech options as time-consuming and advanced proficiency in computer skills was highly required here to help properly accomplish the task. Therefore, the lack of training and unpreparedness negatively hampered the presentation of online lessons. (Kılıçkayaet al., 2022).Besides, they are prone to feeling physically and emotionally exhausted, distant in their interpersonal relationships, or lacking accomplishment in their work. Some teachers recognize limitations and difficulties regarding online teaching:

Lecturers have moved to virtual classrooms, all thanks to tools such as Zoom, Google Hangouts, and Microsoft Teams. Nevertheless, there is some still struggling to get online. The quick turn to platforms like Zoom is disrupting curricula, particularly for professors less equipped to navigate the internet and the particularities of managing a classroom mediated by a screen and microphone. Several professors cancelled classes because they had technical difficulties, trouble with Wi-Fi, or were simply panicked over the prospect of teaching the full class on the new platform. (Zermane & Aitouche, 2020, p.164).

Rahmani (2021, as cited in Kılıçkaya, 2022) discusses the major change that was made: "The foremost major hindrance met in the application of online learning was the poor infrastructure that could not promote its relevant establishment.'' Additionally, in many rural and even urban areas, Internet-related problems and the lack of digital devices among learners were

reported as the fundamental problems that face learners in online learning. On the teacher's part, another essential element is needed, which appeals to their creativity to suit a variety of contexts and different learning styles. It also reflects on teachers' readiness to support their students, adapt the material, give details via different means of communication, and provoke change.

COVID-19 has undoubtedly been a significant impediment that has forced teachers to adapt to new challenges: ''In the COVID-19 emergency, teachers have been asked almost, to become both designers and tutors, almost overnight using tools, which few have fluently mastered.''.(Rapanta et al., 2020, p.5).

2.2. Teachers' Professional Well-being

2.2.1. Definition of Well-being

In general, well-being is a multifaceted concept that incorporates being physically and psychologically healthy and therefore comprehends different components, such as people evaluating life satisfaction, domain satisfaction, optimism, general satisfaction of life, etc. The term can be understood to have myriad meanings. For some people, it represents a general state of contentment. Some people identify with it to the point where they have a positive outlook on life. Others equate well-being with happiness. Therefore, wellbeing is simply associated with wellness and having good physical and mental health. (Tov, 2018). On the other hand, the model of Seligman (2012) suggests a conception of well-being that outlines the elements of positive emotion, engagement, positive relationships, meaning, and accomplishment. Positive emotions stem from someone's feeling good as long as he savours and integrates positive emotions into daily life. For instance, this can include hope, pride, and interest. In addition, engagement refers to complete absorption in an activity. An entire focus on the task makes time and space unnoticed. People's connections and interactions with others are defined as relationships. It intimates feelings of support, love, and value. Meaning is the subjective experience of belonging to or serving something and giving it a purposeful existence. Meaning helps people focus in challenging situations because they know they have a purpose in life. Accomplishment refers to the sense of achieving success. It highlights feelings such as perseverance and passion for attaining goals. The highest state of optimal well-being is called "flourishing," which promotes resilience. (Seligman, 2012).

In the professional context, teachers, as an example, realize themselves in the profession through existing opportunities whereby their professional efficiency is affected by physical, economic, social, and spiritual factors. Following the elements given by Seligman (2012), teachers' positive emotions can be reflected in different situations where they feel optimistic, excited, and fortunate to be performing their job. This can be a result of their accomplishments at work. Additionally, teachers' engagement is described as the ability to experience the present moment by being fully immersed in an activity during their optimal work, in such a manner that there is no notion of time and space. This can be described as a state of flow. According to Seligman (2011),engagement is about "being one with the music, time stopping, and the loss of self-consciousness during an absorbing activity."

On the other hand, positive relationships are associated with their relationships with colleagues, students, and administrative personnel, which give them a sense of support, recognition, a friendly atmosphere, and a sense of belonging. As long as it is positive, it increases well-being. Meaning and accomplishment underscore teachers' conviction regarding the choice of their profession, their actions, values, and expectations based on the importance they accord to their profession. As a result, a feeling of pride and accomplishment is driven by it. Furthermore, meaning is emphasized more when teachers' personal values are coherent with those values conveyed in the workplace. (Stoloff et al., 2019).

Research suggests that the construct of Seligman's model (2011) is an indicator of psychological distress. Working proactively on its different dimensions helps in enhancing well-being.

2.2.2. Professional Well-being of Teachers

Professional wellbeing is included in the context of research on psychological well-being. Besides this, a major focus on professional well-being awareness has been increased to be a consideration in any organization, especially in the teaching profession. (Glasgow &Acton2015).PW is conceptualized as an individual's perception of the qualities needed for professional performance. This accounts for having positive emotions towards factors such as self-efficacy and job satisfaction. (Aelterman et al., 2007).

Previous research suggests two studies that are involved in teachers' professional wellbeing. Butt and Retallick (2002) conducted the first study to get qualitative data from 29 teachers in Alberta, Canada. They hypothesized a relationship between a positive sense of professional wellbeing and feelings of trust, respect, autonomy, and efficacy as a teacher. Aelterman et al. (2007) conducted the other research, gathering quantitative data from 1.934 Flemish instructors. They emphasized its components, which included work satisfaction, self-efficacy, trust, and autonomy. According to them, teachers' professional well-being depends on their self-assessment of their professional state. In other words, it is related to their impression and how they perceive someone as good in their profession. (Yildrim, 2014).

In this matter, Aelterman et al. (2007) found that teacher well-being is affected mainly by workload, self-efficacy, and support from colleagues and principals. By compiling the previously mentioned definitions, it is confirmed that teachers' professional wellbeing is fulfilled by a positive atmosphere, self-efficacy, meaning in their job, and empowerment. When teachers are driven by a sense of motivation, they can carry out their tasks and overcome challenges; they can carry their beliefs and demonstrate them in the classroom; and they are likely to be successfully committed.

To support this argument, Aelterman, Engels, Petegem, and Verhaeghe (2007) provide the following definition of TPW: "a positive emotional state, which is the harmony between the sum of specific environmental factors on the one hand, and the personal needs and expectations of teachers on the other" (Aelterman et al., 2007).

2. 2.3.Factors Influencing Teachers' Professional Well-being

The teaching profession is distinguished by several problems. The most prominent is constant change and uncertainty, in which teachers deal with these issues in a variety of ways (Fouché, 2015). Teacher stress and burnout have been identified as a widespread issue and a global concern in recent years. Teaching is widely regarded as stressful, with burnout and illness resulting from high levels of stress caused by overload, unreasonable time demands, large class sizes, a lack of resources, isolation, limited promotion opportunities, external pressure, a lack of community support, and role ambiguity. This situation arises when a person perceives that environmental demands or constraints exceed his or her resources or skills**. (Jackson et al., 2005).**However, for some teachers, these challenges are considered opportunities for professional

development, while others see them as a barrier and become discouraged and demotivated. (Jackson & Rothmann, 2005).In this respect, the work of teachers as well as their professional well-being come under a complex process. TPW is displayed differently according to the personality of the individual or the organizational context in which they work. (Duchesne & Savoie-Zajc, 2005).

Research on professional well-being highlights the existence of internal and external factors. According to Kalliath (2012) and Maggiori et al. (2013), professional well-being is affected by factors related to the context as well as attributes related to the individual. (Van der Vyver et al., 2018).Identifying these factors in the workplace helps in empowering and enhancing teachers' professional well-being. Meanwhile, Orsila et al. (2011) emphasize the importance of proactively developing an approach to enhance teachers' professional well-being and promote positive functioning. In this regard, they discuss how professional well-being has been approached from a negative angle, such as burnout, dissatisfaction, negative emotions, or what they call "a negative approach." Instead, they highlight the need to define professional well-being from a positive perspective that is based on positive engagement.

According to Aelterman et al. (2007), teachers' professional well-being is affected by workload, self-efficacy, and support from colleagues and principals.

Self-efficacy is a competitive characteristic that indicates one's self-assessment of one's strength or competence in performing a task or activity to achieve the desired outcome. Moreover, there is a tendency for people with low self-efficacy to avoid achieving their goals. This suggests that self-efficacy is a factor that influences effort and persistence. In comparison, individuals with high self-efficacy tend to finish the desired task and exhibit growth and resilience. Furthermore, in difficult times, as stated by Ross et al. (2012), they are likely to be effective teachers, setting more challenging goals and collaborating with colleagues. Self-efficacy affects professional well-being through different processes. It includes cognitive, motivational, and affective skills, which can be inferred as a change in an individual's behaviors and attitudes. Consequently, they improve their physical and mental well-being. (Bandura, 2000). Therefore, self-efficacy is a mediating factor by which teachers can assess their strengths and competencies. As a result, they are able to identify their ability to contribute to students' learning growth which in turn enhances their motivation, growth, and, most importantly, well-being.

Within the teaching profession, there is a composition of workload. The latter is a common workplace stressor that negatively affects the well-being of employees. We refer to workload as the amount of work required to fulfil job expectations. It has two dimensions: the quantitative dimension, which refers to the number of hours worked; and the qualitative dimension, which is related to the nature of demands. For instance, unusual demands can be time-consuming because they differ from routine demands and may require more attention, skills, preparation, and energy.(Noor & Limarkisna, 2019).

In the context of education, having a manageable workload that allows sufficient time to perform all duties is a relief for teachers to execute different tasks and allows flexibility. In addition, a supportive environment for teachers is important for their professional well-being. It plays a key role in enhancing their sense of recognition, appreciation, and much more involvement.

Aligning with the Aelterman et al. (2007) framework, Michie and Williams (2003 as cited in Kidger et al, 2016) point out relevant factors that affect teachers' professional well-being. They suggest long working hours, work pressure, lack of participation in decision-making, poor social support, and unclear leadership.

In the work conducted by Van der Vyver (2020), which examined the relationship between the principal's leadership behaviour and teachers' professional well-being among teachers from 20 selected schools in the Kenneth Kaunda District of the North-West Province of South Africa, a correlation was found between these two variables. According to Fouché (2015, as cited in Van der Vyver, 2020), leadership influences the way teachers perceive their working environment.

Further research has been conducted to identify factors influencing teachers' professional well-being. This includes the study done by Stoloff et al. (2019), which aims to discover indicators that allow teachers to create, maintain, or restore a state of professional well-being. The findings paint two distinct types of factors. The first is self and includes four variables: meaning, positive emotions, engagement, and vitality; the second is others and includes three sub-categories: students, colleagues, and school administration.

Within this conceptualization concerning factors of professional well-being, it is obvious that framing and analyzing these factors is demanding. This is because it is a considerable issue to categorize it, taking into account different dimensions of the teaching profession. Aelterman et al. (2007) divided it into two main categories. First, features that are related to school. This includes support from the principal, support for professional development, workload, and size of classroom. Second, personal features include gender, age, experience, and employment status. (Yildrim, 2014). Studies have shown that the aforementioned factors influence TPW, including a study done by Yildrim (2014) on a large scale of data, which was tested on 72,190 teachers working at the lower secondary level. TPW was constructed as an index that combines job satisfaction, self-efficacy, aspiration, motivation, and authority. The findings demonstrate that the main factors of professional well-being are organizational characteristics and teachers' professional characteristics. This includes cooperation among staff, fair and helpful assessment and feedback, a positive school climate, student-oriented teaching practices, a classroom climate, and professional development. This shape of TPW might encourage initiatives and comprehensive actions to enhance teachers' professional well-being, such as training systems and constructing a positive learning environment.

2.2.4. Teachers' Professional Well-being during the Pandemic

This situation has likely influenced teachers' professional well-being. As previously stated, teachers faced new challenges such as new forms of teaching and learning, increased workload, newly required skills, emotional exhaustion, distance teaching, and social distancing. Aside from worrying about their health, teachers were forced to face these challenges under harder conditions that weaken a person's physical and mental resources. A plethora of studies was conducted to investigate the impact of COVID-19 on learners' performance, academic achievements, and mental health. However, fewer studies have been conducted to investigate its impact on teachers' mental health and professional well-being since teaching is a distinctive profession and differs from other professions. This calls for research that aims at a deeper understanding of how teachers have responded to the new working situation in the context of the COVID-19 pandemic. How these factors are perceived and which form of influence they have on their professional well-being are questions to be considered.

In a similar vein, it seems important to address coping and resilience, which refer to a person's capacity to respond to adverse events. (Rutter, 1999).Reivish and Shatte (2003) added that resilience goes beyond the act of coping. It incorporates an individual's capacity to find new possibilities during adversity. It is considered an important feature because it helps build adaptation to fluctuations and flexibility. It makes individuals grow professionally through developing the needed competence to face stressful situations. Sutcliffe and Vogues (2003), define resilience as an individual's ability to cope and handle stress and pressure under adversities, like changes at the organizational level, high demands by stakeholders, production pressure, and leadership crisis. (Kaur, 2022).

On this point, one of the cornerstone models for understanding organizational change is Lewin's model (1940). He developed a mode that corresponds to a three-stage process of change in which change is planned, organized, and managed. The Lewin model is known, namely, as unfreezing, changing, and refreezing. According to Lewin, at the outset, the first stage is to ensure that employees are ready for change. To succeed, change leaders need to prepare them, create awareness, and motivate them to accept the change. In addition, people need to understand how they would benefit from it. At this level, the situation is crucial and people may exhibit different reactions such as acceptance, confusion, anger, etc. The second phase is about executing the intended change, where new ways of working begin. After that, ensure that the change becomes permanent by evaluating accountability, struggles, and consistency in implementing the new measures. At this level, people accept and adopt the new ways of working. Based on these thoughts and about the COVID-19 pandemic, the first stage was observed when the closure of universities was announced and the new means of distance teaching and learning emerged. The change level was critical because of a lack of preparation to be acquainted with the new mode of learning. The refreezing stage was apparent when teachers and students started gradually accepting the new form of distance learning using a new conceptual framework. (Mutambisi et al., 2021).As a result, a change was introduced and implemented in the light of COVID-19. For instance, scheduling meetings online and hosting virtual webinars. This reflection raises different questions concerning strategies of coping, resource availability, training, and development.

Conclusion

The world has been immersed in an unprecedented global crisis. The coronavirus (COVID-19) has not only posed a major health problem, but it has also engendered several issues in different sectors. Different forms in the educational sector were introduced. In Algeria, the situation led teachers to devote new tools and resources to meet the new requirements. At the higher education level, the shift toward blending learning was a necessity. The latter was adopted and adapted under a remarkable set of challenges and new considerations. This includes work, new required skills, and time constraints, emotional and physical exhaustion... etc. In the face of these new demands, strategies of coping and resilience were needed. Hence, several questions have been put forward to question teachers' readiness, adequacy, emotional and professional involvement, and coexistence in the face of this pandemic. Furthermore, these challenges offer the opportunity to rethink and reshape the teaching-learning dynamic and take advantage of it to implement innovative and context-appropriate solutions in the future. Addressing teachers' professional well-being in the middle of uncertainty contributes to the fulfilment of the educational community as a whole.

Chapter III

Field Work

Part 01: Research Design

Introduction

The present chapter explores the practical section with an analytic and critical view. It aims principally to portray the methodological framework adopted in the current research. In addition, it demonstrates the choice and rationale for employing it. It comprehensively supplies data collection procedures and a description of the precise context and participants that contributed to and made possible this study.

3.1.1. Research Objectives

In fact, it is noted that teaching is classified as a stressful occupation, with high rates of emotional exhaustion, fatigue, and apprehension among teachers; these distressing professional concerns do not exclude teaching language (Piechurska-Kuciel, 2011). Our investigation aims principally to investigate the impact of COVID-19 on teachers' mental health and professional well-being. The main purpose is to assess teachers' mental health during the COVID-19 pandemic and gauge whether teachers thought their mental health had changed as a result. In addition, the present study is set out to ascertain and capture teachers' reflections and perceptions of the impact of COVID-19 on their teaching experience. "How would you describe your teaching experience during the pandemic?" was developed for teachers to reflect on their teaching experience during the pandemic. Ultimately, the data from this study might be used to improve support for teachers' mental health and professional well-being, including coping strategies in times of pressure and change. This reveals the extent to which teachers are equipped mentally and professionally to cope with the new situation created by COVID-19. The present study aims to add to the existing literature the specific impact of COVID-19 on teachers' mental health, their professional well-being, and their experiences with mental health issues.

3.1.2. The Description of the Research Methodology

The present study is a combination of both quantitative and qualitative methods. The mixed methods study incorporates four important aspects that may influence the design of procedures. This includes timing, weighting, mixing, and theorizing. (Creswell, 2009). The data collection is gathered concurrently, and the implementation is simultaneous. This makes it more manageable and flexible to collect it at the same time rather than revisit the field multiple times

for data collection, which is pertinent relating to COVID-19 circumstances. Furthermore, the purpose of using mixed methods is to explain and interpret quantitative results by collecting and analysing follow-up qualitative data. The two phases are given equal weight, but the qualitative data is used to assist in the interpretation of quantitative findings. It is also used to help elaborate and extend the quantitative results.

In reference to our research work, the quantitative method is used to describe statistically different variables and seeks precise measurements of the impact of COVID-19 on teachers' mental health and professional well-being. The qualitative method is used to explain and determine teachers' perceptions and attitudes towards teaching during the pandemic. It gives in-depth insights based on the teachers' personal views to understand how they perceived and managed the situation. Additionally, Creswell (2018) claims that qualitative research encompasses "constructivism in which individuals seek understanding of the world in which they live and work" (p. 8). Subsequently, teachers' experiences during COVID-19 are mainly personal since they differ from one individual to another.

Together, this combined approach provides a more comprehensive understanding of the impact of COVID-19 on teachers' mental health and professional well-being. Furthermore, a mixed-method was appropriate for this research because it combines both the researchers' needs to understand the phenomenon of mental challenges and to what extent they can affect teachers' lives as well as their practices. In addition, the intention is to obtain a greater understanding of the instructors' experience during a pandemic, and to explore their readiness and training to cope with the new requirements. Thus, this method attends to the aim of the study and seeks to answer the research problem.

In practical terms, two different scales were used to understand the relationship between COVID-19 and teachers' mental health and professional well-being. The first one is the Copenhagen Burnout Inventory (CBI), and the second one is COVID-19-related psychological distress (CORPD).

3.1.3. Research Tools

Two different measurement scales have been used, considered most relevant in the context of the COVID-19 pandemic, where consequences can be significant. The first one is the Copenhagen burnout inventory (CBI). The latter reflects an overarching concept of emotional and physical exhaustion where different sources can interplay. The CBI assesses burnout with three sub-dimensions: personal burnout, work-related burnout, and client-related burnout. In accordance with theoretical consideration and the latest definition, the core of burnout is fatigue and exhaustion, which is both mental and physical in an environment that is demanding. The reason behind choosing this scale is that CBI focuses on the source as opposed to symptoms. It also helps us, as researchers, to be informed of the interplay of different dimensions, as there is a considerable relationship between the subscales. In the following, we elaborate on the three subscales:

3.1. 3.1. Personal Burnout

Personal burnout is defined as "the degree of physical and psychological fatigue and exhaustion experienced by a person." It is a generic part where individuals are compared regardless of their occupational status. We kept the term "burnout" to signal that it is a part of CBI. (Kristensen et al., 2005).

3.1.3.2. Work-related Burnout

It refers to the degree of physical and psychological exhaustion that is perceived by the person as related to his/her work. For instance, teachers can attribute their fatigue to their work or non-work factors, which will be inferred by doing a comparison between personal and work-related fatigue. (Kristensen et al., 2005).

3.1.3.3. Client-related Burnout

It is defined as the degree of physical and psychological fatigue and exhaustion that is perceived by the person as related to his/her work with clients. In this case, the interest is to identify whether people see a connection between their fatigue and the work with clients. However, the term "client" is a broad term that covers different terms depending on a specific sector, such as patients, students, teachers, etc. What we are interested in here are students. Teachers see a connection between their fatigue and working with students to the degree.

(Kristensen et al., 2005).

The second scale is the COVID-19 related psychological distress (CORPD) scale, developed by Feng et al. (2020). Since the outbreak of the coronavirus pandemic, some studies have demonstrated the existence of mental health problems caused by the increasing risk of being infected. Known for its reliability and validity, this scale assesses the mental health of individuals during the pandemic and the severity of psychological distress in uninfected populations. This includes two dimensions: anxiety & fear; and suspicion. The choice of the mentioned scale is purposefully made because it serves our intention as researchers to highlight the existence of unpleasant emotional experiences and psychological instability among teachers that can be manifested as anxiety and fear. Additionally, combined with scale number one (CBI), it serves as an asset to highlight any potential association between COVID-19 and a teacher's mental health and professional well-being.

3.1.4. Participants

This passage describes the target participants; it includes their gender and their relevance to the topic under discussion. The participants of this study were teachers in the Department of Letters and Foreign Languages of the University of Ibn Khaldoun, Section of English. The total number of participants is 35, which comprises females (14) and males (21). The choice of participants covered all teachers since the population is not too large. In addition, all the teachers that have been included taught during the COVID-19 pandemic. The aim is to provide a reliable count since all teachers worked during the pandemic and they needed to continue teaching with the new means of COVID-19.The study was conducted at Tiaret and at Ibn Khaldoun University.

3.1.5. Data Collection and Procedure

The work was initiated by distributing a questionnaire via Google Form on December 23, 2022. As previously mentioned, the given questionnaire is a combination of two scales: Copenhagen and CORPD. At first, we gathered the different emails of teachers; some were available at the level of the administration; others were collected personally. The format of the questionnaire was an electronic version, available online via Google Forms and sent via email. This is relevant to the current situation of the pandemic and safety measures. For teachers who were not able to submit it online, they were given a paper-based questionnaire. Participants were

fully informed about the objectives of the study while they were reassured that their answers were treated as confidential and used only for academic purposes and for the particular research.

The teachers' addressed questionnaire is composed of two sections since the whole work at hand is meant to investigate the impact of COVID-19 on teachers' mental health and professional well-being, assessing the severity of the situation and the challenges faced by teachers during the pandemic. Section one tackles teachers' mental health and intends to measure mental health challenges. In our case, due to the high demands of COVID-19, it seeks to find out if there are any early symptoms of burnout. It comprises multiple choices that range from "always" to "often," "sometimes," "seldom," and "never." Section two deals with the psychological distress during COVID-19.It aims to determine whether uninfected healthy people are experiencing COVID-19-related psychological distress. This can be manifested as anxiety, fear, and suspicion. Items vary from strongly disagreeing to strongly agreeing.

The two sections are ended with an open-ended question asking teachers to describe their teaching experience during the pandemic and understand the difficulties that hindered the teaching-learning process.

Part 02: Data Analysis

The data for this study were analysed statistically and thematically using a mixed-method design. The researcher used the SPSS statistical program to analyse and compute the quantitative data. In addition, a thematic analysis for the qualitative data. Also, the organization of this chapter followed the APA format.

3.2.1. Quantitative Data

3. 2.1.1. Reliability and Validity

In research data collection, it is important to consider two important features that determine the quality of research. These include validity and reliability. A tool used for collecting data must be reliable, that is, it must have the ability to provide consistently the same results when it is repeatedly administered to the same individuals under the same conditions. In addition, a tool used for collecting data must provide not only relevant information but also measure what it is supposed to measure.

3.2.1.1.1. The Validity of the Scales

3.2.1.1.2. Content Validity

The content validity of a research tool is based on the judgment of several experts in the field concerned, careful analysis of the objectives of the subject of research, and the hypotheses taking into consideration the relevance of the content of a research tool to the objective and nature of a research problem. The CBI was created to conform to the evidence of the research on burnout to date and it has been constructed on the central concepts of fatigue and exhaustion.

3.2.1.1.3. Copenhagen Inventory Scale

This study used the original version of the Copenhagen Burnout Inventory (CBI).The latter has been used in many studies since its development, and it has been proven to be a valid and reliable instrument. The CBI was introduced by Krinstensen et al. and validated during the Danish longitudinal study PUMA of burnout in employees in the human service sector, which started in 1997. It is considered a reliable instrument for analysing academic populations, as demonstrated by the high values of Cronbach alpha in each scale. It has been I translated into many languages and adapted in different countries. In addition, all the three subscales related to

CBI were found to have very high internal reliability, and non-response rates were small. (Kristensen et al., 1999).

3.2.1.1.4 CORPD Scale

The CORPD scale was developed in response to the wide spread of the COVID-19 pandemic. It is related to psychological distress in healthy public. Tested for its reliability and validity, the test showed good content validity and provided a reference for suture studies on COVID-19 or other respiratory infectious diseases related to public mental health. Pearson's correlation analysis revealed a high correlation between the CORPD score and the dimension of anxiety and fear (=0.909, P 0.05), as well as a high correlation between the CORPD score and the dimension of suspicion (=0.933, P 0.05). There were strong correlations between the scores of each item and the overall CORPD score (range = 0.387–0.757, P 0.05). (Feng et al., 2020)

3. 2.1.1.5. Internal Reliability

This study used one of the most popular ways to check internal reliability: Pearson's correlation coefficient. Item-internal reliability was assessed; correlating individual item scores with a full subscale total (see Table 1, 2, 3).

Table 1

Internal Reliability- Pearson correlation coefficient : CBI personal burnout

personal burnout	Pearson Correlation	Sig
How often do you feel tired?	.893**	0.00
How often you are physically exhausted.	.857**	0.00
How often do you think: I can't take it anymore	.807**	0.00
How often do you feel worn out?	.886**	0.00
How often do you feel weak and susceptible to illness?	.875**	0.00

Table 2

Internal Reliability- Pearson correlation coefficient: CBI work-related burnout

work-related burnout	Pearson Correlation	Sig
Do you feel worn out at the end of the working day	.682**	0.00
Are you exhausted in the morning at the thought of another day at work?	.697**	0.00
Do you feel that every working hour is tiring for you?	.799**	0.00
Do you have enough energy for family and friends during leisure time?	.799**	0.00
Are you tired of working with students?	.754**	0.00
Do you sometimes wonder how long you will be able to continue working with students?	.811**	0.00

Table 3

Internal Reliability- Pearson correlation coefficient: CBI student-related burnout

Student-related burnout	Pearson Correlation	Sig
Is your work emotionally exhausting?	.763**	0.00
Do you feel burnt out because of your work?	.804**	0.00
Does your work frustrate you?	.856**	0.00
Do you find it hard to work with students?	.751**	0.00
Do you find it frustrating to work with students?	.786**	0.00
Does it drain your energy to work with students?	.743**	0.00
Do you feel that you give more than you get back when you work with students?	.522**	0.00

3.2.1.1.6. Copenhagen Burnout Inventory

The results showed that the Pearson correlation coefficients between the items and subscales, which they belong to, as well as the subscales with the total scale, were at the level (0.05), suggesting achieving internal validity of the scale.

Results of the study are also shown in the table (1). The correlation coefficient values of the items of the first dimension with the first subscale (personal burnout) are (0.893), (0.857), (0.807), (0.886), and (0.875), all of which are statistically significant at the level of significance (0.05).

Results of the study are also shown in the table (2). The correlation coefficient values of the items of the second dimension with the second subscale (work-related burnout) subscale are (0.682), (0.697), (0.799), (0.754), and (0.811), all of which are statistically significant at the level of significance (0.05).

Results of the study are also shown in the table (3). The correlation coefficient values of the items of the third dimension with the third subscale (student-related burnout) are (0.763), (0.804), (0.856), (0.751), (0.786), (0.743), and (0.522), all of which are statistically significant at the level of significance (0.05).

3.2.1.1.7. CORPD Scale

The results showed that the Pearson correlation coefficients between the items and subscales, which they belong to, as well as the subscales with the total scale, were at the level (0.05), suggesting achieving internal validity of the scale.

The results of the study are also shown in the table (4). The correlation coefficient values of the items of the first dimension with the first subscale (fear and anxiety) are (0.668), (0.746), (0.780), (0.781), (0.688), and the correlation coefficient values of the items of the second dimension with the second subscale (suspicions) are (0.668), (0.818), (0.939), and (0.775), all of which are statistically significant at the level of significance (0.05).

Table 4

Internal Reliability- Pearson correlation coefficient: CORPD

Covid19	Pearson Correlation	Sig
If I were infected with covid¬ 19, I might not be able to recovery from it.	.668**	0.00
When talking to a stranger, I would suspect that s/he might be infected with covid-19.	.668**	0.00
When I see an increase in the number of covid-19 patients on the news, I feel anxious	.746**	0.00
When I see someone sneeze, I suspect that s/he might be infected with covid-19.	.818**	0.00
I thinkFrequent hospital visits would make it easier to be infected with covid-19	.780**	0.00
I fear to see doctors and nurses who had worked in covid-19 isolation wards.	.781**	0.00
I think frequent use of air in buses, trains and other public transport, would make it easier to be infected with covid -19.	.695**	0.00
When I see someone coughing , I suspect that s/he might be infected with covid-19	.939**	0.00
When I see someone without a mask ,I suspect that s/he might be infected with covid-19	.775**	0.00
I am afraid to travel to places hard-hit by Covid-19 inside or outside my country.	.688**	0.00

Note Sig. < 0.05→ valid

3.2.1.1.8. Reliability

A tool used for collecting data must be reliable; that is, it must have the ability to consistently provide the same results when it is repeatedly administered to the same individuals under the same conditions. In this research work, Cronbach's Alpha was run as a check measurement of internal consistency and reliability. We use the Cronbach's Alpha when we have several items that comprise a scale. Reliability coefficients were generated for both scales, CBI and CORPD. For both scales, reliability was high. The results indicate that the reliability values ranged (0.665-0.907).We can see a high reliability coefficient (0.919), which indicates a high level of internal consistency for the total, scales that have been used with this specific sample. (See Table 5).

Table 5

Reliability Statistics based on Cronbach's Alpha

N	subscales	Number of items	Cronbach's Alpha
1	Personal burnout	5	.907
2	work-related burnout	6	.656
3	student-related burnout	7	.846
4	COVID-19	10	.894
5	**overall**	**28**	**.919**

Note: If Cronbach's Alpha >0.6 → the instrument is reliable

If Cronbach's Alpha < 0.6→ the instrument is not reliable

3.2.2. Findings and Data Analysis

CBI is a multiple-item likert scale, which means that he has multiple-choice answers that are scored from 0% to 100%. Each question may have a different choice, such as never 0%, seldom 25%, sometimes 50%, often 75%, and often 100%. While others have, to a very low degree, 0%, to a low degree, 25%, somewhat 50%, to a high degree, 75%, to a very high degree, 100%. CBI, as well, is formed with three subscales that test the degree of burnout: personal burnout, work-related burnout, and student-related burnout.

The questionnaire was distributed first among thirty participants. Twenty-nine (29) answers were collected. Then, for the research reliability and validity, ten other questionnaires were added and we collected seven responses, which makes the overall number of participants N (36). In the analysis, the word "mean" refers to the average of the answers, while SD or standard deviation, and is a number that refers to what extent a set of numbers lie apart.

Table 6

Results of personal burnout subscale

personal burnout	Always scoring 100%	often scoring 75%	sometimes scoring 50%	seldom scoring 25%	never scoring 0%	Mean	SD
How often do you feel tired?	14.7	29.4	50.0	2.9	2.9	62.5	22.4
How often are you physically exhausted?	11.8	32.4	44.1	8.8	2.9	60.3	23.1
How often do you think: I can't take it anymore	5.9	17.6	20.6	35.3	20.6	38.2	29.7
How often do you feel worn out?	11.8	26.5	47.1	11.8	2.9	58.1	23.6
How often do you feel weak and susceptible to illness?	2.9	17.6	47.1	29.4	2.9	47.1	21.1
Total average score personalburnout						**53.2**	**20.6**

3.2.2.1. Interpretation of the First Subscale of Personal Burnout

Table 6 is entitled "Results of personal burnout subscale." Results show that:

How often do you feel tired? 14.7% of the participants chose always, which has a score of (100%), 29, 4% answered often (75%), and 50% of them said sometimes (50%), while 2, 9% responded seldom (25%) and the rest 2, 9% counted by never (0%). The mean for this question is *M (62, 5), SD (24).*

How often are you physically exhausted? 11.8% of the participants answered by always, which has a score of (100%), 32.4% replied by often (75%), and 44.1% among them answered sometimes (50%), and 8.8% of the participants said seldom (25%). Additionally, 2.9% replied with never (0%). The mean of this question is *M (60),* with *SD (23, 1).*

How often do you think, "I cannot take it anymore"? 5.9% of the participants selected always (100%), 17.6% answered often (75%), and 20.6 % of them said sometimes (50%), while the other 35.3% responded seldom (25%) and 20.6% answered never (0%). The mean for this question is *M (38, 2), SD (29, 7).*

How often do you feel worn out? 11.8% of the applicants answered always (100%), and 26.5% replied often (75%). Furthermore, 47.1% of them answered sometimes (50%), 11.8% said seldom (25%), and the other 2.9% replied with never (0%). The mean of this question is *M (58.1), with an SD of (23, 6).*

How often do you feel weak and susceptible to illness? 2.9% of the participants responded by always (100%), while 17.6% answered often (75%), and 47.1% of them said sometimes (50%), the other 29.4% responded seldom (25%), and 2.9% answered never (0%). The mean for this question is *M (47.1), SD (21, 1).*

This section registered an overall average of *M (53.2) and SD (20.6).* This clearly states that more than half of the participants are experiencing signs of personal burnout. In addition, it has been statistically confirmed.

Table 7

Results of the work-related burnout

work-related burnout	Always Scoring 100%	often Scoring 75%	sometimes Scoring 50%	seldom Scoring 25%	Never Scoring 0%	Mean	SD
Do you feel worn out at the end of the working day ?	26.5	38.2	32.4	2.9	0.0	72.1	21.1
Are you exhausted in the morning at the thought of another day at work?	5.9	20.6	23.5	23.5	26.5	39.0	31.5
Do you feel that every working hour is tiring for you?	5.9	14.7	35.3	14.7	29.4	38.2	30.9
Do you have enough energy for family and friends during leisure time?	8.8	29.4	44.1	17.6	0.0	57.4	21.8
Are you tired of working with students?	2.9	29.4	23.5	20.6	23.5	41.9	30.6
Do you sometimes wonder how long you will be able to continue working with students ?	5.9	23.5	5.3	17.6	17.6	45.6	29.2
Total average score (work-related burnout)						**49.0**	**16.9**

3. 2.2.2. Interpretation of the second subscale work- related Burnout

Table (7) entitled results of the work- related burnout, shows that:

Do you feel worn out at the end of the working day? 26, 5% of the participants chose always (100%), 38, 2% answered often (75%), while 32, 4% said sometimes (50%), while the other 2.9% answered seldom (25%) and 0% answered never (0%). The Mean for this question is *M (72, 1) and SD (21, 1).*

Are you exhausted in the morning at the thought of another day at work? 5, 9% of the participants answered always (100%), 20, 6% responded often (75%), while 23, 5% of them assumed sometimes (50%), others 23. 5% responded seldom (25%) and 26.5% responded never (0%). The Mean for this question is *M (39, 0), SD (31, 5).*

Do you feel that every working hour is tiring for you? 5, 9% of the participants picked always (100%), then 14.7% reacted often (75%), while 35.3% said sometimes (50%), and 14.7% responded seldom (25%). Lastly, 29.4% answered never (0%). The mean for this question is *M (38, 2), SD (30, 9).*

Do you have enough energy for family and friends during leisure time? 8, 8% of the participants selected always (100%), 29, 4% answered often (75%), while 44, 4% said sometimes (50%), 17, 6% responded seldom (25%) and 0% answered never (0%). The Mean for this question is *M (57, 4), and SD (21, 8).*

Are you tired of working with students? 2.9% of the participants chose always (100%), 29.4% answered often (75%), while 23, 5% of them said sometimes (50%), while the other 20, 6% responded seldom (25%) and 23.5% answered never (0%). The Mean for this question is *M (41.9), SD (30, 6).*

Do you sometimes wonder how long you will be able to continue working with students? 5.9% of the participants chose always (100%),23, 5% answered often (75%), while 35, 3% said sometimes (50%), while the other 17, 6% responded seldom (25%) and 17, 6% answered never (0%). The Mean for this question is *M (45, 6), SD (29, 2).*

This subscale's overall average is *M (49,0),SD (16, 9),* which means that nearly half of the participants showed signs of work-related burnout, which has been statistically proven.

3. 2.2.3. Interpretation of the student-related burnout subscale

Table 8

Results of the student-related burnout subscale

Student-related burnout	always	often	sometimes	seldom	never		
	To a very high degree	To a high degree	Somewhat	To a low degree	To a very low degree.	mean	SD
	scoring 100%	scoring 75%	scoring 50%	scoring 25%	scoring 0%		
Is your work emotionally exhausting?	11.8	41.2	14.7	23.5	8.8	55.9	30.2
Do you feel burnt out because of your work?	8.8	20.6	35.3	23.5	11.8	47.8	28.4
Does your work frustrate you?	5.9	14.7	23.5	17.6	38.2	33.1	32.4
Do you find it hard to work with students?	2.9	20.6	23.5	29.4	23.5	37.5	29.0
Do you find it frustrating to work with students?	2.9	14.7	23.5	38.2	20.6	35.3	26.9
Does it drain your energy to work with students?	5.9	35.3	14.7	20.6	23.5	44.9	33.0
Do you feel that you give more than you get backwhen you work with students?	26.5	29.4	35.3	5.9	2.9	67.6	25.8
Total average score (Student-related burnout)						**46.0**	**22.1**

Table 8 illustrates the following results:

     Is your work emotionally exhausting? 11.8% answered to a very high degree (100%), 41.2% of the participants replied to a high degree (75%); moreover, 14.7% of them answered somewhat (50%), 23.5% of the participants said to a low degree (25%), and 8.8% replied to a very low degree (0%). The mean of this question is *M (55, 9), with SD (30. 2).*

     Do you feel burnt out because of your work? 8.8% answered to a very high degree (100%), 20.6% of the participants replied to a high degree (75%), and 35.3% of them answered somewhat (50%), 23.5% of the participants said to a low degree (25%), and 11.8% replied to a very low degree (0%). The mean of this question is *M (47.8),* with an *SD (*28.4).

Does your work frustrate you? 5.9% answered to a very high degree (100%), 14.7% of the participants replied to a high degree (75%), and furthermore, 23.5% of them answered somewhat (50%), 17.6% of the participants said to a low degree (25%), and %38.2 replied to a very low degree (0%). The mean of this question is *M (*33.1*), with SD (*32.4*).*

Do you find it hard to work with students? 2.9 answered to a very high degree (100%), while 20.6% of the participants replied to a high degree (75%). Furthermore, 23.5% of them answered somewhat (50%), 29.4% of the participants said to a low degree (25%), and 23.5% replied to a very low degree (0%). The mean of this question is *M (37.5), with SD (*29.0*).*

Do you find it frustrating to work with students? 2.9% answered to a very high degree (100%); 14.7% of the participants replied to a high degree (75%), moreover, 23.5% of them answered somewhat (50%), 38.2% of the participants said to a low degree (25%); and %20.6 replied with to a very low degree (0%). The mean of this question is *M (35.3), with SD (*26.9*).*

Does it drain your energy to work with students? 5.9% answered to a very high degree (100%), 35.3% of the participants replied to a high degree (75%), and 14.7% of them answered somewhat (50%), 20.6% of the participants said to a low degree (25%), and 23.5% replied to a very low degree (0%). The mean of this question is *M (44.9), with SD (*33.0*).*

Do you feel that you give more than you get back when you work with students? 26.5% answered by to a very high degree (100%), 29.4% of the participants replied by to a high degree (75%), moreover, 35.3% among them answered somewhat (50%), 5.9% des participants said a low degree (25%), and 2.9% replied with to a very low degree (0%). The mean of this question is *M (67.6), with SD (25.8).*

The overall average of this subscale is *M (46.0), SD (22, 1)* which indicates that almost half of the participants suffer from signs of student-related burnout and it has been proven statistically.

According to the results at hand, the complete average of the burnout scale, which in this research represents the mental health, part showed *M (49.4) and SD(17.7)*. This average, which is nearly the half of participants, is indeed a significant mean that had been verified statistically.

3.2.2.4. Interpretation of the COPRD Scale Results

The COPRD is a likert scale with multiple choices answers that are scored from 0% to

100%. Choices are strongly agreed 100%, agree 75%, not sure 50%, disagree25% and strongly disagree 0%, each question of the scale refers to one of the two factors anxiety and fear or suspicion, which is demonstrated by a star (*). In this part, we will discuss the results of this scale.

If I were infected with COVID- 19, I might not be able to recover from it. This question refers to the fear and anxiety factor as mentioned in the table (9) 14.7 % of the participants replied strongly agree(100%), 47.1% agreed (75%), 17.6%were not sure (50%) and 0% of the participants replied disagree (25%), lastly, 20.6% answered strongly disagree (0%). This question showed the mean of *M (42.6)* and *SD (31.1)*.

When talking to a stranger, I would suspect that s/he might be infected with covid-19. This question refers to the suspicion factor as mentioned in the table.8.8 % of the participants replied strongly agree (100%), 44.1% agreed (75%), 26.5% were not sure (50%) and11.8 % of the participants replied disagree (25%), lastly, 8.8% answered strongly disagree (0%). This question showed the mean of *M (58.1) and SD (27.3)*.

When I see an increase in the number of COVID-19 patients on the news I feel anxious . This question refers to the ear and anxiety factor as mentioned in the table.11.8 % of the participants replied strongly agree(100%), 50.0% agreed (75%),8,8 %were not sure (50%) and17,6% of the participants replied disagree(25%), lastly,11,8% answered strongly disagree(0%). This question showed the mean of *M (58, 1)* and *SD (31, 2)*.

When I see someone sneeze, I suspect that s/he might be infected with covid-19. This question refers to the suspicion factor as mentioned in the table.17,6% of the participants replied strongly agree(100%), 50,0% agreed (75%),11,8 %were not sure (50%) and11,8 % of the participants replied disagree(25%), lastly,8,8% answered strongly disagree(0%). This question showed the mean of *M (64, 0)* and *SD (29, 6)*.

Table 9

Results of the COPRD scale

COVID-19	stronglyagree	agree	not sure	disagree	stronglydisagree	mean	SD	Fear And anxiety	suspicions
	scoring 100%	scoring 75%	scoring 50%	scoring 25%	scoring 0%				
If I were infected with COVID-19, I might not be able to recover from it.	14.7	47.1	17.6	00	20.6	42.6	31.1	✦	
When talking to a stranger, I would suspect that s/he might be infected with COVID-19.	8.8	44.1	26.5	11.8	8.8	58.1	27.3		✦
When I see an increase in the number of COVID-19 patients on the news, I feel anxious	11.8	50.0	8.8	17.6	11.8	58.1	31.2	✦	
When I see someone sneeze, I suspect that s/he might be infected with COVID-19.	17.6	50.0	11.8	11.8	8.8	64.0	29.6		✦
I think frequent hospital visits would make it easier to be infected with COVID-19	29.4	44.1	14.7	5.9	5.9	71.3	27.6	✦	
I fear seeing doctors and nurses who had worked in COVID-19 isolation wards.	14.7	44.1	14.7	23.5	2.9	61.0	27.7	✦	
I think frequent use of air in buses, trains and other public transport, would make it easier to be infected with COVID -19.	26.5	41.2	14.7	14.7	2.9	68.4	27.7	✦	
When I see someone coughing, I suspect that s/he might be infected with COVID-19	23.5	32.4	23.5	17.6	2.9	64.0	28.3		✦
When I see someone without a mask,I suspect that s/he might be infected with COVID-19	14.7	32.4	23.5	17.6	11.8	55.1	31.2		✦
I am afraid to travel to places hard-hit by COVID-19 inside or outside my country.	8.8	50.0	17.6	14.7	8.8	58.8	28.1	✦	
total average score (COVID-19)						60.1	20.8	72,04	60, 3

When I see someone sneeze, I suspect that s/he might be infected with covid-19. This question refers to the suspicion factor as mentioned in the table.17,6% of the participants replied strongly agree(100%), 50,0% agreed (75%),11,8 %were not sure (50%) and11,8 % of the participants replied disagree(25%), lastly,8,8% answered strongly disagree(0%). This question showed the mean of *M (64, 0)* and *SD (29, 6).*

I think frequent hospital visits would make it easier to be infected with covid-19this question refers to the fear and anxiety factor as mentioned in the table 29.4% of the participants replied strongly agree(100%), 44.1 % agreed (75%),14.7 % were not sure (50%) and5.9% of the participants replied disagree(25%), lastly, 5.9% answer strongly disagree(0%). This question showed the mean of *M (71.3)* and *SD (27.6).*

I fear seeing doctors and nurses who had worked in COVID-19 isolation wards. This question refers to the ear and anxiety factors as mentioned in the table.14.7 % of the participants replied strongly agree(100%), 44.1 % agreed (75%),14.7% were not sure (50%) and23.5 % of the participants replied disagree(25%), lastly,2.9% answered strongly disagree(0%). This question showed the mean of *M (61.0)* and *SD (27.7)*.

I think frequent use of air in buses, trains and other public transport, would make it easier to be infected with COVID -19. This question refers to the fear and anxiety factor as mentioned in the table 26.5% of the participants replied strongly agree (100%), 41.2 % agreed (75%), 14.7 % were not sure (50%) and14.7% of the participants replied disagree (25%), lastly,2.9 % answered strongly disagree (0%). This question showed the mean of *M (68.4)* and *SD (27.7)*.

When I see someone coughing, I suspect that s/he might be infected with COVID-19this question refers to the suspicion factor as mentioned in the table. 23.5% of the participants replied strongly agree(100%), 32.4 % agreed (75%),23.5 % were not sure (50%) and17.6 % of the participants replied disagree(25%), lastly,2.9% answered strongly disagree(0%). This question showed the mean of *M (64.0)* and *SD (28, 3)*.

When I see someone without a mask, I suspect that s/he might be infected with COVID-19this question refers to the suspicion factor as mentioned in the table.14.7 % of the participants replied strongly agree(100%),32.4% agreed (75%), 23.5 % were not sure (50%) and17.6 % of the participants replied disagree(25%), lastly, 11.8% answered strongly disagree(0%). This question showed the mean of *M (55.1)* and *SD (31.2)*.

I am afraid to travel to places hard-hit by COVID-19 inside or outside my country: This question refers to the fear and anxiety factor as mentioned in the table 8.8% of the participants replied strongly agree (100%), 50.0 % agreed (75%), 17.6 % were not sure (50%) and14.7% of the participants replied disagree(25%), lastly,8.8% answered strongly disagree(0%). This question showed the mean of *M (58.8)* and *SD (28.1)*.

The overall average of this scale is represented by a mean of *M (60, 1)*, and *SD (20, 8)*, which is more than half of the participants. Moreover, results showed that the mean of the fear and anxiety factor is *M (72, 4)* and the suspicion factor is *M (60, 3)*, the results in the table

showed that teachers are feeling afraid and anxious.

An additional test was conducted to either affirm or confirm our main hypothesis, which is whether there is a relationship between mental health, professional wellbeing and COVID-19. The table represents a correlation between mental health scales and COVID-19 scales, which means if one has an impact on the other

In statistics, correlation coefficients are a quantitative assessment that measures both the direction and the strength of the relationships between two variables. A significant result is represented at the level of the sig ≤ 0, 05, which means there are proven relationships between the two and it is confirmed statistically and not randomly.

Table 10

Results of correlations

	Hypothesis	correlation coefficient	Sig
	There is a relationship between personal burnout and COVID-19	0.442**	0.00
	There is a relationship between work-related burnout and COVID-19	0.260*	0.03
	There is a relationship between client-related burnout and COVID-19.	0.372**	0.00
The main Hypothesis	**there is a relationship between Mental health and Professional Well-being and COVID-19**	0.374**	0.00

Note: correlation is significant at the level of, sig ≤0, 05

3.2.2.5. Interpretation of the Correlation

3.2.2.5.1. Personal Burnout Subscale Correlation: the given results demonstrate a correlation coefficient of 0.442 and a probability value of *p = 0.00*, which is less than the significance level. This proves that there is a relationship between personal burnout and COVID-19.

3.2.2.5.2. Work-related Subscale Correlation: The results in the table show a correlation coefficient of 0.260. In addition, the probability value *p = 0.03,* which is less than the

significance level, indicates that there is a confirmed relationship between work-related burnout and COVID-19.

3.2.2.5.3. Student-related Burnout Correlation: The results show a correlation coefficient of 0.372. In addition, the probability value of $p = 0.000$ is less than the significance level, which means that there is a relationship between student-related burnout and COVID-19.

3.2.2.5.4. The Main Hypothesis: the relationship between mental health and professional well-being and COVID-19: The results in the table show that the correlation coefficient is 0.347, and the probability value (Sig) is $p= 0.000$ which *is* less than the significance level of 0.05. This indicates that there is a statistically significant relationship at the level of significance of 0.05 between mental health and occupational well-being and COVID-19.

3. 2.3. Gender Differences

After receiving the data and analysing the findings, the researchers decided to conduct another test to examine if gender has a relative correlation with burnout and with COVID-19 or not, since it was taken into consideration as a demographic representation at the beginning of the questionnaire. The test is called a t-test for two independent samples to compare the means of each group. First, we drew a random and equal number of the population in interest. All participants had an equal probability of being selected. Therefore, the results are representative of all the rest.

3. 2. 3.1. T-test: we use an independent two-sample t-test when the researcher wants to compare the means of precisely two groups no more and no less. Typically, the test is performed to determine whether two population means are different. This procedure is an inferential statistical hypothesis that uses samples to draw conclusions about populations. The independent samples t-test is also known as the two-sample t-test.

Two probabilities p-value were assumed for the test, the first one is that there are no gender differences statistically significant for the answers to the burnout scale, and the other is that there are no gender differences statistically significant for the responses to the COVID-19 scale.

Figure 01:

The participants' number of males and females

the participants' number of males and females
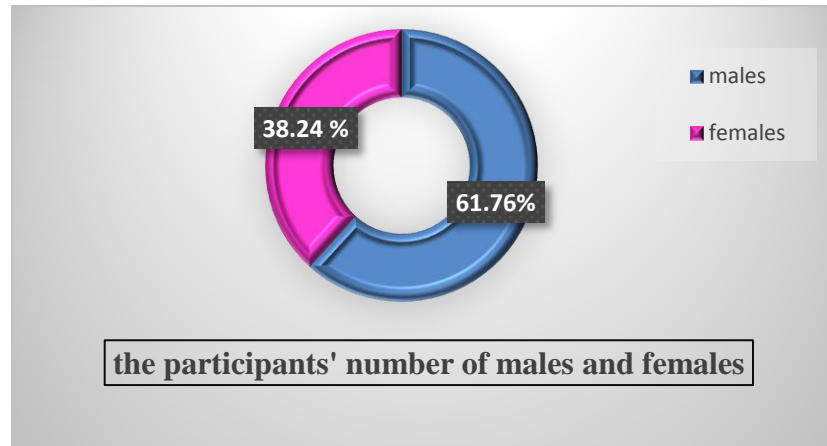
3. 2. 3. 2. Interpretation of the results

This figure represents the number of males and females who participated in this study male with 61.76% and females with 38.24%.

Table 11

Results of the t-test for independent sample – gender

Subscale	Means		T- value	Sig
	Males	females		
Personalburnout	52.1	55.0	0.018	0.893
Work-related burnout	49.2	48.7	0.595	0.446
Studentrelated burnout	50.0529	48.4005	0.194	0.663
Overall	48.8095	41.4835	0.744	0.395

Note: sig ≤ 0.005, a ≤0.05

3. 2. 3. 3. Hypothesis: there is no statistical significance at the level (a≤0.05) between the means of the population in response to the burnout scale attributable to gender.

The results in the table (11) entitled as results of t-test for independent sample- gender, show that for the personal burnout subscale females showed an augmented mean level of(M=55.0) while the mean of males is *(M=52.1)* with a t-value of *(t=0.018)* and *(sig=0.893)*. For work-related burnout, males showed a higher mean *(M=49.2)* than females *(M=48.7)* with a t-value of *(t=0.595)* and *(SIG=0.466)*. Moreover, for the student-related burnout males, indicated a higher mean level of *(M=50.0529)* and females with *(M=48.4005)* with t-value of *(t=0.194)* and *(sig=0.663)*.The overall results for the burnout scale show a higher mean for males (M=48.8095) while females scored a mean of *(M= 41.4835)* with a t value of *(t=0.744)* and *(sig=0.395)*.Since the sig value, corresponding to the t-value for two independent samples is greater than the significance level (sig≤0.05); we conclude that there are no statistically significant gender differences in the mean of this scale.

Table 12

Results of the t-test for two independent sample__Gender

Scale	Means		t-value	sig
	Males	Females		
COVID-19	62.1	56.9	1.118	0.000

Note: sig ≤ 0.005, a ≤ 0.05

Hypothesis: there are no gender differences in the two sample's responses, which are statistically significant at the level *(a ≤0.05);* the table represents the results of the t-test for independent sample _gender, for the COVID-19 scale. The males showed a higher degree with the mean of *(M=62.1)* than females with *(M=56.9)* with the value of *(t= 1.118)* and the *(sig=0.000),* since the sig level that corresponds to the t-value is less than the significance *(a ≤0.05)* level for the COVID-19 scale. We conclude that there are statistically significant gender differences in the means of this scale. Thus, COVID-19 affected males more than females.

3.2.4. Qualitative Data

3.3.4.1. Thematic Analysis for Qualitative Data

Thematic analysis is a valuable method of examining the content of responses to gain meaningful comprehension of participants' perspectives. The researcher will be able to understand and gain a thorough understanding of the research data by developing and identifying patterns. In this research work, an open-ended question was implemented to understand teachers' perceptions and attitudes toward teaching during the pandemic. Additionally, the purpose was to elicit valuable information about their beliefs, behaviours, emotions, and strategies to cope with the new requirements of COVID-19.The question was clearly defined in order to avoid any misunderstanding of the intent of the research. Moreover, the question was handed in a written form. The research made it clear that all the answers were comprehensively appropriate and described the requested information. Furthermore, the analysis encompassed the phases as detailed by Braun and Clarke (2006).It involves gaining familiarity with the data, generating initial codes or labels, searching for themes or main ideas, reviewing themes or main ideas; defining and naming themes or main ideas; and finally producing the report. After reading and re-reading the responses in order to ensure that the data is meaningful, codes were generated in the form of phrases to draw significant data. The main question was: How would you describe your teaching experience during COVID-19 pandemic? Only three answers were dropped. Two because they were considered as not significant in relation to the intent of the research purposes and one was not clear enough to draw conclusion about it.

The thematic analysis revealed different themes which covered the following ideas: "online teaching challenges", "Student's attitudes", "physical and mental well-being" and ''post COVID-19 adaptations''. Frequency indicates the number of teachers revealing the revealed code. (See Table 13)

Table 13

Themes and codes revealed as a result of the analysis

Theme	Code	Frequencies
Online teaching challenges	Lack of ressources Lack of training Work over load Demanding Limitation in application Lack of skills Endeavoring to implement Communication difficulties Time constraints Internet issues Face-to-face delivery Online techniques COVID-19 teaching format	12
Student s attitudes	Students' lack of engagement Lack of participation Demotivation Students' reluctance Lack of students preparation Inequality of opportunities Learners need	6
Physical and mental well-being	Terrifying Exhaustion Absentmindedness Pause Anxiety Stress Fear of COVID-19 Tiring Hightened demands	16
Post -COVID-19 adaptations	Accessibility to all learners in using ICTs tools Integration of technology in language teaching Coping strategies and adaptation skills Mastering digital tools	3

3.2.4.2. Online Teaching Challenges

The pandemic COVID-19 has forcefully introduced a shift in the educational sector, including higher education. This was mainly associated with different online teaching challenges that were confronted by teachers during the COVID-19 pandemic. Teachers needed to deal with some technology that came immediately with this transition. For example, lack of training and resources. Teachers faced different challenges related to technological tools that they had never used. They needed to learn, use, and integrate appropriate tools to assist their online teaching and also revise and update all their teaching materials, including designing online courses. (Crompton et al., 2021). Several professors cancelled classes because they had technical difficulties, trouble with Wi-Fi, or were simply panicked over the prospect of teaching the full class on the new platform. (Zermane & Aitouche, 2020, p.164). COVID-19 has undoubtedly been a significant impediment that has forced teachers to adapt to new challenges: "In the COVID-19 emergency, teachers have, almost overnight, been asked to become both designers and tutors, using tools which few have fluently mastered." (Hifza et al., 2022).

In this study, teachers shared different opinions and perceptions regarding online challenges, which is a theme that was generated after identifying keywords and codes from different answers. Teachers said that their teaching experience during COVID-19 was challenging, difficult because of the lack of resources, and training. Adding to that, much effort and intensive work were required as it brought a new set of demands.

Examples of teachers' views on the most frequent challenges in their teaching during the pandemic are related to online challenges and are as follows:

- **Teacher's answer**: Exhausting I prefer the face-to-face delivery. Online teaching can work better if ICTs are provided at the level of university and if teachers and students are well trained in using them.
- **Teacher's answer:** It is characterized by distance learning and teaching. In fact, such pandemic demonstrates the reality towards the lack of both authentic materials and teachers and learners training when it deals with technological tools.
- **Teacher's answer:** Tiring and demotivating because of the intensive work with students for two weeks in addition to pauses between sessions that would reduce the spirit of motivational continuity.

- **Teacher's answer**: Because of COVID-19, we use hybrid-teaching model that combines both face-to-face and online education. Unfortunately, the majority of the students do not know how to engage in hybrid learning. This makes our job very difficult.

3.2.4.3. Students' attitudes

The challenges were not only limited to online teaching but as well to student attitudes. One study showed that teachers faced problems during online classes due to a lack of technical skills, the absence of students' interest, and a drop in participation. Students made many excuses, which made it difficult for the teachers to identify the genuine reasons. (Yusnilita, 2020).

According to the teachers' views, several problems were encountered on the part of the students. These include lack of preparation, lack of engagement, and their reluctance toward online learning. Most students were demotivated and preferred the face-to-face model. In addition, lessons were not taken seriously. Furthermore, not all students were able to access the internet and digital devices. Teachers' perceptions about their teaching experience during COVID-19 in relation to students' attitudes can be seen in the following examples:

- **Teacher's answer** : I do not think that COVID-19 is the ISSUE, however the problem is when the student takes advantage of this situation to be absent all the time and they claim their rights to take THE BEST MARK in TD, and guess what « where were they when TD tool place ?!

- **Teacher's answer** : Not good as the students were not taking their learning process seriously during COVID-19

- **Teacher's answer**: Teaching middle school was adequate due to the low number of pupils in each group despite the heavy schedule. Teaching license and Master students is more unrewarding due to the heavy numbers of students and the frequent two week breaks in which students do not take their lessons seriously

- **Teacher's answer:** It is acknowledged that teaching is inherently a social vacation, requiring interaction with students and their families .The pandemic, on the other hand, has created communication difficulties particularly among students from low-income families who cannot afford technological means and internet.

3.2.4.4. Physical and Mental Well-being

Different teachers' unions reported after piloting studies that lockdown significantly altered the work atmosphere of teachers; at the same time, they declared that these changes affected teachers' mental health noticeably (Vergas et al., 2020). Teaching becomes more difficult as many challenges ascend, such as teachers and learners' training with ICTs; teachers were unprepared to face instant alterations as the core of their profession, which is interactional communication with learners, is shaped into more virtual contacts. The COVID-19, an infectious disease caused by the SARS-CoV-2 virus, created different challenges due to the educational institutions' closure and quarantine. In addition, teachers experienced some emotions of distress and declared feeling overwhelmed by the new challenges faced with virtual teaching. (Carnese et al., 2020). Importantly, these new challenges also need to be seen in the context of generally increased stress levels due to the pandemic itself. For example, health issues in one's family or oneself, or caregiver responsibilities.

In this study, teachers reported their concern about their physical and mental well-being .They expressed different feelings of anxiety, stress, uncertainty and the fear of COVID-19.

- **Teacher's answer**: It was weird. Emotionally exhausting .Brand new but now it opens a new strategies of e learning

- **Teacher's answer**: very restrictive. When anxiety takes hold of everyday life, concentration drops to zero.

- **Teacher's answer**: Teaching itself is a stressful, tiring, and exhausting profession already. Moreover, with COVID-19 it was even more difficult because it was already stressed out and scared, wondering about the future and working at the same time with little resources and training from both teachers and students. My experience was both challenging and terrifying. I am not feeling at ease.

- **Teacher's answer**: My teaching experience during COVID-9 was literally exhausting from all sides of my life. I feel tired all the time. I am always wondering if I can continue or not.

- **Teacher's answer:** I believe that the first teachers describe their first experience as an initial shock of being thrown disarray when the pandemic suddenly and unforceably

affected their lives as teachers. During this period, we were overloaded and worn out. In fact, we were working under heightened demands and with inadequate resources. We were physically and emotionally weary, which are well-known as burnout indicators. This burnout is the result of extended exposure to stress that can have negative consequences for teachers, students, and the educational system, including a higher likelihood of having the flu and poorer student outcomes.

3.2.4.5. Post-COVID-19 Adaptations

In the light of the pandemic, governments, institutions, and universities to face the new challenges and adapt to the new modalities made different educational responses and reactions. This involves online teaching and assessment, a combination of face-to-face and online course delivery. However, many teachers reported different issues concerning practical implications and implementation. This brought up new concerns about distance learning and coping strategies. Teachers at the department of English, University of Tiaret, suggested different recommendations in response to the mentioned challenges. These include the need to master digital tools and the integration of ICTS in language teaching. Some teachers reported that efforts were made to continue teaching remotely and that they devoted their time to learning new skills, but this required rigor and diligence. Furthermore, a few of them expressed their positive experience of teaching during COVID-19 as being effective and thrilling, and that it opened new perspectives towards online learning. They supported their opinion by highlighting the very essence of teaching as being an honourable profession that requires skills such as flexibility and adaptation skills. Some of these reflections are the following:

- **Teacher's answer:** The pandemic has shown that we can continue to work even remotely with diligence and rigor. Nevertheless, considerable effort must be made. The mission of teaching is so honorable to self-evaluate and see how much we can keep the same frequency of transmission of knowledge but with efficiency .the post-COVID-19 teacher will have to focus on mastering digital tools and integrating technology in language teaching in particular

- **Teacher's answer :** It is tiring because we did not get used to such pandemic .every changed for a short period of time ,all we need to do is to cope with this situation and plan

for other strategies to achieve the process of inclusion of all learners throughout online techniques and platforms .the process is not easy though.

- **Teacher's answer:** Frankly, working with students does not tire me; it seldom tires me from both sides, physically and mentally. My teaching during the pandemic can be summarized as follow: thrilling, fun, and enjoyable. Teaching is an art that requires being flexible, being able to deal with any circumstances and to do adapt to whatever occurring changes.

Thus, these challenges and concerns may offer concrete testimonies offered by teachers in order to set efficient solutions, specifically to develop practical intervention, increase teachers' well-being, and foster the use of digital means in the context of higher education.

Part 03: Discussion of the Findings

3.3.1. Discussion

Our study examined the impact of COVID-19 on teachers' mental health and professional well-being. The study revealed significant results concerning the relationship between COVID-19 and teachers' mental health and professional well-being. Teachers faced mental health challenges akin to the COVID-19 pandemic. The situation has shown a significantly higher uncertainty on teaching modalities, with reports focusing on adapting their lesson plans and teaching methods to remote learning, and the need to meet their students' needs has added much frustration along with the fear of the disease.

Our study addresses this gap and indicates that teachers have shown a significantly higher prevalence of mental health issues during COVID-19. The complete average of the burnout scale revealed M (49.4) and SD (17.7). Additionally, it reveals that nearly half of the participants suffer from early symptoms of personal-related burnout, work-related burnout, and student-related burnout, expressed as fatigue and exhaustion. Furthermore, it shows that teachers expressed feelings of fear and anxiety because of COVID-19. Moreover, the relationship between COVID-19 and teachers' mental health and professional well-being is highly significant which means that COVID-19 has an impact on teachers' mental health and professional well-being. However, a closer inspection of our results regarding gender reveals that there is no statistical significance between males and females in relation to mental health. The difference in results that were obtained may be related to other factors that interfere in their lives. For instance, their daily responsibilities, role distribution, or taking care of children or/and older adults. However, there is a statistical significance in gender regarding the COVID-19 scale. The results reveal that COVID-19 affected males more than females. These findings square with other studies that reported that women had a more responsible attitude toward the COVID-19 pandemic than men did. For instance, in terms of preventative measures, women are likely to be more engaged. In addition, fear of COVID-19 leads to delays in seeking medical care at a time when information about the pandemic overflows. In this sense, a higher rate of mortality and morbidity among men was diagnosed. In addition, new research states that men expressed more fear about the economic implications of the COVID-19 pandemic than women, who are more optimistic regarding the financial consequences of the pandemic (Alsharawy et al.,2021). This is relevant to the findings

of our study, in which the results reveal a higher statistical prevalence of fear and suspicion among males. However, research on COVID-19 suggests that it is too early to identify this gender gap emerging.

Because of the COVID-19 pandemic, teachers were forced to move from classroom instruction to designing and developing virtual learning. The decisions were taken in a quick turnaround and the closure of schools and universities was rapid. In this study, teachers reported their own reflections on teaching during the pandemic. A high emphasis was drawn on the amount of effort and work to be done to meet the new demands. The tempo of work increased with too few resources. Burnout is more likely when there is a major mismatch between the nature of the job and the nature of the person who does the job.

Workload is one of the most obvious indicators of a mismatch between the person and the job. During COVID-19, teachers expressed their concern about feeling overloaded and physically and emotionally exhausted. According to Maslach (1997), work overload prevents people from attending to it thoroughly. It undermines their capacity to approach the work in the most effective way. The COVID-19 crisis affects the workload in three ways. It is more intensive, more complex, and demands more time and energy. As a result, teachers felt exhausted. When people feel exhausted, they feel overextended emotionally and physically. Teachers worked at a faster pace trying to manage face-to-face and online teaching with little experience and deliver online learning experiences. More communication and feedback are expected between teachers and their students. This became overwhelming for teachers.

Regarding online teaching, we were surprised by the high number of participants who reported lacking the digital training and skills to use ICTs resources and virtual classrooms. We acknowledge that ICTs is certainly not new; however, using these online methods and tools during the COVID-19 emergency and confinement is certainly new that teachers felt unacquainted with. Data suggests that most of the teachers were not prepared to face the new online teaching challenges that came with the pandemic due to the lack of training and online resources. Only one participant explicitly mentioned spending time to learn new technological skills to improve courses and accomplish the task.

In addition, the study revealed a higher prevalence of fear and anxiety because of COVID-19. As one teacher put it, "Teaching itself is a stressful, tiring, and exhausting profession

already." Moreover, with COVID-19, it was even more difficult because everyone was already stressed out and scared, wondering about the future and working at the same time with little resources and training from both teachers and students. My experience was both challenging and terrifying. I am not feeling at ease. "

Teachers' stress may contribute to negative mental health outcomes such as feelings of burnout, depression and anxiety, and poor coping styles (Herman et al., 2018; Maslach et al., 2001). As a result, it diminishes their ability to employ effective teaching practices, resulting in negative impacts on student behaviour (Hoglund et al., 2015; Skaalvik and Skaalvik, 2007) and student achievement (Braun et al., 2019; Tsouloupas et al., 2010).

In their book "The Truth about Burnout," Maslach and Leiter (1997) explain that fear and anxiety are two other negative emotions that contribute to burnout and mental issues. Furthermore, exhaustion is the first reaction to the stress of job demands or major change. When people are exhausted, it takes energy to work in a creative, focused manner with genuine attention. This is evident as COVID-19 created uncertainty and a threatening environment. Additionally, this undermines the capacity to work with feelings because teachers are attending more closely to their workplace conditions than just to their jobs. Thus, emotional and physical exhaustion undermine effectiveness, health, and wellbeing. Feeling frustrated as reported by teachers denotes their not being able to overcome obstacles in their path, because they lack sufficient resources to do either their job or they lack control over their work. Maslach and Leiter explain this as the feeling of being ineffective because of wasted time and energy.

Another situation that was marked during the outbreak of COVID-19 was social distancing, lockdown, and teachers were largely compelled to adopt online teaching. Although distance education is not a new form of education, the pandemic has made it the dominant form for teachers and learners worldwide .This led to fragmented interpersonal relationships. In fact, a growing sense of isolation predominated due to COVID-19, and teachers worked separately instead of together. This emphasizes the idea of Maslach's lack of community as one of the main mismatches on people's well-being, in which relationships and personal links are the basic elements of community. The pandemic pushed people beyond what they could sustain. Even outside of work, it is also hard to find relief. People are busier in every domain of their lives, such as children, aging parents, and other responsibilities. There are more worries about recovering

from COVID-19, fear of infection, suffering, and death for themselves and for loved ones. Several studies interested in the effects of the pandemic reveal its impact on various aspects of life. These include people's daily lives; financial aspects; academic aspects; and physical and mental health (Babicka-Wirkus et al. 2021). This enormous and constant pressure created mental challenges, which were revealed statistically as indicators of early symptoms of burnout issues. As described by Maslach and Leiter, teaching is one of the jobs that is high-touch. In today's terminology, it refers to a physically and emotionally demanding job. In the context of COVID-19, it became more exhausting. Some teachers thought that their experience was unrewarding and ineffective regardless of the amount of effort they were putting into it. This might be explained by the difficulties they encountered, which made them doubt their competence.

In addition, the study revealed that almost half of the participants suffer from signs of student-related burnout. The educational transition during COVID-19 affected not only teachers but students as well. Teachers at the University of IBN Khaldoun, department of English, reported different reflections regarding their students' attitudes. They claimed that both teachers and learners lacked training and skills to be involved in online learning. They stated as well their reluctance towards online learning and their demotivation to study, which affected the teachers' motivation. In a study conducted by Boling et al. (2012), students reported feelings of disconnectedness with their colleagues, teachers, and even the content, emphasizing individualized learning experiences and limited social interactions. Moreover, Frenzel et al. (2009) found that when students were aware of teachers' negative mental health, particularly anxiety, they perceived their teachers' instruction as less effective. Consequently, another challenge arose and made it difficult for teachers to maintain their students' motivation. At the same time, teachers have seen their students struggling academically, socially, and emotionally. Adding to that, due to the COVID-19 disruptions, they were not able to provide them with adequate support and equitable learning opportunities. (Ferdig et al., 2020).

However, burnout, in its multidimensionality, is not just about the presence of negative emotions. It is also about the absence of positive emotions such as energy, engagement, and job satisfaction. The COVID-19 emerged as a common stressor that made teachers struggle with anxiety and mental health concerns.

This study highlights the importance of teachers' mental health as well, because it can

interfere with the job. In general, jobs are seen in terms of skills and outcomes. Mental challenges and issues are regarded as personal in which individuals bear full responsibility. They are seen as irrelevant to the job task. However, mental health is important not only because of its impact on teachers but also because of its impact on students and schools. In addition to student perception, teachers' mental health may influence their teaching efficacy. Sandilos et al. (2015) discovered that teachers who exhibited symptoms of depression also had lower classroom management scores, indicating that students' academic experiences might be negatively impacted by teachers' mental health.

As stated by Maslach and Leiter (1997), "people assume that burnout is no big deal, and they misjudge the risks." They also assume that it will not happen to them—that they are too knowledgeable or too strong to fall prey to the problem. When burnout does set in, people tend to keep working, even if not as well as before, so there are no serious threats to general productivity. «However, this perspective is all wrong because it doesn't imply the very essence of work and quality of human lives. It is based on a misconception about why and how people work.

Conclusion

The scope of this argument goes deeper into questioning the teacher's mental health awareness and we argue about this mental challenge as not being a trivial problem. The findings of this study provide a critical view of the importance of teachers as they play a crucial role in the educational field. It also addresses the major shortcomings that the teachers faced during the pandemic, including the support systems. It is an opportunity to build a productive engagement with teachers to enhance their professional well-being in times of change because the COVID-19 was a conductive force affecting teachers' mental health and professional wellbeing. This research aims to render, look at, and learn from this experience and be able to reinvent and transform teachers' professional learning practice and identity. Reshaping online learning modalities and opportunities is required.

3.3.2. Limitations

Several limitations have taken place because of different factors. To start with, there were not enough sources available to write about this topic. The reason behind this limitation is the fact that COVID-19 is a newly faced situation that has influenced different sectors, including education. Most of the work is recent, forecasting the impact of COVID-19 in the following years. In fact, it is important to note that there is not sufficient data that discusses teachers 'mental health particularly in the context of higher education .That could be advantageous for our research to highlight its significance in the context of COVID-19. In addition, during the process of collecting data, the process was enduring. We made a great effort to receive the answers to the questionnaires. Moreover, the study was conducted amid the COVID-19 pandemic where things were not flexible. Better work could have been achieved in other circumstances. Finally, working with SPSS requires a large population and multiple variables, which was not affordable for us due to time and some practical requirements.

3.3. 3. Recommendations

In light of the purpose and findings of this study, a series of multifaceted recommendations are highly suggested:

- We argue to consider the magnitude and scope of the possible negative effects of COVID-19 on teachers' mental health and professional well-being. Why not a large data set on the national level?

- Incorporating different information gathered from different teachers and relying on their input can help reduce occupational stress and negative mental health. In this sense, interventions to address and promote teachers' mental health needs are required in the future public health emergencies to provide a supportive learning environment.

- In particular, there is a need to provide personal and material resources and improve digital skills of teachers and students

- Future studies must attend digital competencies and remote learning pedagogical methods. In addition, addressing the impact of remote education on academic progress.

- Teachers' perceptions demonstrated that there is a need to develop teachers' engagement in decision-making processes. This includes leadership skills and its link to students 'learning outcomes.

- It is crucial as well to address how a teacher's mental health outcomes affect student learning.

- Teachers experienced a considerable challenges related to mental health and professional wellbeing. It is important to attend to different coping strategies in order to improve both mental and professional well-being.

- Understanding the ways in which the mode of teaching during the pandemic is related to teachers' professional well-being is mandatory because it helps inform future intervention to promote teachers' mental health.

General conclusion

General conclusion

In fact, teaching has been identified as a stressful occupation with high rates of fatigue and exhaustion. The COVID-19 pandemic has placed different challenges and significant demands on teachers, aggravating professional responsibilities. This study aims to investigate the impact of COVID-19 on teachers' mental health and professional well-being. It sheds light on the most difficult challenges and aspects of teaching during the pandemic. It comprehensively entails the impact of COVID-19 on teachers' mental health and investigates potential early indicators of burnout.

The present work encloses the theoretical parts of two chapters. The first is based on extensive research into mental health and education. The second one comprises overall information about teaching during the pandemic, guidelines about remote learning, and challenges. Furthermore, the third chapter incorporates the research methodology, the data analysis, and the discussion of the findings, followed by the limitations that were encountered and some recommendations. The present work addresses a main question on how COVID-19 affects teachers' mental health and professional well-being and how teachers perceive teaching during the pandemic with the new format. The results reveal that teachers have shown a significantly higher prevalence of mental health issues during COVID-19, manifested as personal burnout, work-related burnout, and student-related burnout, and expressed as fatigue and exhaustion. There was a higher correlation between COVID-19, teachers' mental health, and professional well-being. These findings confirm the research hypothesis of COVID-19 being a conductive force that affects both the mental health and professional well-being of teachers. Additionally, the study aimed at identifying teachers' perceptions and attitudes towards teaching during the pandemic. The research hypothesized both negative and positive reactions to this experience.

The findings of this research demonstrate a higher tendency of negative perception regarding teaching during COVID-19. Teachers' reflections and views show that different challenges undermine their ability to do their job effectively. Online teaching challenges were the main difficult aspects of teaching during the pandemic, including lack of digital competence, a lack of adequate resources, and training on the use of ICT. These findings square with other studies that report the challenges associated with remote learning and their significant

consequences on teachers' mental health. Overall, our study provides a snapshot of teachers' experiences during the COVID-19 and aids in the understanding of mental health challenges associated with teaching during the pandemic. Some limitations must be acknowledged. Given the context of this study, COVID-19 is a newly faced situation that is still on the spot. The long-term effects will be examined in the future. Therefore, it is too early to address all the effects generated by COVID-19. Second, lack of resources and data on teachers' mental health outcomes. This would be different if more data were available to set a comparison between pre-pandemic and a specific pandemic. Third, our study had a small sample size and limited resources. A large data set would widen the scope of this research and attend to other circumstances and variables. Future studies must include digital competencies and remote learning pedagogical methods. In addition, addressing the impact of remote education on academic progress is needed. Furthermore, it is crucial as well to address how a teacher's mental health outcomes affect student learning. Teachers experience considerable challenges related to mental health and professional wellbeing. It is important to attend to different coping strategies in order to improve both mental and professional well-being. Ultimately, the data from this study might be used to improve support for teachers' mental health and professional well-being, including coping strategies in times of pressure and change.

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Appendices

Appendix 01:

Online Questionnaire (Google Forms)

The Impact of COVID-19 on Teachers' Mental Health and Professional Well-being

We are two second-year English master's students. We are currently conducting research at the University of Ibn Khaldoun that focuses on the impact of COVID-19 on teachers' mental health and professional well-being. We appreciate your cooperation in answering the following questions. Your answers will be held confidential. There are two parts: the first one is concerned with mental health and the second one deals with COVID-19. All questions require you to choose an answer from a list of options that corresponds to your choice.

The information provided will be used solely for the purpose of this research work. We would be grateful if you would complete the questionnaire as soon as you are able.

Are you*

Male

Female

How often do you feel tired?*

always

often

sometimes

seldom

never

How often do you think: I can't take it anymore

always

often

sometimes

seldom

never

How often do you feel weak and susceptible to illness?

always

often

sometimes

seldom

never

How often do you feel worn out?

always

often

sometimes

seldom

never

Do you feel worn out at the end of the working day

always

often

sometimes

seldom

never

How often are you physically exhausted?

always

often

sometimes

seldom

never

Are you exhausted in the morning at the thought of another day at work?*

always

often

sometimes

seldom

never

Do you have enough energy for family and friends during leisure time?*

always

often

sometimes

seldom

never

Are you tired of working with students?*

always

often

sometimes

seldom

never

Do you sometimes wonder how long you will be able to continue working with students?*

always

often

sometimes

seldom

never

Is your work emotionally exhausting?*

to a very high degree

to a high degree

somewhat

to a low degree

to a very low degree

Do you feel burnt out because of your work?*

to a very high degree

to a high degree

somewhat

to a low degree

to a very low degree

Does your work frustrate you?*

to a very high degree

to a high degree

somewhat

to a low degree

to a very low degree

Do you find it hard to work with students?*

to a very high degree

to a high degree

somewhat

to a very low degree

to a low degree

Do you feel that every working hour is tiring for you?*

always

often

sometimes

seldom

never

Do you find it frustrating to work with students?*

to a very high degree

to a high degree

somewhat

to a very low degree

to a low degree

Does it drain your energy to work with students?*

to a very high degree

to a high degree

somewhat

to a very low degree

to a low degree

Do you feel that you give more than you get back when you work with students?*

to a very high degree

to a high degree

somewhat

to a very low degree

to a low degree

How would you describe your teaching experience during covid-19 pandemic?*

The COVID-19 related psychological distress in healthy public scale (CORPD

If I were infected with covid¬ 19, I might not be able to recovery from it.*

strongly disagree

disagree

not sure

strongly agree

When talking to a stranger, I would suspect that s/he might be infected with covid-19.*

strongly disagree

disagree

not sure

agree

strongly agree

When I see an increase in the number of covid-19 patients on the news, I feel anxious*

strongly disagree

disagree

not sure

agree

strongly agree

When I see someone sneeze, I suspect that s/he might be infected with covid-19.*

strongly disagree

disagree

not sure

agree

strongly agree

I thinkFrequent hospital visits would make it easier to be infected with covid-19*

strongly disagree

disagree

not sure

agree

strongly agree

I fear to see doctors and nurses who had worked in covid-19 isolation wards.*

strongly disagree

disagree

not sure

agree

strongly agree

I think frequent use of air in buses, trains and other public transport, would make it easier to be infected with covid -19.*

strongly disagree

disagree

not sure

agree

strongly agree

When I see someone coughing , I suspect that s/he might be infected with covid-19*

strongly disagree

disagree

not sure

agree

strongly agree

When I see someone without a mask ,I suspect that s/he might be infected with covid-19*

strongly disagree

disagree

not sure

agree

strongly agree

I am afraid to travel to places hard-hit by Covid-19 inside or outside my country.*

strongly disagree

disagree

not sure

agree

strongly agree

الملخص

تهدف هذه الدراسة إلى التحقيق في تأثير كوفيد-19 على الصحة الذهنية للأساتذة والازدهار المهني في جامعة ابن خلدون، تيارت، في قسم اللغة الإنجليزية. وكشفت النتائج أن الوباء كان له تأثير كبير على الصحة الذهنية للمعلمين ورفاههم المهني. أظهرت النتائج ارتباطًا قدره 0.374 * * عند مستوى الدلالة 0.00 بين كوفيد -19 والصحة الذهنية للمعلمين. علاوة على ذلك، تم اكتشاف اختلافات بين الجنسين في مستوياتالاحتراق المهني وكوفيد -19 عند الذكور والإناث، وذلك عند مستوى ترابط قدره 1.118 والدلالة = 0,000 نعتقد أن هذه الدراسة ستضيف معلومات قيمة للبحوث المستقبلية للمساعدة في الحفاظ على الصحة الذهنية للمعلم والتحسين في البيئة التعليمية.

الكلمات المفتاحية: كوفيد-19، الاحتراق المهني، والصحةالذهنية، الازدهار المهني، التعليم.

Summary

This study aims to investigate the impact of COVID-19 on teachers' mental health and professional well-being at the University of Ibn Khaldoun, Tiaret, in the English department. The results revealed that the pandemic has had a significant impact on teachers' mental health and professional well-being. The findings showed a correlation of 0.374** at a sig level of 0.00 between COVID-19 and teachers' mental health. Furthermore, gender differences were discovered in the process for burnout and COVID-19 in males and females, showing a correlation at levels of 1.118 and sig = 0.000. We believe that this study adds valuable information for future intervention to help maintain a teacher's mental health and an effective learning environment.

Keywords: covid-19, burnout, mental health, professional wellbeing, teaching

Resumé

Cette étude vise à étudier l'impact de la COVID-19 sur la santé mentale et le bien-être professionnel des enseignants de l'Université Ibn Khaldoun de Tiaret, dans le département d'anglais. Les résultats ont révélé que la pandémie a eu un impact significatif sur la santé mentale et le bien-être professionnel des enseignants. Les résultats ont montré une corrélation de 0,374** à un niveau sig de 0,00 entre COVID-19 et la santé mentale des enseignants. En outre, des différences entre les sexes ont été découvertes dans le processus d'épuisement professionnel et COVID-19 chez les hommes et les femmes, montrant une corrélation à des niveaux de 1,118 et sig = 0,000. Nous pensons que cette étude apporte des informations précieuses pour de futures interventions visant à maintenir la santé mentale des enseignants et un environnement d'apprentissage efficace .

Mot clé : COVID-19, Burnout, santé mentale, bien-être professionnel, enseignement