

PERSONAL FACTORS AND MENTAL HEALTH OF PUBLIC SCHOOL TEACHERS IN LAVEZARES I DISTRICT, DIVISION OF NORTHERN SAMAR

Abstract

The study focused on the personal factors that influence the mental health of public-school teachers. This was conducted among elementary and secondary teachers in Lavezares I District, Division of Northern Samar. This study employed descriptive-correlational research design involving 30 participants chosen through purposive sampling. Data from survey questionnaire were analyzed using Descriptive Statistics and Pearson Product-Moment Correlation Coefficient. This was conducted within the third quarter of the school year 2021-2022. Findings showed that more of them are between 31–38 years old. Majority of them are female, married, with net take home pay of 5,000 – 11,499, recipients of completed academic requirement (CAR) for their MA, hold teacher III position, have been in the service for 7 years and below, with not more than 2 trainings and seminars related to distance learning attended.

In terms of the mental health, results showed that teachers who are at the forefront of distance learning implementation manifest severe stress, moderate anxiety, and mild depression. The demographic profile in terms of age, gender, civil status, net take home pay, highest educational attainment, teaching position, length of service, and the number of attended trainings and seminars related to distance education found not significantly correlated teachers' mental health. The findings of this study will provide input how school can address personal factors and mental health issues of teachers to become resilient in the face of adversities.

Keywords: *personal factors, mental health, public school teachers, COVID-19 pandemic*

1. INTRODUCTION

The COVID-19 pandemic has distressed the mental and psychological health and well-being of the people around the world. In fact, its repercussion is uncontained, impacting different sectors including education. At school level, it led teachers to an unpredictable scenario where the lockdown situation and the stringent health protocols have accelerated the shift from traditional to online educational methods. Obviously, relationships have been altered by the avoidance of direct contact with others, and social isolations have been amplified more than ever with implications for their mental health (Aperribai, Cortabarría, Aguirre, Verche & Borges 2020).

In the Philippines, the government has put up measures to ensure safety and wellbeing of all people involved in the educative process. However, cases of

COVID-19 in the country are growing despite the aggressive interventions of the national and local interagency task force for emerging diseases to control the further transmission of the infection (Moralista & Oducado, 2020; Ranada, 2020).

At the outset, the closure of schools and sporadic lockdowns imposed in the countryside induced mixed of psychological and emotional imbalances from loneliness to stress, anxiety, and depression among teachers (Talidong & Toquero, 2020). The limited knowledge how contagious and deadly is the virus has not only escalated unnecessary worries and fears but also results in a number of psychological disorders (Salari, Far, Jalali, Raygani, Rasoulpoor, Mohammadi & Paveh, 2020).

But DepEd's mantra is that teachers should be the last one to surrender. Transitioning through an uncertain period in terms of their professional (Allen, 2020) and personal lives has brought unprecedented threats and challenges at varying levels. They are left with no option but to adhere to the mandate of Department of Education to protect the health and safety and wellbeing of learners and ensure the continuity of learning in the basic education (DepEd Order No. 012, s. 2020). Being unaccustomed to the new landscape of education puts teachers unarmed of evidence-based principles to guide them in their decision making. Often, they are puzzled, confused, drained and find themselves at the losing end of this battle. Higher levels of stress and anxiety are normal at the height of uncertainty. Hence, teachers are in dire need of socio-emotional support to face the extra pressure being put on them to deliver learning in a time of crisis (UNESCO, 2020).

This is true in the context of Lavezares I District, Division of Northern Samar where educators who serve as frontliners in modular distance education are silently keeping their mental health issues themselves because of strong social stigma. Despite being overwhelmed juggling their responsibilities at home and school, teachers heavily rely on their depleting coping resources (Bogtong, 2021) as the government fails to introduce responsive program (Donoga, 2019) to promote mental health and wellbeing of teachers, viewed as one of the neglected groups in the implementation of distance education amid the pandemic.

The foregoing statements show the urgency to conduct a study that assesses personal factors and mental health of teachers. It is from this concern that the researchers decide to highlight the importance of mental health in forging teachers' productivity and resilience.

Sigmund Freud's psychoanalytic theory is anchored in this study which explains that the underlying unconscious or repressed conflicts are responsible for conflicts, disruptions, and disturbances in behavior and personality. Actions are believed to be motivated by emotions and thoughts triggered by personal factors. Therefore, to understand and change behavior, a person needs to develop awareness and insight of the interconnectedness of stimulus-response that challenged one's psychological stability.

In congruence, capturing the personal factors and mental health among teachers can help explain this evolving phenomenon which will provide insights in addressing the most avoided issue confronting teachers, their mental health.

2. Objectives

The study sought to:

1. determine the personal factors of teacher-respondents in terms of:
 - 1.1 age,
 - 1.2 gender,
 - 1.3 civil status,
 - 1.4 net take home pay,
 - 1.5 highest educational attainment,
 - 1.6 current position,
 - 1.7 length of service, and
 - 1.8 number of attended trainings and seminars related to distance learning.
2. determine the mental health issues of teachers as to;
 - 2.1 stress,
 - 2.2 anxiety, and
 - 2.3 depression.
3. determine significant relationship between teachers' personal factors and their mental health.

3. Review of Literature

Personal factors have been identified in the research literature to have important influence on mental health.

Personal Factors

Whilst it is true that according to some studies, teachers are bombarded with problems before the onset of the pandemic there are also factors that regarded to have influenced one' mental health condition (Hadi et al., 2009; Teles et al., 2020). In general, working in private-subsidized schools, working two or more unpaid overtime hours per day, and being absent due to sickness during 2020 were associated with poorer mental health. In the group with 6 to 10 years of teaching experience, the results were similar, although of greater magnitude. In the group with 5 years or less of teaching experience, the shorter contract duration was a predictor of poor mental health. Working more than 35 hours per week (in the group with 6 to 10 years of experience) and being a head teacher (in the group of women) were protective factors of mental health. However, it is necessary to add that there is inequality with regard to mental health according to gender. Possibly women's mental health is influenced more by the dual activities of work and home than by the working conditions, as is the case for men (Vasquez, Carrasco, & Hernando, 2021).

A study significantly correlated age with all the psychological variables. It also found that females presented higher levels of perceived stress, and teachers with home care responsibilities presented higher psychological distress as well as perceived stress (Hidalgo-Andrade, Hermosa-Bosano & Paz, 2021). A closer inspection of our results indicates that several sociodemographic characteristics were associated with the assessed variables. Age was significantly correlated with all three variables. It was negatively correlated with CORE-10 and PSS-10 perceived scores and positively correlated with LS scores, indicating that younger participants were more stressed, had greater levels of psychological distress, and less life satisfaction than older

participants. These results are similar to other studies conducted during the pandemic which confirm that COVID-19 lockdown has affected the mental health of young adults. In particular, the presence of negative coping strategies used by the youth tends to be an indicator of increased levels of stress, anxiety, and depression and it should be considered when planning interventions within this population (Shaikh, Peprah, Mohamed, Asghar, Andharia, Lajot & Qureshi, 2021).

A research conducted with Spanish and Philippine samples (Tee, Tee, Anlacan, Aligam, Reyes, Kuruchitham & Ho, 2020) have shown that younger participants present significantly higher levels of stress than participants older than 50 years. However, in other studies conducted with participants from China (Wang, Pan, Wan, 2020) Poland (Tee & Anlacan, 2020) and Iran (Wang, Tee, Roy et al., 2021), the presence of a relationship between age and levels of stress has not been evident. It also unleashed that while pre-pandemic studies in the general population have already indicated that women are at significantly greater risk of suffering from symptoms of anxiety and stress (Arenas and Puigcerver, 2009; Soffer, 2010), survey revealed significant differences between men and women in their levels of perceived stress (Pieh, Budimir, Delgadillo, Barkham, Fontaine & Probst, 2021).

It was noted that teachers working in the earlier stages of pre-school and primary education are those who showed the highest scores on anxiety (Besser, Flett & Zeigler-Hill, 2020).

Mental Health

A lot of careful researches have attempted to find out the factors that predict mental health.

The mental health and stress level of teachers are two important factors that allow them to become holistic classroom managers and leaders. Teachers are the front lines of the Department of Education (DepEd) in delivering its curriculum, services, and skills mastery to the learners. Although schools are not yet ready to implement distance learning (Asio & Bayucca, 2021), the delivery of learning must go on. They attend training and workshop and undergo technical assistance from mentors and experts to be well-equipped for school-related activities, become prepared in teaching, and evolve into holistic developers of the learners. This professional and personal context of teachers makes up their innate qualities in 21st-century teaching. Putting them on the frontlines of the education system, the state must consider their physical, mental, social, and psychological well-being, and education officials must ensure that they have the necessary knowledge, cognitive perspective, skills enhancement, and technical competence to serve learners with different needs. Their mental understanding should be sound, and their level of stress must be tolerable.

Stress Level According to Cambridge Dictionary, stress is the great worry caused by a difficult situation or something that causes people headaches, minor pains, and sleeping difficulties. A daily-calculated stress and health behaviors were significant predictors of self-reported perceived stress (Van Berkel & Reeves, 2017). Likewise, in the study conducted by Cook & Babyak (2019) entitled “The Impact of Spirituality and Occupational Stress among Middle School Teachers” stressed out that teachers’ spirituality scores (through Daily Spiritual Experience Scale) significantly predicted time-management stress and work-related stress. There should be adventure based outdoor programs that afford opportunities to be away from daily challenges that reduce psychological stress levels and

provide relief of physiological stress levels (Chang, Davidson, Conklin, & Ewert, 2019). Teachers should be given ample space to be relieved from stress through coping strategies and improve themselves as indispensable catalysts of the academic environment.

Like other professionals, teachers experience stress and use avoidance of coping strategies, affecting their performance in the workplace. It is important to recognize and address the harmful effects of stress on well-being and academic achievement, to avoid long-term problems in professional and personal life (Gustems-Carnicer Calderon & Garrido, 2019).

4. Methodology

The respondents of this descriptive-correlational research study were 30 public elementary and secondary teachers from Lavezares I District, Division of Northern Samar who have been active in the service before the onset of the pandemic, handling full load subjects, and seen struggling in the implementation of modular and limited face-to-face classes for school year 2021-2022. They were selected using purposive sampling technique. These respondents have firsthand experience being educators in the field amid pandemic.

The researchers strictly observed the minimum research parameters. It utilized validated instruments particularly the researchers-made survey tool on teachers’ Personal Factors and the adopted 21-item Depression, Anxiety and Stress Scale (DASS-21) authored by Lovibond & Lovibond (1995). It is a set of three self-report scales designed to measure the emotional states of depression, anxiety and stress. Each of the three DASS-21 scales contains 7 items, divided into subscales with similar content. Its interpretation is shown in Table 1.

Table 1. Scoring and Interpretation

* NB Scores on the DASS-21 will need to be multiplied by 2 to calculate the final score.

	Depression	Anxiety	Stress
Normal	0-9	0-7	0-14
Mild	10-13	8-9	15-18
Moderate	14-20	10-14	19-25
Severe	21-27	15-19	26-33
Extremely Severe	28+	20+	34+

Descriptive Statistics was used to assess the level of personal factors and mental health in terms of depression, anxiety, and stress while Pearson Product-Moment Correlation Coefficient (Pearson-r) was used to test for significant relationship between personal factors and mental health of teachers through Statistical Package for the Social Sciences (SPSS) version 21. Also, researchers faithfully adhered to research ethics. An informed consent form was distributed before gathering of data ensuring the full disclosure of the study. They were informed that their participation was voluntary and based on their volition, and would not, in any way, pose risk— be it emotional, physical, psychological, financial or social. Also, the researcher imposed neither coercion nor distribute rewards for their participation. Lastly, sources were properly cited and enumerated in the references.

5. Results and Discussion

Personal Factors of teacher-respondents

Age

Table 1.1 shows that twelve (12) or 40.00% of teacher-respondents are 31-38 years old, eight (8) or 26.67% aged 23-30, seven (7) or 23.33% aged 39-46, and three (3) or 10.00% aged 47-54. This means that more teachers in Lavezares I district are in early adulthood stage, specifically in their 30s, whose age range can be their most productive years being at the forefront of learning delivery of the basic education. In congruence, early adulthood stage is the peak of physical capabilities and the emergence of more

mature cognitive development, financial independence, and intimate relationships (Lally & French, 2020). This is also a period where an individual makes a substantial contribution within his environment including his workplace (Stangor, 2014).

Table 1.1: Age

Age	f	%
47-54	3	10.00
39-48	7	23.33
31-38	12	40.00
23-30	8	26.67
Total	30	100.0

Gender

Table 1.2 presents that out of 30 respondents, twenty-six (26) or 86.67% of them are females, while four (4) or 13.33% are males. Finding showed that most of the teacher-respondents are female. This further showed that female teachers are dominant in number compared to male ones in Lavezares I District. This result was consistent with the study of Regalado (2022) which showed that as far as teaching-related job is concerned, females always outnumbered males in terms of quantity which further indicated that women now form part of the bigger share of educators which is also coherent to DepEd's regional distribution of teachers who are active in the service from school year 2019-2020 to 2021-2022 indicating that the distribution of population between genders was dominated by females.

Table 1.2: Gender

Gender	f	%
Male	4	13.33
Female	26	86.67
Total	30	100.0

Civil Status

Depicted in Table 1.3 the civil status of the respondents. It showed that twenty-three

(23) or 76.67% are married while seven (7) or 23.33% are single. This indicated that most of the teacher-respondents have already settled and created a family. This pattern was observed among teachers who marry after getting a permanent job is common in the teaching profession. This was anchored on Theory of Hierarchy of Needs that linked getting married was part of satisfying human needs as social beings, particularly, for love and belongingness after physiologic as well as safety and security needs are fully met (Uysal, Aydemir, & Genc, 2017). Waite (2018) elucidated that having a lifetime partner among adult population is but a typical phenomenon.

Table 1.3: Civil Status

Civil Status	f	%
Single	7	23.33
Married	23	76.67
Total	30	100.0

Net Take Home Pay

Shown in Table 1.4 are data on the net take home pay of the respondents. It was indicated that twenty-one (21) or 70.00% of the teachers have a net take home pay of 5,000-11,499, six (46) or 20.00% have 11,500-17,999, two (2) or 6.67% have 18,000-24,999, and one (1) or 3.33% have above 31,000 net take home pay. The data indicate that majority of teachers in Lavezares I District share a little amount of monthly net take home pay between 5,000-11,499 with their families. This is a sad reality for teachers as this monthly income range does not guarantee that they could live a decent life with their family. While survey of National Economic Development Authority (NEDA, 2018) revealed that 79% of Filipino people aspired for a simple life, this “simple life”

consists of a medium-sized home, enough earnings to support everyday need, and financial capacity to support children’s education. The finding was expounded by Mendoza (2018) who posited that people living within the threshold “fall in and out of poverty,” due to health concerns, weather conditions, and other factors that may disrupt their limited budget. This is also in the context of distance education where teachers, in the course of fulfilling their obligations, tend to spend from their own pocket, just to meet the demands of modular distance education specifically in the distribution and retrieval of these learning materials in the community (Umil, 2020; Bond, 2020)

Table 1.4: Net Take Home Pay

Net Take Home Pay	f	%
31, 000 and above	1	3.33
24, 500- 30, 999	0	0.00
18, 000- 24, 499	2	6.67
11, 500- 17, 999	6	20.00
5,000-11, 499	21	70.00
Total	30	100.0

Highest Educational Attainment

Table 1.5 describes that twelve (12) or 40.00% of the teacher-respondents have earned Complete Academic Requirements in MA, eight (8) or 26.67% are MA Graduate and Bachelor Degree Holder, and two (2) or 6.67% are bachelor with MA units. This showed that most of the teachers in Lavezares I District value continuing profession education (CPE) in their profession as teachers. Seeking advancement professionally is a good practice in the field as this will not only capacitate them in decision making but also improve their teaching, working relation as well as how they perceive their work as productive and satisfying.

Teaching nowadays has even called everyone serving DepEd to upgrade personally and professionally given the new normal landscape in the education system which require teachers to reinvent ways of teaching in the modular distance learning. In fact, this distance learning compelled everyone to use and maximize technology in delivering lesson in multiple platforms and be able to carry our functions effectively. Holmqvist (2019) revealed that failure to upgrade as teachers may worsen knowledge transfer to new generations, which expands gaps between quality of work and job satisfaction affecting quality of education (Gorgonia, 2019). Moreover, R.A. No. 10912, otherwise known as the “Continuing Professional Development (CPD) Act of 2016,” mandates every employee in the government to continuously improve their professional competence in accordance with the national standards of practice, thereby ensuring their contribution in uplifting the general welfare, economic growth and development of the nation.

Table 1.5: Highest Educational Attainment

Highest Educational Attainment	f	%
MA Graduate	8	26.67
MA CAR	12	40.00
Bachelor with MA Units	2	6.67
Bachelor Degree Holder	8	26.67
Total	30	100.0

Current Position

Reflected in Table 1.6 that twenty-one (21) or 70% of the respondents hold teacher III position, six (6) or 20% are Teacher I, two (2) or 6.67% are Master Teacher II, and one (1) or 3.33% are Teacher II. This means that majority of the public school teachers in Lavezares Districts are still handling the teacher-III position, which

explains further the professional growth in terms of teachers’ promotion as one of the motivations of teachers that predicts satisfaction (Razak, Sarpan & Ramlan, 2018).

Table 1.6: Current Position

Current Position	f	%
MT-II	2	6.67
MT-I	0	0.00
T-III	21	70.00
T-II	1	3.33
T-I	6	20.00
Total	30	100.0

Length of Service

Table 1.7 exposed the length of service of the teacher-respondents. It is depicted that fifteen (15) or 50.00% have less than 7 years of relevant teaching experience, seven (7) or 23.33% have 8-14 years, four (4) or 13.33% have 22-28 years, three (3) or 10.00% with 12-21 years, and one (1) or 3.33% have been in the service for more than 29 years. This indicates that most of the teaches-respondents in Lavezares I District are but regarded as novice teachers. However, the limited amount of teaching experience may influence how they adapt to the changing situation within educational system. As a matter of fact, thriving as prime movers in modular distance learning is an indication of teachers’ resilience shaped through experience. Rodriguez, Cobo, Najar, & Ciarrusta (2021) expounded that experienced teachers are likely to choose serving Department of Education (Adones, 2020) giving their fair share in order to cross the barriers of education continuity (World Bank, 2021).

Table 1.7: Length of Service

Length of Service	f	%
29 above	1	3.33
22-28	4	13.33

15-21	3	10.00
8-14	7	23.33
7 and Below	15	50.00
Total	30	100.00

Number of Seminars and Trainings Attended Related to Distance Learning

As shown in Table 1.8 that out of 30 teacher-respondents, fourteen (14) or 46.67% have only attended two or even less trainings and seminars related to distance learning, six (6) or 20.00% have 5-6 and more than 7 trainings and seminars attended, and four (4) or 13.33% attended 3-4 trainings and seminars, respectively. The data imply that teachers even with health restrictions brought by pandemic, can access various in-service trainings and seminars. However, their trainings are fewer compared to the demands expected to them new normal setup of learning delivery. This is a point of interest as trainings are potent ingredients in addressing the needs of distance learning, making teachers armed with theory and skills as they transition to distance education. This is agreed by Burns (2011) which called continuous upskilling of teachers around good instructional practice as reactive approach in dealing difficult situation, thus, empowering teachers to reduce the school problems significantly.

Table 1.8: Number of Seminars and Trainings

Number of Seminars and Trainings Attended Related to Distance Learning	f	%
7 above	6	20.00
5-6	6	20.00
3-4	4	13.33
2 and Below	14	46.67
Total	30	100.0

Mental Health of Teachers

The mental health of teachers can be explained by the occurrence of psychological symptoms in the form of stress, anxiety, and depression. Table 2 presents the level of stress, anxiety, and depression of teacher-respondents in Lavezares I District which revealed that generally, with the grand mean of 16.10, their mental health issues is interpreted as between “mild to moderate.”

An examination of the level of mental health status as perceived by teachers in terms of stress, anxiety and depression revealed that teachers are found to have manifested “severe” stress with a score of 26.86, “moderate” anxiety with a score of 11.14, and “mild” depression with a score of 10.29.

Accounts of teacher-respondents described their stress level as “extremely severe,” manifesting behavior as “I tended to over-react to situations” (WM=44) and “I found it difficult to relax” (WM=60); and “severe” on “I found it hard to wind down.” Moreover, their anxiety level is rated as “moderate” on “I was worried about situations in which I might panic and make a fool of myself” (WM=14) and “I felt I was close to panic, experienced breathing difficulty, and trembling (WM=12); and their depression level as “mild” exhibiting “difficulty to work up the initiative to do things and felt unworthy as person” (WM=10).

These findings suggest that while teachers are not depressed, most of them are displaying signs and symptoms of anxiety and stress. This is supported by the study of Von der Embse et al. (2019), due to the increased pressure from teachers’ accountability practices, they have reported high levels of stress and burnout, which calls for stress interventions an important first step toward reducing negative outcomes. This was seconded by Terrazola (2018), that public school teachers are confronted with numerous

paperwork and workloads. In fact, the shift of educational system caused so much suffering among teachers who are under immense pressure. In fact, their mental health significantly impacts teachers (Jimenez, 2021).

Stress and anxiety levels of teachers are further confirmed by the recent studies which pointed out that during lockdown, teachers have suffered stress from having to adapt in order to provide online classes (Besser et al., 2020). This stress has often been accompanied by symptoms of anxiety, depression, and sleep disturbance because of the increased workload resulting from home teaching (Ng, 2021). A recent Arab study has indicated that this health crisis has caused teachers to suffer problems that are often related to a pandemic situation, such as anxiety, depression, domestic violence, and divorce, all of which restrict their ability to teach properly (Al Lily & Alqahtani, 2020) a study carried out in three cities in China revealed 13.67% prevalence of anxiety among teachers with women being more anxious than men and the older ones being more symptomatic (Li et al., 2020). Similarly, prevalence of stress symptoms in teachers was 9.1% and that it was important to support them psychologically (Zhou and Yao, 2020).

The confluence of data is a challenge for the government through DepEd as a whole to take a look at the factors that affect teachers' mental health which regarded a vital aspect in maintaining physical health and overall well-being. Finding workable strategies in school to help someone struggling with mental health issues such as stress, anxiety, depression, can help them cope from the wide-ranging psychological issues that disrupt their focus, interest and motivation, and ability to relate to students, peers, and colleagues, thus, will revert them back to optimum level of functioning.

With this, according to Cowan (2021), there is heightened urgency to advance school-based mental health and school psychologists' expertise as essential to providing quality, evidence-based services to teachers. In the same manner, stress management of teachers magnifies the result of managed pressures and mental health.

Table 2: Mental Health of Teachers

Relationship between Teachers' Personal Factors and Mental Health

Pearson Product-Moment Correlation Coefficient (Pearson-r) was used to test for significant relationship between personal factors and mental health of teachers (Table 3). Result of the analysis showed that among teachers' personal factors in terms of age ($r = .141$, $p = .458$), gender ($r = .065$, $p = .733$), civil status ($r = .073$, $p = .701$), net take home pay ($r = .125$, $p = .509$), highest educational attainment ($r = .131$, $p = .491$), length of service ($r = .104$, $p = .585$), and number of seminars and trainings attended related to distance education ($r = -.050$, $p = .793$) had no significant relationship with their stress, anxiety and depression. Hence, there is sufficient evidence to reject the null hypothesis in terms of the relationship between teachers' personal factors and their level of stress, anxiety, and depression. This means that it is in no case that the teacher-respondents' mental health and their profile went along in parallel fashion. This finding implies that teachers' personal factors did not predict teachers' stress, anxiety and depression.

This is opposed by the study of Wang et al. (2019) that the younger adult population present greater levels of depression, anxiety, and distress. Pieh, Budimir, Probst (2020) marked gender as predictor of stress, with females presented higher levels of perceived stress by teachers (Hidalgo, Hermosa, & Paz, 2021). However, it is necessary to add that there is inequality with regard to mental health according to gender. Possibly women's mental health is influenced more by the dual activities of work and home than by the working conditions, as is the case for men (Vasquez et al., 2022).

DASS 21	Weighted Mean	Interpretation
Stress		
I found it hard to wind down	32	Severe
I tended to over-react to situations	44	Extremely Severe
I felt that I was using a lot of nervous energy	12	Normal
I found myself getting agitated	18	Mild
I found it difficult to relax	60	Extremely Severe
I was intolerant of anything that kept me from getting on with what I was doing	12	Normal
I felt that I was rather touchy	10	Normal
Sub Mean	26.86	Severe
Anxiety		
I was aware of dryness of my mouth	8	Mild
I experienced breathing difficulty (e.g. excessively rapid breathing, breathlessness in the absence of physical exertion)	12	Moderate
I experienced trembling (e.g. in the hands)	12	Moderate
I was worried about situations in which I might panic and make a fool of myself	14	Moderate
I felt I was close to panic	12	Moderate
I was aware of the action of my heart in the absence of physical exertion (e.g. sense of heart rate increase, heart missing a beat)	10	Moderate
I felt scared without any good reason	10	Moderate
Sub mean	11.14	Moderate
Depression		
I couldn't seem to experience any positive feeling at all	24	Severe
I found it difficult to work up the initiative to do things	10	Mild
I felt that I had nothing to look forward to	16	Moderate
I felt down-hearted and blue	6	Normal
I was unable to become enthusiastic about anything	4	Normal
I felt I wasn't worth much as a person	10	Mild
I felt that life was meaningless	2	Normal
Sub Mean	10.29	Mild
Grand Mean	16.10	Mild to Moderate

Studies also showed that overtime hours per day, and overwork were associated with poorer mental health.

Table 3: Relationship between Teachers' Personal Factors and Mental Health

Independent Variable	Parameter	Stress	Anxiety	Depression	DASS
Age	Pearson Correlation	.103	.170	.133	.141
	Sig. (2-tailed)	.588	.368	.484	.458
	Interpretation	Not Significant	Not Significant	Not Significant	Not Significant
Gender	Pearson Correlation	-.068	.121	.113	.065
	Sig. (2-tailed)	.720	.526	.551	.733
	Interpretation	Not Significant	Not Significant	Not Significant	Not Significant
Civil Status	Pearson Correlation	.172	.099	-.055	.073
	Sig. (2-tailed)	.364	.602	.774	.701
	Interpretation	Not Significant	Not Significant	Not Significant	Not Significant
Net Take Home Pay	Pearson Correlation	.019	.240	.086	.125
	Sig. (2-tailed)	.922	.201	.652	.509
	Interpretation	Not Significant	Not Significant	Not Significant	Not Significant
Highest Educational Attainment	Interpretation	.045	.092	.234	.131
	Sig. (2-tailed)	.814	.630	.213	.491
	Interpretation	Not Significant	Not Significant	Not Significant	Not Significant
Position	Pearson Correlation	-.087	.011	-.108	-.067
	Sig. (2-tailed)	.648	.954	.570	.725
	Interpretation	Not Significant	Not Significant	Not Significant	Not Significant
Length of Service	Pearson Correlation	-.044	.204	.117	.104
	Sig. (2-tailed)	.817	.279	.539	.585
	Interpretation	Not Significant	Not Significant	Not Significant	Not Significant
Trainings	Pearson Correlation	.016	.099	.032	.050
	Sig. (2-tailed)	.913	.603	.867	.793
	Interpretation	Not Significant	Not Significant	Not Significant	Not Significant

6. Conclusions

Based on the findings of the study, the conclusions below are drawn.

Majority of the teacher-respondents were in their early adulthood, pursued continuing professional education, had less than a decade of teaching experience, proficient, received a minimum take home pay, and with few trainings and seminars attended related to distance learning;

Mental health of teachers are challenged by the new landscape of education. In fact, it is safe to note that teachers are overwhelmed by the turn of events which caused so much stress with considerable amount of anxiety. Because of teachers' current mental health status, it cannot be denied how this may influence their wellbeing which translates to their thoughts, behaviors, and actions. When these unresolved mental health issues persist, teachers cannot sustain a very satisfactory performance and are more likely to become a liability in school.

Though personal factors were not associated to their mental health, activities should concentrate on empowering teachers and supporting them as they fulfill their tasks and obligations. School mental health program should focus on assisting teachers to know themselves better including their strengths and weaknesses as well as their coping skills and create collaborative environment and support group that will serve as life buffers in the event of adversity.

7. Recommendations

On the basis of the highlights of the study, the hereunder recommendations are set forth.

1. School may take time to openly and consistently communicate with teachers to come up with decisions that accommodate their needs and

concerns and embrace teachers' mental health and wellbeing.

2. Teachers should consider revisiting psychosocial strategies that boost their ability to deal with stress and handle negative behavior and thoughts. They could take note of stressors that serve as triggers and focusing thereof their efforts to learn to adapt.
3. Teachers may be introduced to wellness programs to better improve their mental attitude towards work. Also they reframe self-management habits and discover effective coping skills to better handle challenge situations.
4. Schools should put premier on mental health and psychosocial support services to be integrated in all discipline and learning areas, accessible to all. Hence, establishment of concrete programs on wellness, fitness, and lifestyle well-being of teachers and personnel to maintain a healthy lifestyle and positive mind set at work.
5. A study about variates of teachers and students' mental health could be investigated to determine other factors not explored in this study to hit the mark of optimum health and wellbeing at school level.

Ethical Approval:

As per international standard or university standard written ethical approval has been collected and preserved by the author(s).

Consent

As per international standard or university standard, Participants' written consent has been collected and preserved by the author(s).

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