

Mental Well-Being of Teachers in Isabela East District II During the Implementation of Modular Distance Learning

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Abstract—The purpose of the study was to determine the mental well-being of teachers in Isabela East District 2 in the implementation of modular distance learning. A descriptive-quantitative research design was used and respondents were selected through stratified random sampling according to their school assignment. The average rating of the respondents on mental well-being under the area of positive emotion & thinking is 'slightly agree'. Specifically, they 'slightly agree' in all items under this area. The average rating of the respondents on mental well-being under the area of positive relationship is 'slightly agree'. Specifically, in all items, the respondents 'slightly agree'. The average rating of the respondents on mental well-being under the area of positive functioning is 'slightly agree'. Specifically, the respondents rated item 16 as 'moderately agree' but rated 'slightly agree on other items, they 'slightly agree in all items under this area. Moreover, there was no significant difference between the mental well-being of teachers in Isabela East District II when they are grouped according to the school where they assigned, their age, their length of service, grade level assigned, and their academic rank. This implies that the mental well-being of the teachers when they are grouped according to their school assignment, age, length of service in the government, and academic rank are the same.

Keywords— Mental Well-Being, Modular Distance Learning, Teachers, Isabela City, Basilan.

I. INTRODUCTION

The global COVID-19 pandemic has introduced significant stress, restricting activities that many people enjoy. This shift has profoundly affected education, particularly with the transition from traditional teaching methods to modular distance learning. Teachers in the Department of Education (DepEd), especially those preparing modules in Isabela City East District 2, have encountered heightened levels of stress and anxiety. Research highlights that mental well-being is intricately linked to physical activity [3], access to mental health services [7], and brain health [5]. Similarly, the mental well-being of faculty members in one of the tertiary schools in Isabela City is at a moderate level [1].

The imposition of community quarantine measures and the adoption of a new normal have further impacted the mental well-being of teachers in Isabela East District 2. According to Hawking [5], issues such as pessimism and feelings of uselessness are prevalent among educators. However, mental well-being is a modifiable factor, and proactive measures can be taken to enhance it. Evaluating the mental well-being of

teachers in this district is essential for understanding the pandemic's long-term effects and for developing interventions to support their mental health.

DepEd Order No. 72, s. 2021, mandates all offices to promote mental health resources, including services like Circle of Hope Community Services, Inc., COVID-19 Mental Health Responders, Hopeline PH, and the 700 Club Asia. These helplines provide mental health and psychosocial support, in line with DepEd Order No. 14, s. 2020, which sets health standards and interventions for COVID-19 mitigation. The Department of Education is dedicated to ensuring the safe continuation of education, prioritizing the health and safety of both learners and staff.

The mental health and stress levels of teachers are crucial for effective classroom management and leadership. As key figures in curriculum delivery, teachers' well-being directly influences students' learning experiences. Despite the lack of preparedness for distance learning [2], education must persist. Teachers' mental wellness contributes to positive learning environments through school-based mental health services. Cowan [4] highlights the importance of school-based mental health expertise in delivering quality, evidence-based services.

Effective stress management is vital for teachers to cope with pressures. However, von der Embse et al. [9] note that test-based accountability can exacerbate stress and burnout, highlighting the need for stress interventions. Public school teachers face substantial workloads, with DepEd Secretary Leonor Briones acknowledging the widespread pressure in government service [8]. It is essential to identify strategic instructional approaches that align with the curriculum, particularly in the current context [6].

This study aims to evaluate the mental well-being of teachers in Isabela East District 2 during the implementation of modular distance learning. It seeks to provide empirical data to monitor and assess existing programs and practices related to teachers' mental well-being in this setting.

II. THE PROBLEM

The primary focus of this study is to evaluate the mental well-being of teachers in East District 2 amidst the implementation of modular distance learning.

This study seeks to address the following specific research questions:

1. What is the socio-demographic characteristics of the respondents, including:
 - o Gender
 - o Age
 - o Length of service
 - o Grade level
 - o Position?
2. How do teachers in Isabela East District 2 perceive their mental well-being during the implementation of modular distance learning, specifically in terms of:
 - o Positive emotions and thinking
 - o Positive relationships
 - o Positive functioning?
3. Are there significant differences in the mental well-being of teachers during the implementation of modular distance learning when categorized by:
 - o Gender
 - o Age
 - o Length of service
 - o Grade level
 - o Position?

III. METHODOLOGY

This study employs a Descriptive-Quantitative Research Design to investigate the mental well-being of teachers in Isabela East District 2 amidst the implementation of modular distance learning. According to Tefry (2017), quantitative methods focus on objective measurements through polls, questionnaires, and surveys, or by analyzing pre-existing statistical data with computational techniques, while descriptive research involves observing and describing phenomena (Hungler, 1999). The study’s participants include teachers from Isabela Bliss Elementary School, Bishop Querexeta Elementary School, and Kaumpurnah Elementary School. Using Krejcie and Morgan's (1970) formula for sample size, a minimum sample of 30 teachers was determined essential. Stratified random sampling ensures proportional representation from each school. A survey instrument, adapted from the Thai Positive Theme Scale by Pimthong et al. (2022), includes three sections: demographic profiles, a 16-item mental well-being questionnaire, and a Likert scale for responses. Validity checks, rooted in existing measurements, were performed to ensure adequacy for modular distance learning, with face validity confirming accuracy. The instrument’s reliability, assessed via Cronbach’s Alpha, yielded a high reliability score of 0.9023 through pilot testing. Data collection involved securing approval from the division office and obtaining verbal consents from school heads. The instrument was delivered during scheduled appointments with permanent teachers, allowing respondents time to consider their answers carefully.

IV. RESULTS AND FINDINGS

Research Problem 1: What is the socio-demographic profile of the respondents in terms of: School; Age; Length of service; Grade Level; and Academic Rank?

The table below shows the frequency distribution of the respondents when they are grouped according to some demographic profile.

TABLE 1: Frequency distribution of respondents grouped according to some demographic profile

Category	F	Percentage	Rank
School			
Bishop Querexeta ES	6	20.0%	3
Isabela Bliss ES	9	30.0%	2
Kaumpurnah ES	15	50.0%	1
Age			
20 to 35 Years Old	6	20.0%	3
36 to 50 Years Old	15	50.0%	1
51 Years Old and Above	9	30.0%	2
Length of Service			
10 Years and Below	6	20.0%	2
11 to 20 Years	12	40.0%	1
21 Years and Above	12	40.0%	1
Grade Level Assigned			
Kinder	4	13.3%	3
Grade 1	7	23.4%	1
Grade 2	4	13.3%	3
Grade 3	2	6.7%	4
Grade 4	6	20.0%	2
Grade 5	1	3.3%	5
Grade 6	2	6.7%	4
Subject Teacher	4	13.3%	3
School			
Teacher 1	6	20.0%	2
Teacher 2	3	10.0%	4
Teacher 3	14	46.7%	1
Master Teacher 1	4	13.3%	3
Master Teacher 2	3	10.0%	4
TOTAL	30	100%	

The data shows that half of the respondents were from Kaumpurnah Elementary School, and aged 36 to 50 years old. One-fifth of the respondents have at most 10 years of government service. Almost half of the respondents were assigned in Grade 1 and Grade 4. Almost half of the respondents have academic rank of Teacher 3.

Research Problem 2: What is the mental well-being of teachers in Isabela East District 2 in the implementation of modular distance learning, in terms of: Positive Emotion & Thinking; Positive Relationship; and Positive Functioning?

Positive Emotion & Thinking

The following table shows the computed weighted average level per indicator under the area of Positive Emotion & Thinking of the Mental Well-Being of the respondents.

TABLE 2: Mean Distribution on the Mental Well-Being of the Respondents in the area of Positive Emotion & Thinking

Positive Emotion & Thinking	Mean	Descriptive Equivalent	Rank
1. I know that everything in the future will be fine about the implementation of the modular distance learning	4.20	Slightly Agree	1
2. I feel relaxed in implementing the modular distance learning	3.83	Slightly Agree	3
3. I feel that while implementing the modular distance learning, there will be only be good things happen in my life	3.77	Slightly Agree	4

4. I feel that all problems on modular distance learning will eventually go away	3.93	Slightly Agree	2
5. I feel fresh and bright in implementing the modular distance learning	3.67	Slightly Agree	5
Area Mean	3.88	Slightly Agree	

The data shows that the average rating of the respondents on mental well-being under the area of positive emotion & thinking is 'slightly agree' with a mean rating of 3.88. Specifically, in all items, the respondents 'slightly agree'.

Positive Relationship

The following table shows the computed weighted average level per indicator under the area of Positive Relationship of the Mental Well-Being of the respondents.

TABLE 3: Mean Distribution on the Mental Well-Being of the Respondents in the area of Positive Relationship

Positive Relationship	Mean	Descriptive Equivalent	Rank
6. I feel close with people around me during the implementation of modular distance learning	4.13	Slightly Agree	4
7. I feel loved by people around me during the implementation of modular distance learning	4.13	Slightly Agree	4
8. I feel comfort being around with my close ones during the implementation of modular distance learning	4.20	Slightly Agree	3
9. I like spending time with my beloved ones during the implementation of modular distance learning	4.40	Slightly Agree	1
10. I have a person I can trust during the implementation of modular distance learning	4.27	Slightly Agree	2
11. I am satisfied with my relationship with people around me during the implementation of distance modular learning	4.20	Slightly Agree	3
Area Mean	4.22	Slightly Agree	

The data shows that the average rating of the respondents on mental well-being under the area of positive relationship is 'slightly agree' with a mean rating of 4.22. Specifically, in all items, the respondents 'slightly agree'.

Positive Functioning

The following table shows the computed weighted average level per indicator under the area of Positive Functioning of the Mental Well-Being of the respondents.

TABLE 4: Mean Distribution on the Mental Well-Being of the Respondents in the area of Positive Functioning

Positive Functioning	Mean	Descriptive Equivalent	Rank
12. I never run out of energy during the implementation of distance modular learning	3.77	Slightly Agree	5
13. I am good at dealing with problems while implementing the distance modular learning	4.07	Slightly Agree	4
14. I am able to clearly express my opinions during the	4.13	Slightly Agree	3

implementation of distance modular learning			
15. I am able to make decisions by myself during the implementation of distance modular learning	4.27	Slightly Agree	2
16. I am interested in new things during the implementation of distance modular learning	4.57	Moderately Agree	1
Area Mean	4.16	Slightly Agree	

The data shows that the average rating of the respondents on mental well-being under the area of positive functioning is 'slightly agree' with a mean rating of 4.16. Specifically, the respondents rated item 16 as 'moderately agree' but rated as 'slightly agree' in other items.

Overall

The table below shows the overall computed weighted average level of the Mental Well-Being of the respondents.

TABLE 5: Overall Mean Distribution on the Mental Well-Being of the Respondents

Mental Well-Being	Mean	Descriptive Equivalent	Rank
Positive Emotion and Thinking	3.88	Slightly Agree	3
Positive Relationship	4.22	Slightly Agree	1
Positive Functioning	4.16	Slightly Agree	2
Overall Mean	4.10	Slightly Agree	

On overall, the mental well-being of the respondents is 'slightly agree' with a mean rating of 4.10. Also, in all components of the mental well-being, the respondents mean average have descriptive equivalent to 'slightly agree'. Moreover, in terms of mean rating, the respondents have high mental well-being on positive relationship followed by positive functioning.

Research Problem 3. Are there significant differences on the mental well-being in the implementation of modular distance learning when data are grouped according to school, age, length of service, grade level, and academic Rank?

School of the Respondents

This section discusses the significant difference in mental health of the respondents when grouped by their schooling. Using One-Way ANOVA with 0.05 level of significance, the computed F-value and p-value is shown in next table.

TABLE 6: Computed F-value and p-value on the Mental Well-being according to the School of the Respondents

Mental Well-Being	F-Value	Sig.	Interpretation
Positive Emotion and Thinking	1.463	0.149	Not Significant
Positive Relationship	0.603	0.555	Not Significant
Positive Functioning	1.574	0.226	Not Significant
Overall	1.016	0.375	Not Significant

Overall, the computed p-value of 0.375 which is greater than 0.05 shows no significant difference between the mental well-being of the respondents according to the school where they assigned. Thus, the mental well-being of the respondents when they are grouped according to their school are the same.

Age Group of the Respondents

The overall mean rating on the positive functioning component of the mental well-being according to the length of service of the respondents is shown in table below.

TABLE 7: Computed F-value and p-value on the Mental Well-being according to the Age of the Respondents

Mental Well-Being	F-Value	Sig.	Interpretation
Positive Emotion and Thinking	0.816	0.453	Not Significant
Positive Relationship	2.320	0.118	Not Significant
Positive Functioning	3.026	0.065	Not Significant
Overall	1.925	0.165	Not Significant

Overall, the computed p-value of 0.084 which is greater than 0.05 shows no significant difference between the mental well-being of the respondents according to the length of service of the respondents. Thus, the mental well-being of the respondents when they are grouped according to their length of service are the same.

Grade Level Assigned

The overall mean rating on the positive functioning component of the mental well-being according to the grade level where the teachers assigned is shown in table below.

TABLE 8: Computed F-value and p-value on the Mental Well-being according to the Age of the Respondents

Mental Well-Being	F-Value	Sig.	Interpretation
Positive Emotion and Thinking	0.597	0.752	Not Significant
Positive Relationship	0.285	0.953	Not Significant
Positive Functioning	0.898	0.525	Not Significant
Overall	0.500	0.824	Not Significant

Overall, the computed p-value of 0.824 which is greater than 0.05 shows no significant difference between the mental well-being of the respondents according to the grade level assignment of the respondents. Thus, the mental well-being of the respondents when they are grouped according to their assigned grade level are the same.

Academic Rank

The overall mean rating on the positive functioning component of the mental well-being according to the academic rank of teachers is shown in table below.

TABLE 9: Computed F-value and p-value on the Mental Well-being according to the Academic Rank of the Respondents

Mental Well-Being	F-Value	Sig.	Interpretation
Positive Emotion and Thinking	0.582	0.679	Not Significant
Positive Relationship	2.327	0.084	Not Significant
Positive Functioning	2.765	0.051	Not Significant
Overall	1.671	0.188	Not Significant

Overall, the computed p-value of 0.188 which is greater than 0.05 shows no significant difference between the mental well-being of the respondents according to the academic rank of the respondents. Thus, the mental well-being of the respondents when they are grouped according to their academic rank are the same.

V. CONCLUSION

The study concluded that there is no significant difference in the mental well-being of teachers when grouped by school assignment, age, length of service, grade level, or academic rank, as the hypotheses were rejected. Consequently, it is recommended that district supervisors enhance mental health programs across all schools, ensuring the well-being of teachers is prioritized both during and after the pandemic. The division office should actively monitor teachers' mental health and establish a task force to oversee these efforts. Given the lack of significant differences in mental well-being across demographic profiles, mental health programs should be universally accessible to all teachers, irrespective of their school, age, grade level, or academic rank.

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