Psychological Wellbeing of Digital Native Teachers: Basis for Development of a Well-Being Program

Camille Rose M. Tacazon, Mase

Abstract: *Healthy psychological well-being is a core enabler of teachers in order to perform efficiently in their tasks. Mental health and well-being have been a consistent topic in many platforms. However, there is limited research on this matter particularly on the psychological well-being of digital native teachers – teachers born after the introduction of digital technology. This study aimed at assessing the psychological well-being of digital native teachers as a basis for a well-being program. It used the 42-item version of Ryff's psychological well-being and purposively selected 56 digital native teachers in District IV-C, Schools Office of Division of Olongapo City for the SY 2020-2021. The result shows that majority of the teachers are under the age range of 24-26 years old who has rendered service in the public school for 0-4 years. Most of the respondents' family's socioeconomic status falls under ₱19,040 - ₱38,080 and majority of the respondents are female. The result reveal that the psychological well-being of the respondents falls in the average level of well-being of the 42-item psychological well-being test. The results of the inferential analysis on the correlation between the respondents' psychological well-being and their demographic profile were significantly correlated. It revealed that psychological well-being is an important aspect in the teaching profession particularly for digital native teachers. This denotes the need for a well-being program that will help the digital native teachers develop more in their psychological well-being and cope up with their daily lives.*

Keywords - *psychological well-being, digital natives, Ryff, teachers, human resource, human development*

PSYCHOLOGICAL WELLBEING OF DIGITAL NATIVE TEACHERS:

BASIS FOR DEVELOPMENT OF A

WELL-BEING PROGRAM

Prepared by:

CAMILLE ROSE M. TACAZON, MASE

June 2022

PSYCHOLOGICAL WELLBEING OF DIGITAL NATIVE TEACHERS: BASIS FOR DEVELOPMENT OF A WELL-BEING PROGRAM

ABSTRACT

Healthy psychological well-being is a core enabler of teachers in order to perform efficiently in their tasks. Mental health and well-being have been a consistent topic in many platforms. However, there is limited research on this matter particularly on the psychological well-being of digital native teachers – teachers born after the introduction of digital technology. This study aimed at assessing the psychological well-being of digital native teachers as a basis for a well-being program. It used the 42-item version of Ryff's psychological well-being and purposively selected 56 digital native teachers in District IV-C, Schools Office of Division of Olongapo City for the SY 2020-2021. The result shows that majority of the teachers are under the age range of 24-26 years old who has rendered service in the public school for 0-4 years. Most of the respondents' family's socioeconomic status falls under ₱19,040 - ₱38,080 and majority of the respondents are female. The result reveal that the psychological well-being of the respondents falls in the average level of well-being of the 42-item psychological well-being test. The results of the inferential analysis on the correlation between the respondents' psychological well-being and their demographic profile were significantly correlated. It revealed that psychological well-being is an important aspect in the teaching profession particularly for digital native teachers. This denotes the need for a well-being program that will help the digital native teachers develop more in their psychological well-being and cope up with their daily lives.

Keywords *- psychological well-being, digital natives, Ryff, teachers, human resource, human development*

PSYCHOLOGICAL WELLBEING OF DIGITAL NATIVE TEACHERS: BASIS FOR
DEVELOPMENT OF A WELL-BEING PROGRAM

TABLE OF CONTENTS

PSYCHOLOGICAL WELLBEING OF DIGITAL NATIVE TEACHERS: BASIS FOR DEVELOPMENT OF A WELL-BEING PROGRAM

CONTEXT AND RATIONALE

A person born after the widespread adaptation of digital technology is called a digital native. It is not a term pertaining to a generation. It is simply a catch-all category, according to Janssen in 2020, for children who have grown up using technology like the Internet, computers, and mobile devices. This term has attracted considerable attention in real-world and social media. It was used as early as 1996 as part of the Declaration of the Independence of Cyberspace. Nevertheless, this term was later propagated by education consultant Marc Prensky in his 2001 article entitled "Digital Natives, Digital Immigrants", in which he narrates the contemporary decline in American education to instructors' failure to understand the needs of contemporary students. Prensky's original definition considered those born after 1980 digitally, but in most of the recent literature, this category seems to have shifted. The existing generation of teenagers born after 1990 (currently 18 or younger) is here identified as second-generation digital natives, while the young adults born between 1983 and 1990 (currently between 18 and 25 years old) are considered the first generation of digital natives (Helsper, Ellen and Eynon, Rebecca, 2010). A digital immigrant, on the other hand, is a person who grew up before the internet and other digital computing devices were ubiquitous - and so have had to adapt and learn these technologies. Largely, those born beforehand the year 1985 (those before the millennial generation) are considered to be digital immigrants.

The term well-being and digital natives are getting popular nowadays. Well-being according to Davis in 2019, is the experience and understanding of health, happiness, and prosperity. Having good well-being means having good mental health, high life satisfaction, a sense of meaning or purpose, and the ability to manage stress. The meaning of wellbeing is multidimensional, an overall sense of wellness will not be achieved without having a balance in physical, emotional or psychological, social, spiritual, intellectual, and economic (McGannan, 2018). The concept of well-being is currently a popular topic among health

professionals, employers, and as well as in religious institutions. In the same way, well-being

is known to be "hindered" or affected by technology, especially social media. There were 73.00

million, according to DataPortal internet users in the Philippines in January 2020. The number

of social media users in the Philippines in January 2020 rises over 73.00 million. The number

of social media users in the Philippines increased by 5.8 million (+8.6%) between April 2019

and January 2020. It is forecasted that by 2025, there would be around 90 million smartphone

users in the country. Seemingly, according to Common Sense Education, in 2019 nearly all

teachers — 95 percent — are using technology in the classroom nowadays. The tech usage is

dominated by elementary and middle school grades. This denotes a growing need for

technology in the teaching and learning process.

With these statistics, it is best to see the current level of psychological well-being of the

digital native teachers. There are varied ways in measuring the well-being of a person though

well-being is difficult to define and measure. Carol Ryff developed the Scales of Psychological

Well-being (SPWB) which is composed of six sub-scales in accordance with the six factors of

positive functioning, namely autonomy, environmental mastery, personal growth, purpose in

life, positive relations with others, and self-acceptance (Gao, 2018).

Carol Ryff's six categories of well-being are autonomy, environmental mastery, personal

growth, positive relations with other, purpose in life, and self-acceptance.

With the current pandemic, the Department of Education is faced with a great challenge

as to how it will provide quality education to students while keeping them safe from

contamination. There are webinars, online meetings, and social media gatherings in the

education world. Teachers are also faced to work from home and do most of it in front of their

computers and gadgets. One of the greatest challenges for some is to be well versed in using

different apps and programs in order to keep up and be efficient in their duties. Digital native

teachers are the ones who are indeed engaging in this transition and helping out their older

colleagues who are digital immigrants. Teachers are aggressively faced with the pressure to provide educational involvements that prepare students to succeed in our rapidly changing society. Teachers are almost always expected to lead and implement numerous initiatives to better equip students and increase educational outcomes not to mention the additional curriculum requirements and other clerical works.

The researcher purposively assessed the psychological well-being of digital native teachers, towards the development of a well-being program among digital native teachers. This will aid the Department of Education to see the well-being level of the digital native teachers and lead to the development of different well-being programs and protocols to ensure healthy working environment for the teachers. In this way, school head may incorporate these well-being programs that will address the needs of the digital native members of the faculty.

THEORETICAL FRAMEWORK

Psychological well-being in adolescence has always been a focus of public attention and academic research (Gao & McLellan, 2018). According to the theory of Carol Ryff named six-factor model of psychological well-being potentially provides a comprehensive theoretical framework for investigating positive functioning of adolescents.

Ryff's model is not based on merely feeling happy, but is based on Aristotle's Nicomachean Ethics, "where the goal of life isn't feeling good, but is instead about living virtuously". Six factors are considered key-elements of psychological well-being:

1. Self-acceptance
2. Personal growth
3. Purpose in life
4. Environmental mastery
5. Autonomy
6. Positive relations with others

PSYCHOLOGICAL WELLBEING OF DIGITAL NATIVE TEACHERS: BASIS FOR DEVELOPMENT OF A WELL-BEING PROGRAM

The Ryff Scale of Measurement is a psychometric inventory consisting of two forms (either 54 or 84 items) in which respondents rate statements on a scale of 1 to 6, where 1 indicates strong disagreement and 6 indicates strong agreement. The Ryff Scale is based on six factors, specifically, autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Higher total scores indicate higher psychological well-being. Following are explanations of each criterion, and an example statement from the Ryff Inventory to measure each criterion. These variables will be the basis on assessing the well-being of the digital native teachers.

Self-Acceptance. High Self-Acceptance: You possess a positive attitude toward yourself; acknowledge and accept multiple aspects of yourself including both good and bad qualities; and feel positive about your past life. Low Self-Acceptance: You feel dissatisfied with yourself; are disappointed with what has occurred in your past life; are troubled about certain personal qualities; and wish to be different than what you are.

Personal Growth. Strong Personal Growth: You have a feeling of continued development; see yourself as growing and expanding; are open to new experiences; have the sense of realizing your potential; see improvement in yourself and behavior over time; are changing in ways that reflect more self-knowledge and effectiveness. Weak Personal Growth: You have a sense of personal stagnation; lack the sense of improvement or expansion over time; feel bored and uninterested with life; and feel unable to develop new attitudes or behaviors.

Purpose in Life. Strong Purpose in Life: You have goals in life and a sense of directedness; feel there is meaning to your present and past life; hold beliefs that give life purpose; and have aims and objectives for living. Weak Purpose in Life: You lack a sense of meaning in life; have few goals or aims, lack a sense of direction; do not see purpose of your past life; and have no outlook or beliefs that give life meaning.

Positive Relations with Others. Strong Positive Relations: You have warm, satisfying, trusting relationships with others; are concerned about the welfare of others; are capable of strong empathy, affection, and intimacy; and understand the give and take of human relationships. Weak Relations: You have few close, trusting relationships with others; find it difficult to be warm, open, and concerned about others; are isolated and frustrated in interpersonal relationships; and are not willing to make compromises to sustain important ties with others.

Environmental Mastery. High Environmental Mastery: You have a sense of mastery and competence in managing the environment; control complex array of external activities; make effective use of surrounding opportunities; and are able to choose or create contexts suitable to your personal needs and values. Low Environmental Mastery: You have difficulty managing everyday affairs; feel unable to change or improve surrounding contexts; are unaware of surrounding opportunities; and lack a sense of control over the external world.

Autonomy. High Autonomy: You are self-determining and independent; are able to resist social pressures to think and act in certain ways; regulate behavior from within; and evaluate yourself by personal standards. Low Autonomy: You are concerned about the expectations and evaluations of others; rely on judgments of others to make important decisions; and conform to social pressures to think and act in certain ways.
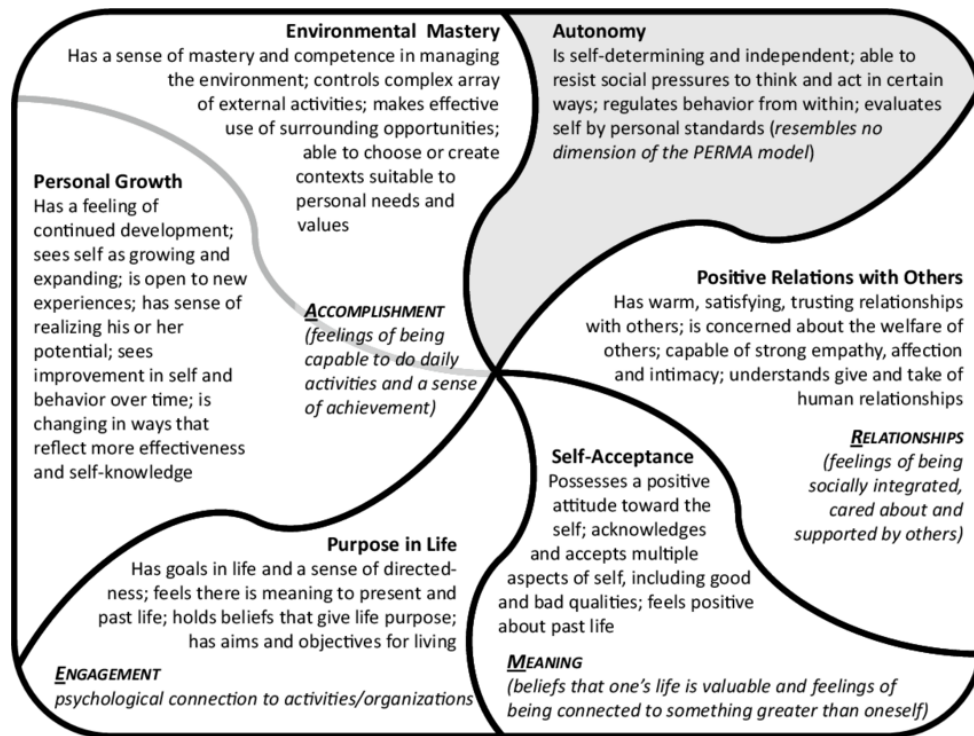
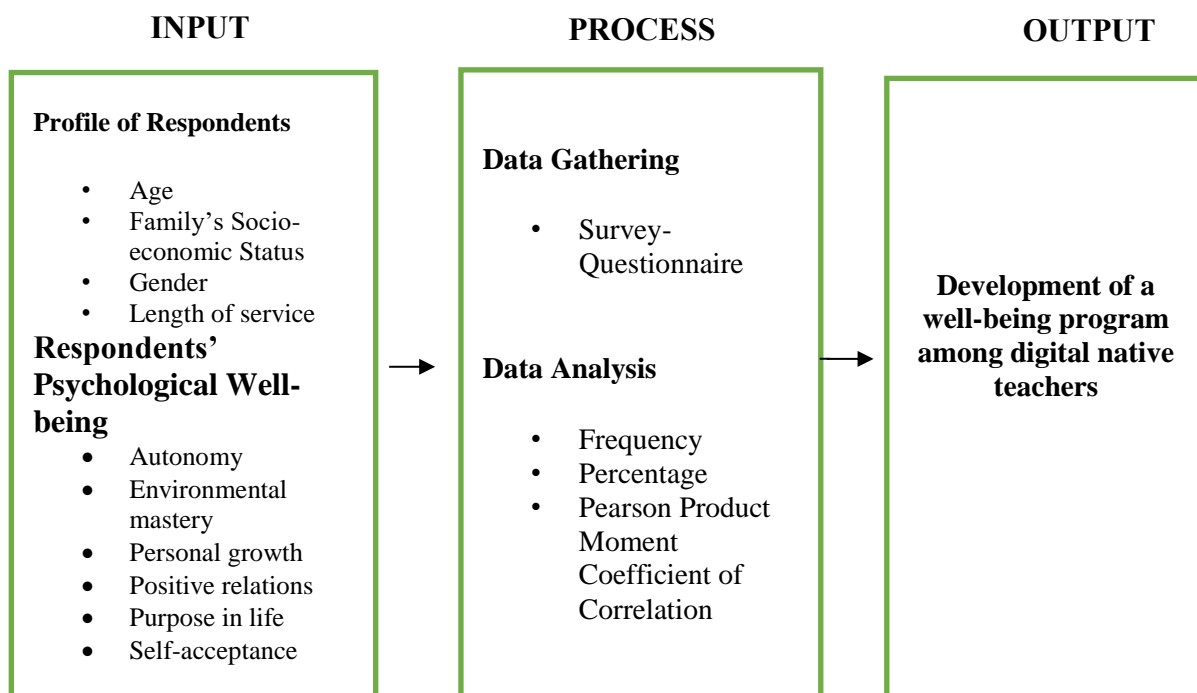**Figure 1. Core dimensions of Psychological Well-being According to Ryff**

Figure 2. Paradigm of Research Process

PSYCHOLOGICAL WELLBEING OF DIGITAL NATIVE TEACHERS: BASIS FOR DEVELOPMENT OF A WELL-BEING PROGRAM

RESEARCH QUESTIONS

This action research assessed the psychological well-being of digital native teachers, towards the development of a well-being program among digital native teachers.

Specifically, it sought answers to the following questions:

1. How may the respondents be described in terms of:

    1.1 age;

    1.2 family's socio-economic status

    1.3 gender; and

    1.4 length of service?

2. How may the respondents' psychological well-being be described in terms of :

    2.1 autonomy;

    2.2 environmental mastery;

    2.3 personal growth;

    2.4 positive relations;

    2.5 purpose in life; and

    2.6 self-acceptance?

3. Is there a significant relationship between the respondents' psychological well-being and their demographic profile?

4. What intervention can be developed to address the findings of the study?

HYPOTHESIS

To make the data gathered more lucid, the null hypothesis was tested:

There is no significant relationship between the respondents' psychological well-being and their demographic profile**.**

SIGNIFICANCE OF THE STUDY

The findings of the study will redound to the benefit of society considering that well-being is an essential aspect of a human person and therefore plays an important role in human development of the digital native teachers.

DepEd Officials. There should be always a communication to all sectors of education to ensure participation in the learning process. There is a need to focus on the well-being of digital native teachers for this will gear them up on developing not only as a professional but as a mature person as well. This will have a far greater effect since it tackles the wholeness of a person not just their educational capacities. Mature and well develop teachers is tantamount to a better education system.

School Administrators. like the principals and supervisors. This shall assist them in setting up to date well-being program for the current level of well-being of teachers, where they can set up in service programs, special workshops, wellness groups or recreation activities that would enhance the teachers' well-being.

Teacher - Respondents. It will guide them in assessing their own well-being level and will give them the proper interventions to address their needs.

Future Researchers. The result of this study will serve as baseline information for those who will be dealing with the same kind of endeavor to strengthen the well-being of all teachers.

SCOPE AND LIMITATIONS

The study assessed the well-being of all the digital native teachers in District IV-C, Schools Office of Division of Olongapo City for the SY 2020-2021. It utilized the Psychological Well-Being Scales (PWB), 42 Item version of Carol Ryff as a tool for assessing their well-being.

The result of the assessment served as a basis for interventions for digital native teachers in in District IV-C, Schools Office of Division of Olongapo City

PSYCHOLOGICAL WELLBEING OF DIGITAL NATIVE TEACHERS: BASIS FOR
DEVELOPMENT OF A WELL-BEING PROGRAM

RESEARCH METHODS

This portion provides a presentation and description of the research methodology,

respondents of the study, construction of the instruments, data gathering and treatment of data.

TYPE OF RESEARCH

The study employed the descriptive method of research where correlations of variable are

analyzed. Descriptive research aims to accurately and systematically describe a population,

situation or phenomenon. It can answer what, when, where, when and how questions, but not

why questions (McCombes, 2019). The Survey method is the technique for gathering data by

asking questions to people who are thought to have desired information. A formal list of

questionnaires is prepared. Generally, a non-disguised approach is used. The respondents are

asked questions on their demographic interest opinion (Juneja, 2015). The researcher gathered

data using the survey-questionnaire for digital native teachers with the help of Google form.

RESPONDENTS

Table 1 shows the distribution of pre-determined teacher-respondents according to age

and gender. The total number of teacher-respondents is fifty-six (56).

Table 1

Distribution of Teacher – Respondents according to Age and Gender

AGE	MALE	FEMALE	TOTAL
21 – 23	2	1	3
24 – 26	9	13	22
27 – 29	5	11	16
30 – 32	2	8	10
33 – 35	2	3	5
TOTAL	**20**	**36**	**56**

There is a total of twenty (20) male teacher-respondents and thirty-six (36) female

teacher-respondents. In terms of age, there are one (3) teacher-respondents under the age

bracket of 21-23 years old, twenty-two (22) teacher-respondents under the age bracket of 24-

26 years old, sixteen (16) teacher-respondents under the age bracket of 27-29 years old, ten

(10) teacher-respondents under the age bracket of 30-32 years old and five (5) teacher-respondents under the age bracket of 33-35 years old.

The family's socio-economic status and length of service of the teacher-respondents was answered on the survey questionnaire.

SAMPLING METHOD

The researcher used a Purposive sampling method. Purposive sampling is intentional selection of informants based on their ability to elucidate a specific theme, concept, or phenomenon (Robinsons, 2014). In this study, the researcher intentionally selected teachers under the age of 18 – 35 years old. This is the age considered to be the generation of Digital Natives.

PROPOSED INNOVATION

The proposed innovation or advocacy for the finding of the study is to develop a well-being program that will help the digital native teachers cope up with their daily lives. It aims to promote well-being as the top priority of human resource development as it is where all our actions are rooted. In this way a healthy environment for digital native teachers will be promoted which will result to a more productive and fruitful work outcome. The said program will start on January 2021. It is composed of daily wellness activity that will help digital native teachers in having a balance between work and like. Figure 3 shows the daily activities. Mindfulness Monday is a 30-minute activity where teachers are asked to practice mindfulness and meditation. Tasty Tuesday is a day allotted for eating healthy where teachers are encouraged to eat healthy food. Wellness Wednesday is the day for taking care of the Earth. Gardening and other sustainable activities are encouraged in this day. This will excite all the "plantito/pantitas" (a play on words between "plant" + "tita/tito" and used to describe a person who is into urban gardening). Thoughtful Thursday is for social emotional health, with the social distancing being experienced these days is perfect for making connection to other people

and to ourselves as well. Here teachers are allowed to speak their mind, share their thoughts and feeling without the fear of being judged. Fitness Friday caters for physical activity online Zumba class or other form of physical workout are offered during this day.
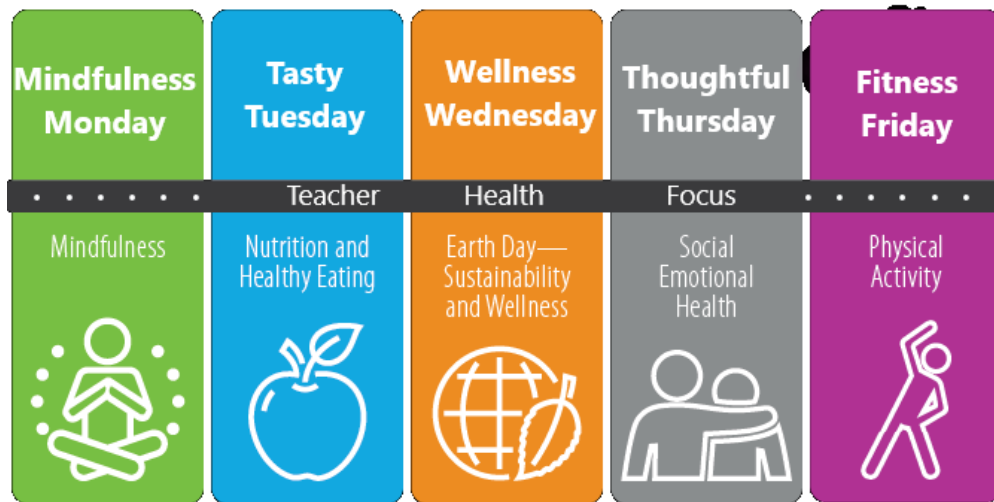
Figure 3. Wellness Program for Digital Native Teachers

INSTRUMENT

The researcher utilized a survey-questionnaire.

This Scale of Psychological Well-being (SPWB) has 42-items of assessing the psychological well-being of digital native teachers.

A letter of permission was sent to Dr. Carol D. Ryff on the usage of the SPWB (See Appendix C). The researcher created a Google form for this test that was emailed to the digital native teachers of District IV-C, Schools Office of Division of Olongapo City.

DATA COLLECTION PROCEDURE

A permit was secured from the department head and office of the principal of OCNHS for the distribution of the survey-questionnaire with Psychological Well-Being Scales.

Upon approval to administer the instrument, the researcher emailed the fifty-six (56) digital native teachers for the Google Form link on the survey-questionnaire with Psychological Well-Being Scales. The floating of the questionnaire was through email and other social media platforms. The teacher-respondents were instructed to answer the questionnaire within an hour

and in a conducive environment where they can answer it as best as they could. After answering, the teacher-respondents submitted the Google form which was stored in the Google drive of the researcher. The researcher evaluated it using the scoring guide made by Caroll Ryff.

ETHICAL CONSIDERATIONS

The researcher is accountable in keeping the identity of her respondents confidential; thus, a code was given to their names. In addition, a letter along with the Google form was sent to the teachers asking for their permission that they will be regarded as respondents of the study. Refer to the Appendix of the sample letter.

DATA ANALYSIS

The data gathered were recorded, tabulated and were analyzed by means of the following statistical measures.

1. Frequency was used to tally the number of respondents according to their demographic profile and psychological well-being.

2. Percentage (%). This was used to describe the distribution of respondents.

3. Pearson product-moment correlation coefficient. It is a measure of the strength and direction of association that exists between two variables measured on at least an interval scale.

PLANS FOR DISSEMINATION AND ADVOCACY

The results of the study will be presented to the Public Schools District Supervisor (PSDS) for possible distribution in the District LAC Session. The result of the study will help the administrators in creating programs for improving the well-being of the digital native teachers.

PSYCHOLOGICAL WELLBEING OF DIGITAL NATIVE TEACHERS: BASIS FOR
DEVELOPMENT OF A WELL-BEING PROGRAM

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This section describes the presentation and analysis of the assessment of psychological

well-being of digital native teachers. Tables and charts were presented to show data analysis

and interpretation of the findings presented, based on the statement of the problems.

1. Demographic Profile of Respondents

1.1. Age

Table 1

Distribution of Respondents by Age

Age	Frequency	Percent
21-23	3	5.35
24-26	22	39.89
27-29	16	28.57
30-32	10	17.85
33-35	5	8.92
Total	**56**	**100.0**

Table 1 showed the distribution of respondents by age. The age range of 24-26 got the

highest frequency of twenty-two (22) or thirty-nine and eighty-nine percent (39.89%). While

the age range of 21-23 got the lowest frequency of three (3) or twelve and 7 percent (12.7%).

According to Dr. Jose Ramon G. Albert of the Philippines' National Statistics Coordination

Board there are thirteen and five percent of secondary teachers under the age of 30 and below

years old.

1.2 Family's Socioeconomic Status

Table 2

Distribution of Respondents by Family's Socioeconomic Status

Family's Socioeconomic Status	Frequency	Percent
Less than ₱9,520	0	0.00
₱9,520 - ₱19,040	1	1.78
₱19,040 - ₱38,080	38	67.85
₱38,080 - ₱66,640	9	16.07
₱66,640 - ₱114,240	5	8.92
₱114,240 - ₱190,400	2	3.57
At least ₱190,400	1	1.78
Total	**56**	**100.00**

Table 2 shows the distribution of respondents by family's socioeconomic status. It can be seen that the lowest number of frequencies is one (1) which is under the ₱9,520 - ₱19,040. While the highest frequency is under ₱19,040 - ₱38,080 with thirty-eight (38) or sixty-seven and eight-five percent (67.85%). The latest Family Income and Expenditure Survey by the Philippine Statistics Authority (PSA) in 2018 shows that majority (58.4%) of Filipinos belong to the low-income class, between PHP 10,481 and PHP 20,962 monthly income. While the middle class comprises around 40% of the population between PHP 38,080 and PHP 73,367 monthly income. This implies that majority of the teachers belong to the lower middle class. Family socioeconomic status (SES, particularly, family income and parents' educational qualifications) is an important factor that affects an individual's neural and cognitive development (Hair et al., 2015; Noble et al., 2015). For example, in young individuals, higher family SES is associated with better cognitive and memory functions, including better working memory, executive function, language and literacy abilities, and memory functions (Bowey, 1995; Noble et al., 2007). Higher family SES is also associated with increased self-regulatory behaviors, academic performance, and sense of well-being and less impulsive decision making, learned helplessness, stress, and psychological distress in young individuals (Evans and English, 2002; Evans et al., 2005; Sirin, 2005; Sweitzer et al., 2008).

1.3 Gender

Table 3

Distribution of Respondents by Gender

Gender	Frequency	Percent
Female	36	64.28
Male	20	35.71
Total	**56**	**100.0**

Table 3 shows the distribution of respondents by gender. It can be seen that thirty-six (36) or sixty-four and twenty-eight percent (64.28%) of the respondents are female while twenty (20) or thirty-five and seventy-one percent (35.71%) are male. Respondents in this study are evenly distributed. This can imply that majority of the teachers in District IV-C are females. In as of 2016, 65% of the teachers at the primary level all over the world are women. Similarly, in the Philippines, according to the Philippine Commission on Women (2014), as of 2008–2009, 89.58% of the teachers in public elementary schools and 77.06% of the teachers in public secondary schools are females (Abenes & Bongco, 2019).

1.4 Length of Service

Table 4

Distribution of Respondents by Length of Service

Length of Service	Frequency	Percent
0-4 years	40	71.42
5-9 years	16	28.57
10-14 years	0	0.0
Total	**56**	**100.0**

Table 4 shows the distribution of respondents by length of service. It can be seen that While sixteen (16) or twenty-eight and fifty-seven percent (28.57%) have rendered a 5-9 years of service in the public school. However, this study is only limited to investigating the years in teaching of the respondents in the public school. Hence, their years of experience outside their years in service in the public school is not included. Years of experience and teachers' workload

according to Bogaert can be considered quite high, and consequently, the teaching profession

can be characterized by high levels of stress and physical complaints and may affect one's

psychological well-being (Bogaert et al., 2014).

2. Psychological Well-being of Respondents

2.1 Autonomy

Table 5

Respondents' Psychological Well-being in Terms of Autonomy

Autonomy	WX	DR
I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.	4.86	Agree Somewhat
My decisions are not usually influenced by what everyone else is doing.	5.29	Strongly Agree
I tend to worry about what other people think of me.	4.86	Agree Somewhat
I tend to be influenced by people with strong opinions.	4.86	Agree Somewhat
I have confidence in my opinions, even if they are contrary to the general consensus.	3.43	Agree Slightly
It's difficult for me to voice my own opinions on controversial matters.	4.29	Agree Slightly
I judge myself by what I think is important, not by the values of what others think is important.	4.31	Agree Slightly
OVERALL TOTAL	**4.55**	**Agree Somewhat**

Table 5 shows the respondents' psychological well-being be described in terms

of autonomy. It can be seen that the item "My decisions are not usually influenced by what

everyone else is doing", got a weighted mean of 5.29 or a descriptive rating of strongly agree.

While the item "I have confidence in my opinions, even if they are contrary to the general

consensus", got the lowest weighted mean of 3.43 or a descriptive rating of Agree Slightly.

These results can denote that the respondents are capable of making decisions on their and own

without the influence of other people but has a low confidence in their opinion especially when
it is contrary to the general consensus.

Autonomy, according to Carol Ryff, is the person's ability to act on his or her own
values and interests. High scorer is self-determining and independent; able to resist social
pressures to think and act in certain ways; regulates behavior from within; evaluates self by
personal standards. Low Scorer is concerned about the expectations and evaluations of others;
relies on judgments of others to make important decisions; conforms to social pressures to think
and act in certain ways (Ryff, 2014).

2.2 Environmental Mastery

Table 6
Respondents' Psychological Well-being in Terms of Environmental Mastery

Environmental Mastery	WX	DR
In general, I feel I am in charge of the situation in which I live.	4.1	Agree Slightly
The demands of everyday life often get me down.	3.6	Agree Slightly
I do not fit very well with the people and the community around me.	3.4	Disagree Slightly
I am quite good at managing the many responsibilities of my daily life.	3.8	Agree Slightly
I often feel overwhelmed by my responsibilities.	4.0	Agree Slightly
I have difficulty arranging my life in a way that is satisfying to me.	3.5	Agree Slightly
I have been able to build a home and a lifestyle for myself that is much to my liking.	3.9	Agree Slightly
OVERALL TOTAL	**3.76**	**Agree Slightly**

Table 6 shows the respondents' psychological well-being be described in terms of
environmental mastery. The item "In general, I feel I am in charge of the situation in which I

live" gathered a weighted mean of 4.1 or a descriptive rating of Agree Slightly. While the item

"I do not fit very well with the people and the community around me", got the lowest weighted

mean of 3.4 or a descriptive rating of Disagree Slightly. This means that majority of the

respondents feel that they are in charge of the situation from which they live in. However, it is

important to note that majority of them too said that they feel that they do not fit well with the

people and community around them. Environmental mastery, as defined by Carol Ryff, is the

ability to choose or change the surrounding context using physical or mental actions as well as

being able to control events. Therefore, high scorer has a sense of mastery and competence in

managing the environment; controls complex array of external activities; makes effective use

of surrounding opportunities; able to choose or create contexts suitable to personal needs and

values. Low scorer has difficulty managing everyday affairs; feels unable to change or improve

surrounding context; is unaware of surrounding opportunities; lacks sense of control over

external world (Ryff, 2014). Consequently, it can be interpreted that the respondents are not

high scorer in terms of their environmental mastery and needs assistance in developing this

aspect of their psychological well-being.

2.3 Personal Growth

Table 7 shows the respondents' psychological well-being be described in terms of

Personal Growth. The highest weighted mean belongs to the item "I do not enjoy being in new

situations that require me to change my old familiar ways of doing things" with a weighted

mean of 4.9 and a descriptive rating of Agree Somewhat. Whereas, the "I think it is important

to have new experiences that challenge how you think about yourself and the world" with a

weighted mean of 3.9 and a descriptive rating of Agree Slightly. The result can be interpreted

that the respondents show little openness to new experience and challenges that allows personal

growth for them and are not comfortable with new situations or being out of their comfort zone.

Table 7

Respondents' Psychological Well-being in Terms of Personal Growth

Personal Growth	WX	DR
I am not interested in activities that will expand my horizons.	4.2	Agree Slightly
I think it is important to have new experiences that challenge how you think about yourself and the world.	3.9	Agree Slightly
When I think about it, I haven't really improved much as a person over the years.	4.6	Agree Somewhat
I have a sense that I have developed a lot as a person over time.	4.7	Agree Somewhat
I do not enjoy being in new situations that require me to change my old familiar ways of doing things.	4.9	Agree Somewhat
For me, life has been a continuous process of learning, changing, and growth.	4.4	Agree Somewhat
I gave up trying to make big improvements or changes in my life a long time ago.	4.7	Agree Somewhat
OVERALL TOTAL	**4.49**	**Agree Somewhat**

Personal Growth, as stated by Ryff, means improving one's behavior and habits, and refers to techniques for building positive habits, behavior, actions and reactions. High scorer has a feeling of continued development; sees self as growing and expanding; is open to new experiences; has sense of realizing his or her potential; sees improvement in self and behavior over time; is changing in ways that reflect more self-knowledge and effectiveness.Low scorer has a sense of personal stagnation; lacks sense of improvement or expansion over time; feels bored and uninterested with life; feels unable to develop new attitudes or behaviors (Ryff, 2014). Accordingly, it is important to note that the respondents are not high scorer on this psychological well-being this tells us that there is a need for the to develop more on this in order to achieve a better psychological well-being.

2.4 Positive Relations with Others

Table 8

Respondents' Psychological Well-being in Terms of Positive Relations with Others

Positive Relations with Others	WX	DR
Most people see me as loving and affectionate.	4.7	Agree Somewhat
Maintaining close relationships has been difficult and frustrating for me.	5.1	Agree Somewhat
I often feel lonely because I have few close friends with whom to share my concerns.	4.5	Agree Somewhat
I enjoy personal and mutual conversations with family members or friends.	4.6	Agree Somewhat
People would describe me as a giving person, willing to share my time with others.	4.8	Agree Somewhat
I have not experienced many warm and trusting relationships with others.	4.1	Agree Slightly
I gave up trying to make big improvements or changes in my life a long time ago.	4.5	Agree Somewhat
OVERALL TOTAL	**4.6**	**Agree Somewhat**

Table 8 shows the respondents' psychological well-being be described in terms of positive relations with others. With a weighted mean of 4.4 and a descriptive rating of Agree Slightly, the item "I have not experienced many warm and trusting relationships with others" got the lowest score from the respondents. On the other hand, the item "Maintaining close relationships has been difficult and frustrating for me", got a weighted mean of 5.1 or Agree Somewhat. Both of their responses show difficulties in having positive relationship with others. Positive relations with others, according to Ryff is the quality of relations and affiliations that contribute to a sense of belongingness of a person. High scorer has warm satisfying, trusting relationships with others; is concerned about the welfare of others; capable of strong empathy, affection, and intimacy; understands give and take of human relationships. Low scorer has few

close, trusting relationships with others; finds it difficult to be warm, open, and concerned about others; is isolated and frustrated in interpersonal relationships; not willing to make compromises to sustain important ties with others (Ryff, 2014). This means that the respondents require guidance in building and developing positive relations with others.

2.5 Purpose in Life

Table 9

Respondents' Psychological Well-being in Terms of Purpose in Life

Purpose in Life	WX	DR
I live life one day at a time and don't really think about the future.	5.1	Agree Somewhat
I have a sense of direction and purpose in life.	5.6	Strongly Agree
My daily activities often seem trivial and unimportant to me.	5.3	Strongly Agree
I don't have a good sense of what it is I'm trying to accomplish in life.	5.2	Strongly Agree
I enjoy making plans for the future and working to make them a reality.	5.5	Strongly Agree
Some people wander aimlessly through life, but I am not one of them.	5.8	Strongly Agree
I sometimes feel as if I've done all there is to do in life.	5.9	Strongly Agree
OVERALL TOTAL	**5.49**	**Strongly Agree**

Table 9 shows the respondents' psychological well-being be described in terms of purpose in life. Only the item "I live life one day at a time and don't really think about the future" got the descriptive rating of Agree Somewhat with a weighted mean of 5.1. While the rest of the items have a descriptive rating of Strongly Agree. The highest of which is "I sometimes feel as if I've done all there is to do in life". These results shows that the respondents have a clear purpose in life and can be considered high scorer in this dimension of

psychological well-being. High scorer has goals in life and a sense of directedness; feels there is meaning to present and past life; holds beliefs that give life purpose; has aims and objectives for living. Low scorer lacks a sense of meaning in life; has few goals or aims, lacks sense of direction; does not see purpose of past life; has no outlook or beliefs that give life meaning (Ryff, 2014).

2.6 Self-Acceptance

Table 10

Respondents' Psychological Well-being in Terms of Self-Acceptance

Self-Acceptance	WX	DR
When I look at the story of my life, I am pleased with how things have turned out.	3.4	Disagree Slightly
In general, I feel confident and positive about myself.	3.8	Agree Slightly
I feel like many of the people I know have gotten more out of life than I have.	4	Agree Slightly
I like most aspects of my personality.	4.8	Agree Slightly
In many ways, I feel disappointed about my achievements in life.	3.2	Disagree Slightly
My attitude about myself is probably not as positive as most people feel about themselves.	3.6	Agree Slightly
When I compare myself to friends and acquaintances, it makes me feel good about who I am.	4.1	Agree Slightly
OVERALL TOTAL	**3.84**	**Agree Slightly**

Table 10 shows the respondents' psychological well-being be described in terms of self-acceptance. The item "In many ways, I feel disappointed about my achievements in life', got the lowest weighted mean of 3.2 and a descriptive rating of Disagree Slightly. This means that they are not in some ways disappointed about the achievements in their lives. While the item "I like most aspects of my personality", got a weighted mean of 4.8 or a descriptive rating of

Agree Slightly. This signifies that the respondents have a developing level of self-acceptance. Self-acceptance as explained by Ryff is the awareness of one's strengths and weaknesses, the realistic (yet subjective) appraisal of one's talents, capabilities, and general worth, and, feelings of satisfaction with one's self despite deficiencies and regardless of past behaviors and choices. High scorer possesses a positive attitude toward the self; acknowledges and accepts multiple aspects of self, including good and bad qualities; feels positive about past life. Low scorer feels dissatisfied with self; is disappointed with what has occurred in past life; is troubled about certain personal qualities; wishes to be different than what he or she is (Ryff, 2014). Here one can say that the respondents are already approaching high level of self-acceptance but still requires guidance and assistance on this matter.

Summary of Respondents' Psychological Well-being

Table 11

Summary of Respondents' Psychological Well-being

Psychological Well-being	WX	DR
Autonomy	4.55	Agree Somewhat
Environmental Mastery	3.76	Agree Slightly
Personal Growth	4.49	Agree Somewhat
Positive Relations with Others	4.66	Agree Somewhat
Purpose in Life	5.49	Strongly Agree
Self-Acceptance	3.84	Agree Slightly
OVERALL TOTAL	**4.44**	**Agree Somewhat**

Table 11 shows the summary of the respondents' psychological well-being. Among the six (6) dimensions of psychological well-being Purpose in Life gathered the highest weighted mean with a descriptive rating of Strongly Agree. This signifies that the respondents have high sense of directedness and believes that they can give more to life. Consequently, environmental mastery received the lowest weighted mean of 3.76 or a descriptive rating of Agree Slightly.

This shows that the respondents struggle to master and manage the environment they are living in to. Many factors could attribute on this aspect. Nonetheless, this means that they are in the average level of well-being. It is deemed appropriate to conduct programs and interventions that will assist the respondents in reaching high scores in their psychological well-being.

3. Significant relationship between the respondents' psychological well-being and their demographic profile

3.1 Age and Psychological Well-being

Table 11

Correlation between Age and Psychological Well-being

	Computed r	P - Value	Interpretation	Decision (α = 0.05)
Age and Autonomy	0.314	.021	Low Positive Correlation	Reject Ho (Significant)
Age and Environmental Mastery	0.443	0.001	Low Positive Correlation	Reject Ho (Significant)
Age and Personal Growth	0.87	0.001	Positive Correlation	Reject Ho (Significant)
Age and Positive Relations with Others	0.65	0.041	Positive Correlation	Reject Ho (Significant)
Age and Purpose in Life	0.661	0.037	Positive Correlation	Reject Ho (Significant)
Age and Self-Acceptance	0.137	0.042	Low Positive Correlation	Reject Ho (Significant)

Table 12 presents the correlation between the respondents' age and their psychological well-being. Generally, the six dimensions of the psychological well-being were significantly correlated with the respondents' age. Positive and negative affect are important components of psychological well-being. Moreover, a longitudinal experience sampling study found that positive emotional experiences improve with age and level off after age 70 (Carstensen et al. 2011).

3.2 Family's Socioeconomic Status and Psychological Well-being

Table 13

Correlation between Family's Socioeconomic Status and Psychological Well-being

	Computed r	P - Value	Interpretation	Decision (α = 0.05)
Family's Socioeconomic Status and Autonomy	0.349	0.009	Low Positive Correlation	Reject Ho (Significant)
Family's Socioeconomic Status and Environmental Mastery	0.075	0.589	Negligible Correlation	Accept Ho (Not Significant)
Family's Socioeconomic Status and Personal Growth	0.190	0.168	Negligible Correlation	Accept Ho (Not Significant)
Family's Socioeconomic Status and Positive Relations with Others	0.217	0.114	Negligible Correlation	Accept Ho (Not Significant)
Family's Socioeconomic Status and Purpose in Life	0.103	0.458	Negligible Correlation	Accept Ho (Not Significant)
Family's Socioeconomic Status and Self-Acceptance	0.323	0.017	Low Positive Correlation	Reject Ho (Significant)

Table 13 shows the results of the inferential analysis on the correlation between psychological well-being and the respondents' family's socioeconomic status. Autonomy and Self-acceptance were significantly correlated to the respondents' family's socioeconomic status. While there is a negligible correlation among environmental mastery, personal growth, positive relations with others, purpose in life family's socioeconomic status.

3.3 Gender and Psychological Well-being

Table 13

Correlation between Gender and Psychological Well-being

	Computed r	P - Value	Interpretation	Decision (α = 0.05)
Gender and Autonomy	0.137	0.323	Negligible Correlation	Accept Ho (Not Significant)
Gender and Environmental Mastery	0.263	0.054	Negligible Correlation	Accept Ho (Not Significant)
Gender and Personal Growth	0.279	0.041	Negligible Correlation	Reject Ho (Significant)
Gender and Positive Relations with Others	0.065	0.041	Negligible Correlation	Reject Ho (Significant)
Gender and Purpose in Life	0.776	0.008	Positive Correlation	Reject Ho (Significant)
Gender and Self-Acceptance	0.647	0.043	Positive Correlation	Reject Ho (Significant)

Table 14 shows the results of the inferential analysis on the correlation between psychological well-being and gender. Personal growth, positive relations with others purpose in life, self-acceptance were significantly correlated with gender. Subsequently, autonomy and environmental mastery were negligibly correlated with gender. Gender roles, based from the study of Matud in 2019, is relevant to the psychological well-being of women and men, and women and men whose self-concept includes both masculine-instrumental and feminine-expressive characteristics have greater well-being.

3.4 Length of Service and Psychological Well-being

Table 15

Correlation between Length of Service and Psychological Well-being

	Computed r	P - Value	Interpretation	Decision (α = 0.05)
Length of Service and Autonomy	0.678	0.031	Positive Correlation	Reject Ho (Significant)
Length of Service and Environmental Mastery	0.103	0.458	Negligible Correlation	Accept Ho (Not Significant)
Length of Service and Personal Growth	0.732	0.016	Positive Correlation	Reject Ho (Significant)
Length of Service and Positive Relations with Others	0.203	0.140	Negligible Correlation	Accept Ho (Not Significant)
Length of Service and Purpose in Life	-0.076	0.584	Negligible Correlation	Accept Ho (Not Significant)
Length of Service and Self-Acceptance	-0.047	0.735	Negligible Correlation	Accept Ho (Not Significant)

Table 15 shows the results of the inferential analysis on the correlation between psychological well-being and length of service. Autonomy and personal growth were significantly correlated to the length of service of the respondents. However, environmental mastery, positive relations with others, purpose in life, and self-acceptance were not significantly correlated with the length of service.

4. Intervention Plan that Can Be Proposed to Address the Findings of the Study

The proposed innovation for the finding of the study is to develop a well-being program that will help the digital native teachers cope up with their daily lives. It aims to promote well-being as the top priority of human formation as it is where all our actions are rooted. In this way a healthy environment for digital native teacher will be promoted which will result to a more fruitful and efficient performance.

PSYCHOLOGICAL WELLBEING OF DIGITAL NATIVE TEACHERS: BASIS FOR DEVELOPMENT OF A WELL-BEING PROGRAM

CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

1. Majority of the teachers are under the age range of 24-26 years old. Most of the respondents' family's socioeconomic status falls under ₱19,040 - ₱38,080, majority of the respondents are female and most of them have rendered a 0-4 years of service in the public school.

2. The result demonstrate that the psychological well-being of the respondents falls in between the high and low score of the 42-item psychological well-being. This means that they are in the average level of well-being.

3. The results of the inferential analysis on the correlation between the respondents' psychological well-being and their demographic profile were significantly correlated. The present study contributes to the body of research of digital native teachers' psychological well-being by confirming the research findings of Isa and Namik in 2016 whose research among job satisfaction and psychological well-being emphasizing the relationship between the quality of work load and the psychological well-being of the respondents.

4. The proposed innovation for the finding of the study is to develop a psychological well-being program that will help the digital native teachers cope up with their daily lives and the demands of their teaching profession. When teachers are mentally healthy and feeling motivated to teach, they are more effective in their teaching and promote motivation and achievement among their students.

RECOMMENDATION

Based on the findings of the study and conclusions, the following recommendations are drawn:

1. The majority of the respondents are 24-26 years old it is recommended that the well-being program approaches should be suited to their age. Since most of the respondents' socioeconomic background falls under ₱19,040 - ₱38,080 which is classified as the middle-class income socioeconomic status, it is recommended to develop psychological well-being

program that is sensitive to socioeconomic status. Despite that majority of the respondents are female it is recommended to develop a psychological well-being program that is gender-sensitive.

2. The respondents are high scorer in terms of personal growth, positive relations with others, and purpose in life it is then recommended to create psychological well-being program that will further enhance these dimensions of psychological well-being. On the other hand, the respondents fall under the middle of the percentile meaning they are not high scorer or low scorer in terms of autonomy, environmental mastery, and self-acceptance. It is highly recommended to develop a psychological well-being program that will help the respondents improve these dimensions of psychological well-being.

3. Despite the positive correlations of the psychological well-being and demographic profile of the respondents there are plenty of dimensions that are negligibly correlated. It is recommended to look further on other demographic profile of the respondents such as highest educational attainment, civil status, and birth order in the family to better understand how these demographic profiles affect the psychological well-being of the digital native teachers.

4. Aside from the development of a psychological well-being program for digital native teachers it is also recommended to incorporate the findings of the studies in the work place. The education institution should adapt to the changing needs of the young people entering public school. A re-evaluation of their human resource program is needed to better mold and form these young people in their teaching profession.

REFERENCES

Becker, A. (2015). Youth and Popular Culture: It's All About Influence and Interaction. http://youthesource.com/2015/08/20/youth-andpopular-culture-its-all-about-influence-and-interaction/

Bogaert, I., De Martelaer, K., Deforche, B., Clarys, P., and Zinzen, E. (2014). Associations between different types of physical activity and teachers' perceived mental, physical, and work-related health. BMC Public Health 14:534. doi: 10.1186/1471-2458-14-534

British Broadcasting Corporation. (2015). Game of Thrones tops list of 2015's most pirated shows. http://www.bbc.co.uk/news/entertainmentarts-35189131

Brown, J. (2014). Making (and Keeping) Friends in Your 20's. http://www.levo.com/articles/lifestyle/making-and-keeping-friends-in-your-20s

Burrell, I. (2014). Baby Boomers prefer 'online friends' to wealth or life experiences. http://www.independent.co.uk/life-style/gadgetsand-tech/news/baby-boomers-prefer-online-friends-to-wealth-or-life-experiences9796930.html

Caroline Newman (2015). "Why millennials are leaving religion but embracing spirituality", University of Virginia, https://phys.org/news/2015-12-millennials-religion-embracing-spirituality.html#jCp

Castronova, E. & Wagner, G. G. (2011). Virtual Life Satisfaction. Kyklos, 64(3), 313-328.

Chandler, N. B. (2008). Assessing Podcast As A Learning Methodology For Digital Natives and Digital Immigrants In The Corporate Learning Environment. Indiana State University.

Common Sense Education, (2019). "How Teachers Use Technology in the Classroom".

Cumbrow, V. (2011). Everything posted online is there forever, even after it's been deleted. http://blog.al.com/breaking/2011/03/everything_posted_online_is_th.html

Davis, Tchiki Ph.D.(2019). "What Is Well-Being? Definition, Types, and Well-Being Skills". https://www.psychologytoday.com/intl/blog/click-here-happiness/201901/what-is-well-being-definition-types-and-well-being-skills

DIGITAL 2020: THE PHILIPPINES https://datareportal.com/reports/digital-2020-philippines

Dobush, G. (2015). Social Media By the Ages. https://www.cta.tech/News/Blog/Articles/2015/October/Social-Media-By-theAges.aspx

EHarmony. (2016). Over 60s Dating. http://www.eharmony.co.uk/lifestyle/over-60s-dating/

Fineman, M. (2014). What We Post Online Is Forever, and We Need a Reminder. http://www.inc.com/meredith-fineman/what-we-post-onlineis-forever-and-we-need-a-reminder.html

Gao, Jie & Mclellan, Ros. (2018). Using Ryff's scales of psychological well-being in adolescents in mainland China. BMC Psychology. 6. 10.1186/s40359-018-0231-6.

Gordon, O. (2013). Are the days of free content on the net numbered? http://www.bbc.co.uk/news/technology-24759239

Gottfried, J. & Shearer, E. (2016). News Use Across Social Media Platforms 2016. Retrieved http://www.journalism.org/2016/05/26/news-use-acrosssocial-media-platforms-2016/

Gray, P. S., Williamson, J. B., Karp, D. A. & Dalphin, J. R. (2007). The Research Imagination: An introduction to quantitative and qualitative methods. Cambridge: Cambridge University Press

Grey Matter Research Report. (2010). The Apathy Generation. The Latent Religious Beliefs of Millennials. Grey Matter Research & Consulting Phoenix.

Hannus, Sonja. (2016). Traits of the Millennial Generation: Motivation and Leadership. Aalto University for Business.

Helsper, E.J. and Eynon, R. (2010), Digital natives: Where is the evidence?. British Educational Research Journal, 36: 503-520. doi:10.1080/01411920902989227

John Stonestreet & Eric Smith (2015) "Millennials and Faith: Reaching today's Emerging Adults".

Kobau R, et al., (2010). Well-being assessment: an evaluation of well-being scales for public health and population estimates of well-being among U.S. adults. *Applied Psychology: Health and Well-Being*.

Langdridge, D. (2004). Introduction to Research Methods and Data Analysis in Psychology. Harlow, England: Pearson Education Limited

Lipe, S. K., & Beasley, S. (2004). Critical Thinking in Nursing: A Cognitive Skills Workbook. Philadelphia: Lippincott Williams & Wilkins.

Lofgren, K. (2015). 2015 Video Game Statistics & Trends Who's Playing What and Why? http://www.bigfishgames.com/blog/2015-global-videogame-stats-whos-playing-what-and-why/

Matud, M. P., López-Curbelo, M., & Fortes, D. (2019). Gender and Psychological Well-Being. International journal of environmental research and public health, 16(19), 3531. https://doi.org/10.3390/ijerph16193531

McGannan, Ben. (2018)."What does wellbeing actually mean?".
https://www.wellbeingpeople.com/2018/07/20/what-does-wellbeing-actually-mean/

Milligan, C., & Passey, D. (2011). Ageing and the use of the internet - Current engagement
and future needs. https://www.nominettrust.org.uk/sites/default/files/NT SoA - Ageing
and the use of the internet_0.pdf

Ofcom. (2014). Children and Parents: Media Use and Attitudes Report. from
http://stakeholders.ofcom.org.uk/binaries/research/media-literacy/mediause-attitudes-
14/Childrens_2014_Report.pdf

Ofcom. (2015). Adults' media use and attitudes.
http://stakeholders.ofcom.org.uk/binaries/research/media-literacy/media-lit-
Contemporary Ergonomics and Human Factors 2017. Eds. Rebecca Charles and John
Wilkinson. CIEHF. 10years/2015_Adults_media_use_and_attitudes_report.pdf

Office for National Statistics. (2016). Internet users in the UK: 2016.
https://www.ons.gov.uk/businessindustryandtrade/itandinternetindustry/bulletins/intern
e tusers/2016

Patton, M. Q. (2005). Qualitative Research. Encyclopedia of Statistics in Behavioural Science.
9(5). http://www.nnstoy.org/download/technology/Digital+Natives+-
+Digital+Immigrants.pdf

Paulo A. S. Moreira, C. Robert Cloninger, Liliana Dinis, Laura Sá, João T. Oliveira, Adelaide
Dias, Joana Oliveira Front Psychol. 2014; 5: 1494. Published online 2015 Jan
7. doi: 10.3389/fpsyg.2014.01494

Prachi Juneja (2015). Techniques of Survey Method. Management Study Guide Content Team.
https://www.managementstudyguide.com/survey_method_techniques.htm

Prensky, M. (2010). 'Digital Natives, Digital Immigrants'. On the Horizon.

Robinson R.S. (2014) Purposive Sampling. In: Michalos A.C. (eds) Encyclopedia of
Quality of Life and Well-Being Research. Springer, Dordrecht.
https://doi.org/10.1007/978-94-007-0753-5_2337

Ryff CD, Singer BH: Social environments and the genetics of aging: advancing knowledge of
protective health mechanisms. J Gerontol Ser B 2005; 60: 12–23.

Ryff CD, Singer BH: The contours of positive human health. Psychol Inq 1998; 9: 1–28.

Ryff's Psychological Well-Being Scales (PWB), 42 Item version,
https://danrobertsgroup.com/wp-content/uploads/2018/02/PWB-Scale.pdf

Şar, A. H., Gőktűrk, G. Y., Tura, G., & Kazaz, N. (2012). Is The Internet Use An Effective
Method To Cope With Elderly Loneliness And Decrease Loneliness Symptom? Procedia
Social and Behavioral Sciences. 55, 1053-1059.

Shona McCombe. Descriptive Research. https://www.scribbr.com/methodology/descriptive-
research/

Smith, A. (2016). 15% of American Adults Have Used Online Dating Sites or Mobile Dating
Apps. http://www.pewinternet.org/2016/02/11/15- percent-of-american-adults-have-
used-online-dating-sites-or-mobile-dating-apps/

Spangler, T. (2015). Streaming Overtakes Live TV Among Consumer Viewing Preferences:
Study. http://variety.com/2015/digital/news/streaming-overtakes-live-tv-among-
consumerviewing-preferences-study-1201477318/

The British Psychological Society. (2010). Code of Human Research Ethics.

The British Psychological Society: Leicester Urban Dictionary. (2016). Catfish.
http://www.urbandictionary.com/define.php?term=catfish

Yeung D.Y. (2017) Aging and Psychological Well-Being. In: Pachana N.A. (eds)
Encyclopedia of Geropsychology. Springer, Singapore. https://doi.org/10.1007/978-981-
287-082-7_139

Youth Digital Well-Being Survey. (2016). http://adjustyourset.com/youthstate/ Youth State
Report. (2016).

Youth State Report 2: Digital Wellbeing. http://adjustyourset.com/youthstate/report-2-
digitalwellbeing.html

PSYCHOLOGICAL WELLBEING OF DIGITAL NATIVE TEACHERS: BASIS FOR DEVELOPMENT OF A WELL-BEING PROGRAM

APPENDIX A

SURVEY-QUESTIONNAIRE WITH RYFF'S PSYCHOLOGICAL WELL-BEING SCALES (PWB), 42 ITEM VERSION

Part I. Personal Profile. Please supply the blank with appropriate answer.

Name: (optional) _____

Department: _____

Position: _____

Instruction. Please check the appropriate space.

1.1 Age

[ ] 21 – 23

[ ] 24 – 26

[ ] 27 – 29

[ ] 30 – 32

[ ] 33 – 35

1.2 Family's Socio-economic Status

[ ] At least ₱190,400

[ ] ₱114,240 - ₱190,400

[ ] ₱66,640 - ₱114,240

[ ] ₱38,080 - ₱66,640

[ ] ₱19,040 - ₱38,080

[ ] ₱9,520 - ₱19,040

[ ] Less than ₱9,520

1.3 Gender

[ ] Male

[ ] Female

1.4 Length of Service

[ ] 0-4 years

[ ] 5-9 years

[ ] 10-14 years

PSYCHOLOGICAL WELLBEING OF DIGITAL NATIVE TEACHERS: BASIS FOR DEVELOPMENT OF A WELL-BEING PROGRAM

Part II. Ryff's Psychological Well-Being Scales (PWB), 42 Item version

Please indicate your degree of agreement (using a score ranging from 1-6) to the following sentences.

Psychological Well-Being Scales	Strongly Disagree					Strongly Agree
	1	2	3	4	5	6
1. I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.						
2. In general, I feel I am in charge of the situation in which I live.						
3. I am not interested in activities that will expand my horizons.						
4. Most people see me as loving and affectionate.						
5. I live life one day at a time and don't really think about the future.						
6. When I look at the story of my life, I am pleased with how things have turned out.						
7. My decisions are not usually influenced by what everyone else is doing.						
8. The demands of everyday life often get me down.						
9. I think it is important to have new experiences that challenge how you think about yourself and the world.						
10. Maintaining close relationships has been difficult and frustrating for me.						
11. I have a sense of direction and purpose in life.						
12. In general, I feel confident and positive about myself.						
13. I tend to worry about what other people think of me.						
14. I do not fit very well with the people and the community around me.						
15. When I think about it, I haven't really improved much as a person over the years.						
16. I often feel lonely because I have few close friends with whom to share my concerns.						
17. My daily activities often seem trivial and unimportant to me.						

18. I feel like many of the people I know have gotten more out of life than I have.						
19. I tend to be influenced by people with strong opinions.						
20. I am quite good at managing the many responsibilities of my daily life.						
21. I have the sense that I have developed a lot as a person over time.						
22. I enjoy personal and mutual conversations with family members or friends.						
23. I don't have a good sense of what it is I'm trying to accomplish in life.						
24. I like most aspects of my personality.						
25. I have confidence in my opinions, even if they are contrary to the general consensus.						
26. I often feel overwhelmed by my responsibilities						
27. I do not enjoy being in new situations that require me to change my old familiar ways of doing things.						
28. People would describe me as a giving person, willing to share my time with others.						
29. I enjoy making plans for the future and working to make them a reality.						
30. In many ways, I feel disappointed about my achievements in life.						
31. It's difficult for me to voice my own opinions on controversial matters.						
32. I have difficulty arranging my life in a way that is satisfying to me.						
33. For me, life has been a continuous process of learning, changing, and growth.						
34. I have not experienced many warm and trusting relationships with others.						
35. Some people wander aimlessly through life, but I am not one of them						
36. My attitude about myself is probably not as positive as most people feel about themselves.						
37. I judge myself by what I think is important, not by the values of what others think is important.						

38. I have been able to build a home and a lifestyle for myself that is much to my liking.						
39. I gave up trying to make big improvements or changes in my life a long time ago.						
40. I know that I can trust my friends, and they know they can trust me.						
41. I sometimes feel as if I've done all there is to do in life.						
42. When I compare myself to friends and acquaintances, it makes me feel good about who I am.						

APPENDIX B
Permission Letter to Use the Survey Questionnaire

Permission Add label   ☆

Camille Rose Tacazon 00:31   ↩   ⋮
to Rypstat ⌄

From   Camille Rose Tacazon ·
       camilletacazoneduc@gmail.com
To   Rypstat@wisc.edu
Date   Oct 13, 2020, 00:31
       View security details

Dr. Carol Ryff

Good Day!

I am Camille Rose M. Tacazon, a public school
teacher in the Philippines and I am currently doing
action research about the well-being of digital native
teachers of our school. I would like to seek for your
permission to use your Psychological Well-Being
Scales (PWB), 42 Item version as the instrument for
my research. This will greatly benefit my study and
our human resource development. Hoping for your
kind consideration. Thank you!

Sincerely,

Camille Rose M. Tacazon, MASE

Camille Rose Tacazon 00:31
Dr. Carol Ryff Good Day! I am Camille Rose
M. Tacazon, a public school teacher in the

THERESA M BERRIE 22:19   ↩   ⋮
to me ⌄

Greetings,

Thanks for your interest in the well-being scales.

I am responding to your request on behalf of Carol
Ryff.

She has asked me to send you the following:

You have her permission to use the scales for
research or other non-commercial purposes.

They are attached in the following files:

"Ryff PWB Scales" includes:

- psychometric properties

- scoring instructions

- how to use different lengths of the scales

  (see note about the 18-item scale, which is not
recommended)

You have her permission to use the scales for
research or other non-commercial purposes.

They are attached in the following files:

"Ryff PWB Scales" includes:

- psychometric properties

- scoring instructions

- how to use different lengths of the scales

  (see note about the 18-item scale, which is not
recommended)

"Ryff PWB Reference Lists" includes:

- a list of the main publications about the scales

- a list of published studies using the scales

There is no charge to use the scales and no need to
send us the results of your study.

We do ask that you please send us copies

of any journal articles you may publish using the
scales to:

berrie@wisc.edu and cryff@wisc.edu.

Best wishes for your research,

APPENDIX C
Consent and Assent Letters

Department of Education
Region III
Schools Division Office of Olongapo City
OLONGAPO CITY NATIONAL HIGH SCHOOL
Olongapo City

Date: _____

From: Camille Rose M. Tacazon
         Science Teacher

To: _____
Parent

Dear Mr./Mrs. _____ **:**

Greetings of peace!

I humbly ask for your permission to be one of my respondents in my study entitled **"PSYCHOLOGICAL WELLBEING OF DIGITAL NATIVE TEACHERS: BASIS FOR DEVELOPMENT OF A WELL-BEING PROGRAM".** Your involvement will help the education sector to find ways in improving the teacher's psychological well-being.
Kindly tick the box below if you are in favor to be involve in the study.

Hoping for your positive response. Thank you.

Sincerely yours,

Camille Rose M. Tacazon

☐   Yes, I will participate in the study.

☐   No, I will not participate in the study.

PSYCHOLOGICAL WELLBEING OF DIGITAL NATIVE TEACHERS: BASIS FOR
DEVELOPMENT OF A WELL-BEING PROGRAM

APPENDIX D
DIGITAL NATIVE TEACHERS' WELL-BEING PROGRAM

This well-being program aims to provide digital native teachers space where they can
breathe and channel out their energies in a healthy way. This program is strategically designed
to establish and maintain healthier psychological well-being. Each day is focused on one of the
dimensions of psychological well-being according to Carol Ryff. When a teacher is mentally
healthy and feeling motivated to teach, they are more effective in their teaching and promote
motivation and achievement among their students.

WELL-BEING PROGRAM	OBJECTIVES	SUGGESTED ACTIVITIES AND STRATEGIES	RESPONSIBLE PERSON	EXPECTED OUTCOME
MINDFULNESS MONDAY - **Mindfulness-**	1. Enhance awareness of ones' experience without judgement. 2. Helps to have an effective emotion-regulation strategy: decrease stress and reactivity, cognitive flexibility 3. Increase working memory and ability to focus attention.	• *Mindfulness meditation* -1 hour every Monday afternoon or before going to sleep • *Grounding technique* -for 30 minutes, relax, focus on oneself, and inhale and exhale strategy. - Looking around and through the use of the 5 senses: look at 5 things you can see, then be aware of 4 things you can feel, 3 things you can hear, 2 things that you can smell	School Administrators, Guidance counselor and teachers	• Objectivity, self-control and flexibility • Improved concentration and mental clarity • Emotional intelligence and enhanced ability to relate to oneself, to others, to God and creation with respect and kindness • Reduction of

		and 1 thing you can taste.		psychologi cal distress • Acceptance , empathy and compassion .
TASTY TUESDAY -**Nutrition and Healthy Eating-**	1. To become aware of the new guidelines for healthful eating and activity at www.ChooseMyP late.gov. 2. Take responsibility for their own health behaviors through healthy eating lifestyle choices. 3. Recognize components of healthy eating.	• *Exploring Choose MyPlate* - Have the teachers go to the website www.ChooseMyP late.gov. First, explain parts of the site and have them take the animated tour of MyPlate to obtain background information. Then, have them determine their personal plate by using the "Daily Food Plans." • *Food Planning during the Covid-19 Pandemic* - Let the teachers create a food plan appropriate for Covid-19 Pandemic using the guidelines found at www.ChooseMyPlat e.gov. • *Community Cook Fest* - Let the teachers cook healthy food	School Administrat ors, Guidance counselor and teachers	• Awarenes s of ones eating habit. • Being Responsib le of ones' health behaviors • Knowledg eable on the componen t of healthy eating. • Ability to prepare healthy food

		that is specialty of their origin country/town.		
WELLNESS WEDNESDAY **-Earth Day-Sustainability and Wellness**	1. to identify things they can do to save our earth 2. analyze personal consumption in terms of environmental impact 3. create a plan to reduce personal environmental impact 4. awareness and appreciation for the Earth's environment 5. to identify the link between sustainability and wellness	• *Footprint Calculator* - Let the teachers take the test to find out their Ecological Footprint and personal environmental impact. • *Environmental Stewardship Plan* - The teachers will create their personal plan on demonstrating environmental stewardship. This will be presented to the community in a creative program. • *Plantita/Plantito Day* - Teachers will a lot a day where they will grow and nurture a garden. They can use their harvest for Tasty Tuesday activities. • *A Walk with Mother Nature* - The teachers will walk in a garden or any place where they can appreciate the beauty of nature. Using the mindfulness techniques, they will walk around grounding themselves to the	School Administrators, Guidance counselor and teachers	• Responsible stewards of God's creation. • Awareness of the effect ones' personal consumption • Respect to the environment and all other creatures.

		nature and meditating on our connection with the Earth.		
THOUGHT FUL THURSDA Y **-Social Emotional Health-**	1. Identify one's feelings and emotions 2. Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept 3. Identify and participate in activities that help the individual in their social and emotional health 4. Be socially connected to other people	• *Happy, Sad, Scared and Mad: All* Belong to Me - There are 4 cards on the floor. With each card held up, the teachers will identify the feelings and demonstrate what that feeling looks like. The formators participates with the group. Aside from the 4 basic feelings they will explore other feelings that they may had felt before. • *The Bag of Feelings* - The Guidance Counselor will, hold a fancy feeling bag. Guidance Counselors hakes the bag mysteriously, asking the teachers to guess what's in the bag. Teachers offer guesses. Guidance Counselor tells group that this is a special bag that contains many different feelings. There are as many different feelings as there are different people, and all feelings are okay. Guidance Counselor explains that the teachers will	School Administrat ors, Guidance counselor and teachers	• Improved self-concept • Ability to name one's feelings and to transcend from it • Enha nced emoti onal and social intelli gence

		have a chance to pull a feeling from the fancy bag. The teacher is to act out the feeling on the card. The group will have three tries to guess the feeling being acted out. • *Survivors* - Teachers completes My Personal Strengths worksheet by writing at least four of them own personal strengths. Afterwards they will share to the community how those traits affect the community ability to be successful. • *Who Am I And How Do I Fit into The World?* The teachers will determine: at least five characteristics of his/her self-concept identifying whether each would be positive or negative; at least five ways to improve or maintain his/her positive self-concept; and identify their roles and responsibilities as a family member, and community member. The teachers will write a reflective essay addressing at		

		least four ways of maintaining his/her social and emotional health. • *Emotional Thermometer* - Ask the teachers to use an emotional thermometer a tool for helping individuals put a name to their feelings and rating their intensity.		
FITNESS FRIDAY -Physical Activity-	1. To develop physical skills 2. prevent or control risky behaviors 3. develop increased self-discipline 4. enhance the ability to use listening skills, coordination, and other physical movements to experience an effective workout.	• How Much Activity Do I Need? - The teachers will take a test on how much physical activities they need based on their personal data. • *Aerobic Activity* - Perform aerobic activity for at least 30 minutes of moderate-intensity such as: walking briskly, fast dancing, jumping rope, hiking uphill, and running. • *Muscle-Strengthening Activity* - Increase bone strength and muscular fitness through muscle-strengthening activities such as: resistance training, weight training, resistance bands,	School Administrat ors, Guidance counselor and teachers	• Enhances physical skills • Develop self-discipline • Ability to channel out negative emotions or thought through physical activities • Enhance listening skills and body coordinati on • Appreciat ion of one's body

		calisthenics that use body weight for resistance (push-ups, pull-ups, and sit-ups) carrying heavy loads, and heavy gardening (digging or hoeing) • *Flexibility Activities* - Flexibility plays an integral part in some types of physical activities such as dancing. Adults should perform stretching exercises to help increase flexibility. Activities that require greater flexibility is easier for adults who perform stretching exercises. • *Community Zumba Class* - Zumba is a fitness program that combines Latin and international music with dance moves. Zumba routines incorporate interval training — alternating fast and slow rhythms — to help improve cardiovascular fitness.		

APPEND E
DIGITAL NATIVE TEACHERS' WELL-BEING PROGRAM POSTER